

**Brownsville Independent School District**  
**Garcia Middle School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

Mission : Cultivating global learners through academic excellence.

# Vision

Vision: Academic excellence for Every Student

# Value Statement

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Dr. Juliet V. García Middle School is located near the Port of Brownsville in Brownsville, Texas and serves students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. The school, named after Dr. Juliet V. García, President of the University of Texas at Brownsville and Texas Southmost College, opened its doors to the community in August, 2002. The faculty and staff are committed to providing students with a diverse educational foundation consisting of high levels of academic, artistic, and athletic achievement as determined by local, state, and national standards. This is accomplished by using a support system involving school, parents, and community in a safe and structured environment.

The student population at García Middle School is predominantly Hispanic. The student population is representative of the community with 97.6% Hispanics, and 98.7% of our students are identified as economically disadvantaged, 18.4% of English Language Learners (ELL), 16.7% Gifted and Talented, 10.4% migrant, 80.3% at-risk, and 14.3% special needs students. The student body is made up of 369 sixth graders, 340 seventh graders, and 359 eighth graders for a total of 1,068 students. The attendance Rates for the 2015-2016 school year was 96.9% for all the students and 96.9% for at-risk students. The dropout rate for the 2016-2017 school year was 0.1% for all the students and for 0.1% for at-risk students. Moreover, the retention rate was 9.4% for all students and 3% for at-risk students.

García Middle School's leadership includes Kathleen Jimenez, Principal; Lupita Perez and Joe Guzman, Assistant Principals, Ana C.Pena, Dean. The faculty includes seventy certified teachers and 10 paraprofessionals. Eleven clerical and office personnel who service special education, migrant, discipline, PEIMS, library, health, matriculation and attendance. A nurse, librarian, three counselors, eight cafeteria employees, six custodians, and two security officers provide additional services. The faculty has an ethnic representation of 90.9% Hispanic, and 9.1% White. Female teachers represent 70.9% and males 29.1% of the teaching staff.

García Middle School is comprised of a diverse student population. The campus houses an exemplary Life Skills unit for special education students and implements special education inclusion program as part of the school curriculum. Campus Band, Choir and Art provide opportunities at beginning through advanced levels. García Middle School also offers a wide range of additional educational opportunities such as participation in the Spanish AP, University Interscholastic League, Athletics, Performing Arts Dance Ensemble, Destination ImagiNation, Chess, Spanish, Science, and Art Clubs, cultural field trips, NJHS, and the Gator Recycling Club. Our National Junior Honor Society provides our student leadership a platform for college and community awareness.

At García Middle School, the main focus is on each individual student's academic progress. To ensure student success, students are offered after school and Saturday tutorials. Academic Challenges in reading and math expect to be met through the additional strategies provided by teachers to increase masters grade levels and sub-populations. This school year all Algebra I students passed the EOC test. Key deficiencies in students' mathematics and reading content knowledge and skills will be addressed so students will meet college ready standards and commended levels on state exams.

The campus addresses health and nutritional issues through the CATCH (Coordinated Approach to Child Health) committee. This committee offers a variety of activities such as: Turkey Trot, Jump Rope for Life, Health Screening, monthly presentations, and staff Health Fair. Students also participate in Algebra Camp, Science Fair, History Day and Brainsville.

Students are rewarded for Attendance, Honor Roll, extra-curricular, individual and Academic Team accomplishments.

**Dr. Juliet Garcia Middle School was awarded Distinction status in Reading/ELA, Social Studies & Top 25 Percent in Closing the Performance Gap. Our goal is to attain Distinction Recognition in All areas.**

# Demographics

## Demographics Summary

I. Sixth grade has two full academic teams. Seventh grade has two full academic teams. Our 8<sup>th</sup> grade has 3 academic teams. Our elective positions are all filled and although the classes range from 25-35, instruction is well delivered.

II. Data Sources Reviewed: The following sources provided valuable data for Demographics in regards to the identification of needs:

- Academic Team composition – leadership qualities of each Academic Team member
- Teacher qualifications for content, AP/GT, ESL and SpEd certifications
- All student test data, ESL Reading Smart, district and state data comparisons
- Campus disciplinary statistics by team and grade
- Grade level totals and elective program development

## Primary Grade Levels:

### 6<sup>th</sup> -8<sup>th</sup> Grade

The following information originated from the 2016-2017 TAPR results.

#### STAAR Summary of 6<sup>th</sup> – 8<sup>th</sup> Grades Tested

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

Reading – 6<sup>th</sup> grade (campus 64%, district 61%, state 71%), 7<sup>th</sup> grade (campus 77%, district 68%, state 72%), 8<sup>th</sup> grade (campus 89%, district 83%, state 82%)

Math – 6<sup>th</sup> grade (campus 70%, district 71%, state 74%), 7<sup>th</sup> grade (campus 71%, district 65%, state 71%), 8<sup>th</sup> grade (campus 86%, district 86%, state 73%)

Writing -- 7<sup>th</sup> grade (campus 78%, district 69%, state 70%)

Science -- 8<sup>th</sup> grade (campus 68%, district 70%, state 76%)

Social Studies -- 8<sup>th</sup> grade (campus 67%, district 59%, state 65%)

## Middle School End of Course (EOC) Results

Math—Algebra --- 8<sup>th</sup> grade (campus 100%, district 74%, state 78%)

#### Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
<b>All Subjects</b>	73%	73%	95%	73%	48%	39%	38%
<b>Reading</b>	76%	77%	38%	76%	65%	50%	53%
<b>Mathematics</b>	75%	75%	53%	75%	64%	39%	65%
<b>Writing</b>	78%	79%	36%	77%	62%	31%	48%
<b>Science</b>	68%	68%	67%	68%	56%	27%	43%
<b>Social Studies</b>	67%	67%	58%	67%	58%	57%	43%

#### Demographics Strengths

- Strong Special Education and ESL departments
- Texas Literacy Initiative support
- Algebra I and AP Spanish provides advanced classes for students
- STEMS/Infinity Program for math and science students in 6th, 7th, and 8th grade

#### DEMOGRAPHIC NEEDS

Demographics Needs Extend inclusion services to all content areas Improve rigor through collaboration and vertical planning by academic content areas to strengthen the expertise of all teachers through the use of a variety of resources and technology Work towards better implementation of Review 360, the RTI process, and the teaming concept to Monitor individual student progress, working together as teams to improve academics for all students through data from benchmarks, RTIs, and monitor behavior through data from Review 360 Improve parental involvement interaction in all aspects of campus Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographic areas of improvement would be addressed: 1. Improve the Parental Involvement Program by revamping when they meet with the Parent Liaison, their methods of refreshment, improving the number and quality of meetings with parents, and the expectations of the parent liaison. (6.1.1,6.1.2.,6.1.13,6.1.4, 6.1.7) 2. Increase rigor and technological innovation in all content areas, including increased inclusion, emphasizing success of subpopulations and At-Risk students. Provide instructional supplies and headsets that be utilize in lab for a variety of tutorial opportunities, and additional reading, including magazines of current events. (1.1.1, 1.1.5, 1.1.6, 8.1.1, 8.1.3, 8.1.4, 3.1.10) Monitor individual student progress by printing benchmarks, intervening when needed with innovative learning opportunities and document interventions through RTI. (1.1.3, 1.1.9, 3.1.7, 3.1.18) To best support campus efforts and meet the identified needs at the District and Campus level; activities, resources, and implementation timelines related to Demographics are set forth in all sections of the 2017-2018 Campus Improvement Plan.



## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** SpEd Students' scores were below the 60% system safeguard standards **Root Cause:** Increased of enrollment and student to teacher ratio.

## Student Achievement

### Student Achievement Summary

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

**Data Sources Reviewed:** The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- AEIS Report
- Data from TELPAS, AMAO, tutorials, and teacher end-of-year survey
- STAAR Summary Reports-Group Performance, Sub-population data, STAAR writing and “Masters” categories for all content areas
- Eduphoria! Aware including Benchmark Data, SE analysis, and comparison data
- Individual teacher strengths including T-Tess,GT/AP training, delivery skills evidenced through walk-throughs, initiative to try innovative strategies.
- Teacher survey of migrant student needs

### Student Achievement Strengths

- Social Studies scores
- Attendance
- Academic Extracurricular/Fine Arts Participation
- District training for STEM
- Algebra I and AP Spanish
- Improved 7th Grade Scores.

### STUDENT ACHIEVEMENT NEEDS

Student Achievement Needs to Improve Reading skills: use computer software, technology and multiple resources to ensure student success and increase student centered instruction, student products, and student models for display. Writing in different modes and genre, using models from literature and computers in the classroom to practice using twenty-first century writing skills, writing across the curriculum, writing workshop, writing lab to engage reluctant learners Increase participation in academic extracurricular programs, contests, and the creation of a campus literary magazine. Use Dr. Kay's text

structure in all classrooms. Train and support content teachers on High expectations, Sheltered Instruction, Rigor, Depth of Knowledge, inclusion, RTI, Review 360, and TEKS refinement. Provide additional instructional technology, software, supplies and materials to advance classes; and supplies like butcher paper for story mapping, that will increase the success of At-Risk students. Use data from technology to analyze success. Work to raise scores of at-risk and through the use of A+ software and provide transportation for tutorials. Raise scores of special populations by involving parental involvement to showcase accomplishments and special software for practice. Increase Math and science rigor through collaboration with UTB, participating in competition with other classes and campuses. Use a variety of content software to boost scores on STAAR, practice application of concepts, and increase time on task. Improve use of Review 360 and implement a Discipline Management plan to reduce discipline referrals. Train teachers to use Review 360 for discipline RTIs. Provide opportunities for students to learn and practice leadership skills and public speaking, turning student actions in a more positive direction. Improve tutorial by providing buses, additional supplies like duplicating paper, extra duty pay for more experienced teacher participation, and additional days of tutorial to make a larger impact on scores by providing practice. Provide Special Education teacher training for writing improved PLAAFS. All migrant students will receive general supplies, and hygiene items, PFS students exclusively will receive clothing, and PFS parents will get light refreshments for migrant parents meetings, where their children's success and other pertinent topics are discussed. Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement would be addressed: Improve reading and writing skills in the content areas, in various genre and reading levels using supplies and trainings such as Measuring Up and technology to supplement other reading sources. Also provide new class sets of books to motivate reluctant readers and writers and additional supplies such as duplicating paper use for tutorials. Provide a laminator and laminating film to supply durability and a poster-maker to permanently display concepts so constant referral is possible (1.1.1, 1.1.2., 1.1.5, 1.1.9, 3.1.9,3.1.1,8.1.3, 8.1.4) Train content teachers on High expectations, rigor, Depth of Knowledge, inclusion, RTI, Review 360, Sheltered Instruction, TEKS refinement and advanced course changes such as AP Spanish test changes (1.1.1, 1.1.9, 1.1.3, 8.1.1,3.1.7, 3.1.8) Work to raise at-risk, homeless, ELL, and Special Education reading and mathematics scores by allocating funds for extra-duty pay, Summer Bridge Program, transportation, supplies, resources such as dictionaries for tutorials. Use benchmarking to obtain data for targeting deficit basic skills, and promoting competition in extracurricular writing, math, science, and history events, and hosting parent events to spotlight student academic accomplishments. ( 1.1.1, 1.1.9, 1.1.3, 3.1.7, 3.1.8) Improve ESL lesson delivery by increasing the opportunities for students to public speak. Improve writing scores by training teachers to teach additional genre-writing by using pull-outs and tutorials if needed. (1.17, 1.19) 6. Improve the writing of PLAAFS in Special Education by providing training for teachers (1.1.1., 1.1.8) 7. All migrant students will receive general supplies and hygiene supplies; PFS and Migrant students exclusively will receive clothing, and PFS students to improve academic success and light refreshments for migrant parents attending meetings. A printer and ink cartridges will be needed to assist migrant students in their assignments. (1.1.1. 3.1.3, 3.1.4, 3.1.6, 7.1.3, 7.1.4, 7.1.6, 7.1.8) To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Student Achievement are set forth in core-area, At-Risk, and Migrant Education sections of the 2017-2018 Campus Improvement Plan.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students' scores were below the 60% system safeguard standards. **Root Cause:** Missed Progress Indicators by 2 points or less in Math & Reading.

## School Culture and Climate

### School Culture and Climate Summary

It is of vital importance to improve our school culture. We want to increase our Parent Involvement active participation. We need to provide more positive incentives and recognitions for teachers/students with the support of adopt a school through our community. We must ensure we have ongoing more effective communication with teachers and parents.

**Data Sources Reviewed:** The following sources provided valuable data for School Culture and Climate in regards to the identification of needs:

- Referral categories/ISS reports by infraction
- Data from Do the WRITE Thing essays (violence prevention)
- Student and Teacher Campus Needs Assessment Survey
- Weekly Academic Team Meetings and Department Meetings

### School Culture and Climate Strengths

- Extracurricular activities and fine arts electives
- Campus Cleanliness
- Hosting a variety of parent events to spotlight student academic achievement
- Effective use of School Messenger to communicate with parents

### School Culture and Climate Needs:

Provide opportunities for concerts, competitions, and teacher training. Provide students and staff health awareness by hosting Career Day, Health Fair and other events including community organizations. Train teachers and staff on classroom management skills and Behavior Management. Increase awareness of resources to prevent or change students' negative behavior and ways to document using Tango. Increase student leadership skills and collegiate expectations through Student Clubs and Organizations Increase healthy choices awareness with staff and student population Increased participation in competitive academic activities by providing current technology. Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Culture and Climate areas of improvement would be addressed: Increase successful participation in competitive academic activities and projects including, but not limited to Career Day, UIL, Chess, collegiate competitions, portfolios, literary magazine, History Day, Science Fair, and campus Parent Night displays by providing current technology. (1.1.2, 1.1.5, 1.1.7, 2.1.2,3.1.12). Establish student leadership and opportunities to share ideas to benefit the campus climate and culture, including student projects, community involvement, service projects, perfect attendance and honor roll, and other leadership building activities. Improve student and staff health awareness. Provide adequate sanitary items for special use of the facility during competitions, training, and concerts, such as soap, toilet paper, personal sanitary items (1.1.9,5.1.3, 3.1.5), and cleaning supplies. (4.1.3,5.1.3) Provide software and technology to access online

curriculum, electronic grade-books, Behavior Management techniques, and Review 360 training to improve teacher attitudes toward student behavior and provide technology for students like Kindles/Nooks, to improve engagement and desire to excel academically. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2017-2018 Campus Improvement Plan.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Increase of Student Enrollment and ratio of student to teacher. **Root Cause:** Budget cuts

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Teachers at this campus rarely leave. They work together well, plan together, and share responsibilities.

**Data Sources Reviewed:** The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of needs:

- SBEC certifications
- GT/PreAP core and ongoing hours completed
- Attendance for teacher training sessions
- Feedback from teacher walkthroughs, T-Tess
- Feedback from department meetings and individual growth plans
- Teacher and Student Comprehensive Needs Assessment Surveys

### Staff Quality, Recruitment, and Retention Strengths

- Strong teachers exist in every grade level and subject
- Teachers are positive about recognized status
- Most teachers have been on campus since the school opened.
- Most content teachers are AP trained
- English, math, reading, ESL and SpEd teachers have had Springboard training through the College Readiness Grant

### Staff Quality, Recruitment, and Retention Needs:

Provide additional content training for core areas in preparation for STAAR. Provide curricular, software, supply support to Social Studies, Math, Science and ELAR teachers (ESL Reading Smart/Study Island, Zingly science software, GALE library research software, Ward's science supplies, Science World magazines, pencil sharpeners and easels. Attend training and review social studies and math timeline to conform to new TEKS refinements, STAAR reporting categories, and its tenants for ELAR and Math Procure training for new teachers in the delivery strategies common to veteran teachers (Jane Shaffer, Hands-on Equations, Rice STEM Scopes) Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed by providing the following basic necessities: Increased opportunities for Staff Development and additional feedback from walkthroughs for all teachers including earlier T-Tess completion rate, and additional detailed feedback given to all content teachers (1.1.1, 1.1.4,10.2.1) 2. Provide additional software, science supplies, graphing calculators, STAAR Booklets, and weekly student

magazines to support teacher productivity and delivery. (1.1.2, 1.1.6, 1.1.9 1.1.31.1.5, 3.1.9, 8.1.1) Increase Professional development with focus on STAAR, rigor overall, social studies & math TEKS and resources.( 1.1.1, 1.1.2, 1.1.4, 3.1.3., 8.1.4, 10.2.1)To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Increase number of Student Enrollment and ratio of student to teacher. **Root Cause:** Budget cuts hinder hiring process.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Training for Campus use of Springboard (ELAR and Math) and district-initiated training for STEM, Infinity (math and science), STAAR, TxAIR, Curriculum Frameworks, DOK, TEKS Refinement math and social studies changes ensure that core subjects are prepared with rigorous curriculum for STAAR and PreAP classes. Assessment is designed by the teaching staff based on the curriculum. Teachers will use TANGO to monitor student progress. ESL Reading Smart and Benchmarking occur in November and February, in addition to the state Universal Screener which provides additional data.

**Data Sources Reviewed:** The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- Reading comprehension and fluency scores for the last 2 years in all grade levels.
- Math scores for the last 2 years in all grade levels.
- Science scores for the last 2 years in 8<sup>th</sup> grade
- Writing data from the state expository essay and revision and editing components
- Instructional strategies by teacher with corresponding lesson plans
- Individual teacher strengths with the idea of placing strong teachers at every grade level and with each and every team.
- Feedback from department meetings.
- Benchmarking,, ESL Reading Smart, Study Island and Ignite, Destination Math data
- At Risk and tutorial reports
- Teacher and Student Comprehensive Needs Assessment Surveys
- Fixed Assets Inventory

### Curriculum, Instruction, and Assessment Strengths

- Engaging Curriculum is available for math & reading
- Curriculum is enhanced for students by more extracurricular experiences
- STEM training for math and science provided by district
- Updated TEKS Curriculum for Science, ELAR, Social Studies, and Math
- Teachers are up to date with the use of Tango Trainings and the updates on software

Curriculum, Instruction, and Assessment Needs:

Expand Career Day and add additional opportunities for presenters to come. The use of additional instructional technology, hands-on methodology, and application instead of handouts Training for integration of math and science STEM into activities to improve and enhance instruction using various



consumable supplies to prepare for area competition. Reduction of At-Risk students by using innovative lesson delivery, projects and application models with consumables and special instructional supplies. Concentrate efforts on teaching directly from TEKS, understanding and internalizing Reporting Standards, and learning new Math TEKS and STEM. Provide Math and Science computers for engaging, accelerated instruction for At-Risk students

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed: Involve additional community members as speakers, presenters and in mentorship roles and hold a campus Career Day. (4.1.1) Train teachers to use document projectors to enhance hands-on instruction and facilitate the use of primary source documents and student work as examples. Students visualize actual 3-D applications, apply knowledge to real world settings by increased use of technology paired with novel teaching strategies and diverse reading opportunities through subscriptions of current periodicals. Provide laptops with licenses, pencils, sharpeners, batteries, video projectors, bulbs for projectors, instructional supplies and printing for curricular enhancement, technological expertise, and student research. Display objectives prominently and use open-ended questioning strategies from Figure 19 and Text Structures. (1.1.1, 1.1.2, 1.1.3,1.1.4,1.1.5, 1.1.6, 6.1.4, 4.1.2, 5.1.6, 3.1.1,3.1.9,8.1.1,8.1.4). Reduce at-risk student population by providing opportunities for local, regional, and state conferences to implementing more hands-on, real-world application, engaging activities and teaching study skills such as creating portfolios and journals. (1.1.1, 1.1.2, 1.1.4, 2.1.2,2.1.3,2.1.5,3.1.1,1.1.6,7.1.4 ). Include competitive academic opportunities for students and benchmark throughout the year using Scantrons and duplicating paper to gather academic data for instructional use. Provide Math and Science computers for engaging, accelerated instruction for At-Risk students and training for STEM program.(1.1.2, 1.1.3, 1.1.4,1.1.5,1.1.6,8.1.1,3.1.13.1.9,8.1.1,8.1.4 ) To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Curriculum, Instruction and Assessment are set forth in all sections of the 2017-2018 Campus Improvement Plan.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Campus needs more Technology training. **Root Cause:** New teachers on campus need PD on technology.

## Family and Community Involvement

### Family and Community Involvement Summary

Monthly afterschool events draw in families and not only provide an audience for student achievement but increase positive relationships between parents, teachers and administrative staff.

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

- Parental Involvement Survey Results
- Tally of parental involvement events during 2016-2017
- Attendance tally for each event during 2016-2017
- Feedback from Meetings with TLI Specialist

### Family and Community Involvement Strengths

- Parents are willing to participate with students in short after school events
- Parents want their students to attend this campus as evidenced by the number of parents requesting transfers
- Parents are supportive of extracurricular activities

### Family and Community Involvement Needs:

Schedule monthly events to spotlight a variety of subject areas using the gym, cafeteria and associated sound and lights. Meet with parents after school for various venues and serve refreshments. Increase parent calls to include positive feedback. Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, the following Family and Community areas of improvement would be addressed: Hold parental meetings using technology such as a computer, laptop, and projector for various venues after school with refreshments to provide information and showcase student achievement to increase parental involvement. (6.1.1,6.1.4,6.1.7) Increase positive contacts with parents to include more students “being good” in addition to “being in trouble” and provide mileage for parent liaison to make parent/student home contacts. (6.1.3,6.1.4,6.1.5) To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2017-2018 Campus Improvement Plan.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** School -Parent Communication is not effective. **Root Cause:** Update parent contact information on PEIMS (eSchool).

## School Context and Organization

### School Context and Organization Summary

Classes are organized as much as possible into Academic Teams for each grade level. Strong teachers are placed at each grade level for each content area to provide leadership for Horizontal Alignment. Departments meet weekly to review campus initiatives and plan for the coming week. Content is complemented by overt Career and College Readiness relationships. Hallways are decorated with pennants from various colleges and universities, and several events during the year are designed to bring awareness and focus on life after middle school.

**Data Sources Reviewed:** The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- STAAR and STAAR scores, Benchmarking scores, ESL Reading Smart, TELPAS, and classroom data
- Discipline referrals and At Risk data
- Teacher attendance
- Participation in afterschool activities
- Volunteerism

### School Context and Organization Strengths

- Strong leadership in each Academic team
- Strong leadership in each grade level

School Context and Organization Needs:

More content training in math, science, English, and social studies Additional technology training Additional training for varied lesson delivery Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed: More rigorous content and lesson delivery training in math and technology. (1.1.1,1.1.4,4.1.2,5.1.6,3.1.9,8.1.1,1.1.3,1.1.6,8.1.4) Provide trainings, resources, and supplies in preparations to provide a safe and orderly environment. (5.1.3, 5.1.6,5.1.3,5.1.8) To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in all sections of the 2017-2018 Campus Improvement Plan.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Incomplete Teams due to staffing. **Root Cause:** Increased of enrollment and student to teacher ratio.

# Technology

## Technology Summary

Students will take on a greater role preparing academic additions to our website from all content areas, and use technology to further their knowledge about the world and how technology interfaces with career opportunities. Teachers will schedule community members to share how technology is used in their businesses. By using technology in the classroom, students will prepare themselves for the demands of high school, college and career.

**Data Sources Reviewed:** The following sources provided valuable data for Career and Technology in regards to the identification of needs:

- a. *Inventory of classroom technology equipment, STAR teacher survey, Fixed Asset Report, Software Requirements*
- b. *Lesson plans and CATE curriculum requirements for 2017-2018,*
- c. *Testing schedules/ requirements from TEA (STAAR, TELPAS)*
- d. *Roster of Career Day presenters and feedback from presenters and students*
- e. *Parental Involvement activities involving student presentations*
- f. *Project Share increased usage for LASERS, content collaboration, posting of shared lessons*

## Technology Strengths

- Most classrooms have Smartboards and teachers have access to response technology and some document projectors.
- Teachers have desktops and laptops
- Sci-Tech Lab, NASA Challenger, and Infinity Project support national STEM initiatives
- Students have opportunities to meet community businessmen and businesswomen during Career Day and other presentations
- Students have opportunities to use technology to research and to complete assignments for more than one subject area
- Tech IV TOT training enabling more access to technologically savvy expertise in each content area.
- Campus access to databases such as Encyclopedia Britannica, EPSCO, and Discovery (United Streaming), Brainpop (ESC1)

Technology Needs:

Add document projectors to enhance hands-on instruction and facilitate the use of primary source documents and student work as examples. Add technological equipment for science and math STEM Infinity alignment. Prepare students for future online testing by TEA by purchasing computers and training students to use Rosetta Stone software, ESL Reading smart, and the TELPAS Online Tutorial. Provide training for additional problem solving opportunities and application for what students are learning. Additional training and/or refresher training for new technology systems that can be used for student projects, research, and teacher lesson delivery. Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Career and Technology areas of improvement would be addressed: Provide document projectors (TV screens used as projectors) computers, laptops, printers, mobi View Pads and cameras for content teachers to offer opportunities for student engagement and CCRS success by facilitating the use of primary source documents and allow students to see projected resources, student work, and 3-D hands-on modeling. Provide additional headsets for lab software for remedial reading. Update some computer software and prepare for students for TELPAS online testing. Provide additional training for technology applications, exploring careers, Kuders Inventory, and problem solving. (1.1.1,1.1.2,4.1.2,3.1.9,8.1.1,3.1.8,6.1.4,8.1.4) To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Career and Technology are set forth in all sections.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** New teachers on campus needed PD on technology. **Root Cause:** Software and equipment is new to those teachers.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions



# 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.**



**Performance Objective 1:** Garcia M.S. student performance for all students, all grades, all subjects will exceed 2017 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance by 10 percentage points.



**Evaluation Data Source(s) 1:** Garcia Middle School will achieve a 10% or higher increase on each STAAR Exam.



**Summative Evaluation 1:**





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June







<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Dean of Instruction will provide Professional Development for teachers and administrators for building academic rigor, learner centered classrooms, and researched-based strategies as an intervention measure during class, after school tutorials, and Saturday Academies.</p> <p>RTI Interventions, BISD Frameworks, SIOP Sheltered Instruction, Technology integration in classroom: 3-D models via various forms such as document projectors, smart boards, SRA Kits, AR. Tango Training, attend science conferences: national (NSTA), state(CAST),Online courses, Bilingual, AP,GT ongoing training. TAHPHRD Health, District Conference (CAMT)Collaboration will occur through weekly department meetings led by the dean. Teachers will vertically and horizontally align the curriculum. Teachers will post content and language objectives and higher order thinking skills.</p> <p>Population: All content area teachers and special education, dyslexia, Pre-AP, AP, CTE.</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: pgs. 7, 10,13,14,16,19, 22</p>	3, 4, 5	Principal, Dean, Department Chairs, Librarian, TST	<p>F: Classroom observations, Professional Development System, Benchmark scores, BOY/MOY/EOY data analysis.</p> <p>S: 10% increase students reaching Approaches and Masters Grade Level in State academic assessment instruments including: STAAR, EOC, and TELPAS.</p>				
<p>Funding Sources: 199 Local funds - \$2,800.00, 211 Title I-A - \$10,839.00, 162 State Compensatory - \$64,623.00</p>							








<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Garcia teachers will Implement District Initiatives (Dr. K Text Structures). The 2017-2018 Action Plan for ELAR will be implemented our campus.</p> <p>In order to enhance student academic achievement students will:Use computer lab,Explore STEM careers,Rosetta Stone, Use graphing calculator,Participate in district competitions:Spelling Bee, DWT, Science Fair, Innovation, Brainsville, STEM Robotics, D.I., History Day, Kids Voting, AMC8 &amp; City Math Meets, Chess Tournaments.</p> <p>Students will create and compete building an electric car in order to increase the STEM program activities.</p> <p>Population: All students</p> <p>Timeline: Aug. 2017-May 2018</p> <p>CNA: pgs. 10,11,14,16, 22</p>	1, 2, 9	All Teachers,administration,TST, Librarian, Curriculum Dept.	F: Eduphoria Walk-throughs; Benchmark Results. Data reports.  S: STAAR performance scores will increase.				
<p>Funding Sources: 199 Local funds - \$10,038.00, 211 Title I-A - \$32,572.00, 162 State Compensatory - \$3,000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p>		All campus teachers	F: Eduphoria Walkthroughs, Lesson Plans S: At-Risk, LEP and SpEd state scores will increase				
<p>3) Teachers will create engaging activities such as reading with ESL students and other students reading below grade level using recorded books, projected lessons, and use carefully sequenced lessons with deliberate pacing. Teachers will be using Sheltered Instruction strategies and the 3 Tier RTI model. In addition, teachers will be provided the appropriate classroom furniture to met classroom needs. Substitutes will be provided for LPAC members to meet.</p> <p>Population: SE, LEP, DYS, At-Risk</p> <p>Timeline: August 2017-May 2018</p> <p>CNA: pgs. 7,10,13,16</p>	<p>Funding Sources: 211 Title I-A - \$2,000.00, 199 Local funds - \$8,300.00, 263 Title III-A Bilingual - \$4,000.00, 163 State Bilingual - \$4,750.00</p>						

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p>	1, 2, 6, 9, 10	All Campus Teachers Administration	F: benchmark assessments; roster of GT students, PDS attendance  S: Increase STAAR scores				
<p>4) GT Students will create products, and/or presentations to prepare for academic success such as: generate a Texas Performance Standards Measure such as: Power Point presentations, Board Displays, student expectations from posters to internalize key reading concepts. Students that demonstrate exceptional academic talent on a recent grade level test and may qualify to enroll in DUKE TIP's.</p> <p>Garcia teachers will strengthen the efficiency and effectiveness of the GT, Pre-Ap and AP Programs through the required Core and ongoing training and PD available (TLL, TCTELA, NCTE, CEL, NABE, NMS, Region One, and AP Institutes.</p> <p>Population: All GT students and teachers in Content and Special Education</p> <p>Timeline: August 2017 to May 2018</p> <p>CNA: pgs 7, 10, 13, 16</p> <p>Funding Sources: 199 Local funds - \$6,830.00, 211 Title I-A - \$11,738.00</p>							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Garcia Middle School will expand the CTE Program in order to allow our students to be well versed and educated in technology. Teachers will use appropriate instructional supplies and technology to increase the overall performance for all students. Computer labs, interactive tablets, interactive white boards, documents cameras and student response systems will be available. Teachers and students will use books, audio CDs, batteries, toner, headphones, SCANTRONS, sharpeners, graphing calculators and other consumable materials.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2017 - May 2018</p> <p>CNA: pgs 7,10,14,16</p>		<p>Librarian All Teachers</p>	<p>F: district and campus benchmarks S: STAAR, EOC state exams</p>				
<p>Funding Sources: 211 Title I-A - \$21,036.00</p>							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Provide after school and Saturday tutorials. An ELA Saturday Camp will be used as a tool to improve students reading and writing skills using the district literacy plan. Provide targeted instruction for at-risk students in all subject areas. Students will prepare for STAAR testing and College Readiness by improving skills in various ways such as reading library books, using Nook (available technology) and online expository selections.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2017-May 2018 CNA: pgs 7,16</p>		<p>All Teachers, Librarian, Administration</p>	<p>F: benchmarks, teacher created test, lesson plans, S: increase student achievement in state test exams</p>				
<p>Funding Sources: 211 Title I-A - \$35,100.00, 199 Local funds - \$2,000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>7) Garcia Library and classrooms will display cultural validation. Provide cultural books and subscriptions for reading materials for student motivation, cultural validation, and provide a broader vision of the world. Provide students with diverse reading opportunities of current events through subscriptions to magazines and periodicals. Population: All students</p> <p>Timeline: August 2017 - May 2018</p> <p>CNA: pgs 8, 10, 16</p>		<p>Librarian, Classroom teachers, Administration</p>	<p>F: research cultural role models, scientists, writers, mathematicians, historians to display in library, classrooms and hallways</p> <p>S: Make visual checks to establish displays are up</p>				
<p>Funding Sources: 199 Local funds - \$2,839.00, 211 Title I-A - \$35,587.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Teachers will comply with PLAAFPs and Standard Based IEPs and with IDEA requirements to address student's individual needs. Special Education teachers will coordinate with regular education classroom teachers every 6 weeks or as needed.</p> <p>Population: All Special Education Students</p> <p>Timeline: IEP Annual Review</p> <p>CNA: pgs 10,11,</p>	<p>1, 2, 3, 4, 5, 10</p>	<p>SE Teacher, Asst. Principal, Principal</p>	<p>F: ARD Documentation as per IEP, AEP</p> <p>S: Documented progress of annual goals and objectives as per IEP</p>				

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>9) Accelerated Instruction will include monitoring of student's academics and behavior such as: classroom interventions, tutorials, summer school, summer bridge and RTI.</p> <p>Population: All students</p> <p>Timeline: Each 3 weeks Sept 2017 - May 2018</p> <p>CNA: pgs 7,10</p>	1, 7, 8, 9	Teachers Dean	F: Progress Reports by teacher; Academic Team phone log  S: Student growth and improvement on state exams				
<p>Funding Sources: 211 Title I-A - \$15,868.00</p>							
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>10) Teachers will complete required Safety Training and insure that students use and understand the importance of safety every day at school. Safety equipment in the science classrooms will be used and tested on a regular basis.</p> <p>Population: All students All science teachers</p> <p>Timeline: Aug. 2017- May 2018 Bi-Monthly</p> <p>CNA: pg 21</p>		Science Teachers Maintenance Principal	F: Establish date for teacher training include safety questions on all tests; Monthly Tests, Log, and Acquisition of materials  S: Completed teacher training ; Installation of eyewash and lights				
<p>Funding Sources: 199 Local funds - \$1,000.00</p>							
<p>11) Students will participate in campus, cluster, district, regional, and other athletic competition before, during, and after school in organized sports with the guidance of their coaches.</p> <p>Population: Athletic students.</p> <p>Timeline: August 2017 - May 2018</p> <p>CNA: pg 12,13</p>	1, 2, 8, 9, 10	Principal, Asst.Principals, Coaches, Secretary, Teachers, Counselors Data Entry	F: Training for each sport and maintenance/posting of grades for competition  S: Comparison of Student grades and those competing should be excellent. Results on the field should reflect good grades.				
<p>Funding Sources: 199 Local funds - \$144,388.00</p>							





= Accomplished



= Continue/Modify



= No Progress





= Discontinue



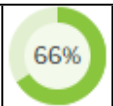
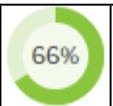
**Goal 2: The students in the public education system will demonstrate exemplary performance in TEKS based fine arts program, co-curricular, athletic programs, and extra-curricular activities.**


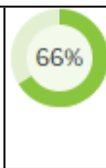

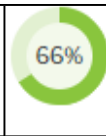


**Performance Objective 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting mastery performance.







**Evaluation Data Source(s) 1:** Provide opportunities for students to participate and develop skills in fine arts and ventures and pass classes with a minimum of 90%.











**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Students will participate in various campus, community and district and out of district sponsored exhibitions and art competitions. Such as Regional Jr. Vase (Visual Arts Scholastic Event) Students will participate in Art Club after school.</p> <p>Provide Consumable Supplies for students to fulfill state and district mandated curriculum.</p> <p>Population: All Art students</p> <p>Timeline: August 2017 May 2018 Annual</p> <p>CNA: pg 17</p>		Fine Arts Teachers, administration	F: 100% of the students participate in at least 1 event S: 20% of the students advance to competitive venues				
Funding Sources: 199 Local funds - \$3,250.00							

<p><b>Critical Success Factors</b> CSF 4</p> <p>2) Students will participate in one out of district art competition. Including Pre-UIL and UIL competitions. Students will also participate in Dance performances and competitions. Students will participate in campus and district informal Art, Dance, 3 Choir Concerts, and Band Presentations.</p> <p>Students will take field trips for enrichment.</p> <p>Population: Art students</p> <p>Timeline: October 2017, January 2018 &amp; April 2018</p> <p>CNA: pg 11</p>		<p>Fine Arts Teachers, administration</p>	<p>F: 100% of the students participate in at least 1 event S: 20% of the students advance to competitive venues</p>				
<p>Funding Sources: 199 Local funds - \$7,178.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Students will take daily technique classes in dance disciplines. Students will engage in Choreographic projects in class. They will research history and appreciation for Dance and or Music in order to develop an artistic voice. Performing Arts Dance Ensemble Program after school program. Ballroom Dance Ensemble.</p> <p>Population: LEP, At Risk Econ. Dis. Special Ed.GT, Migrant</p> <p>Timeline: August 2017 - May 2018</p>		<p>Dance Teacher, Administrator</p>	<p>F: Student journal S: Project presentation</p>				
<p>Funding Sources: 199 Local funds - \$12,185.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Students will participate in competitions such as: Region XXVIII Solo Competition, All-Region Honor Choir Auditions, Clinic and Concert, UIL Choral and Sight-reading Competition, All City Choir Clinic and Concert. Students will enter Southwest Regional and National Choir Competitions.</p> <p>Population: LEP , At Risk Econ. Dis. Special Ed.GT, Migrant, choir students</p> <p>Timeline: August 2017 - May 2018</p> <p>CNA: pg 17</p>		<p>Choir Teachers, Administration</p>	<p>F: After school, lunch practice, private lessons; State Mandated Curriculum, After school; Lesson Plans</p> <p>S: Results from judging; Results from TMAA judges; Actual Performance</p>				
<p>Funding Sources: 199 Local funds - \$7,830.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Students will participate in: All-Region Band Auditions, Rio Grande Valley Band Festival (RGV)</p> <p>Population: Selected 7th and 8th grade students &amp; Eligible 7th and 8th grade LEP, At Risk Econ. Dis. SpEd., GT</p> <p>Timeline: Annually (April 2018)</p>		<p>Band Teachers, Administration</p>	<p>F: Number of participating students</p> <p>S: Number of students placing in the All-Region Band; Results from Contest Judges</p>				
<p>Funding Sources: 199 Local funds - \$3,280.00</p>							
<p>6) Students will build cardiovascular endurance and stamina to successfully engage in the Fitnessgram in order to be in compliance with Senate Bill 530.</p> <p>Students will engage in physical activity for 30 minutes per day or 135 minutes per week.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2017 - May 2018</p>		<p>PE Staff, Dean, Principal, CATCH team, School nurse, ARD and 504 teachers</p>	<p>Formative: student personal fitness log, PE schedule</p> <p>Summative: 10% improvement on current Fitness gram</p>				

<p>7) Students and teachers will participate in the Wellness walks building knowledge and skills necessary to develop and maintain lifetime health and optimum physical fitness. Attend the City of Palms Coaches Clinic and the Texas High School Coaches Association Clinic. Students will participate in various wellness activities such as: the American Heart Association Hoops for Heart, Special Olympics.</p> <p>Population: All Students</p> <p>Timeline: Aug 2017 - May 2018 CNA: pg 13</p>	<p>P.E./Health teachers/Catch Committee</p>	<p>Formative: Increased faculty and community participation by 15%</p> <p>Summative: Monthly activities recorded in CATCH/HUSCC binder.</p>				
<p>8) Maintain monthly CATCH team meeting, attend PE/Health department meetings to learn how to promote continued health wellness across the campus to ensure compliance with (MVPA) and other indicators recommended by the School Health Advisory Council (SHAC). In order to comply with Senate Bill 19 &amp; SB 892.</p> <p>Population: CATCH Champions, Department Chairs for PE/Health</p> <p>Timeline: Monthly during 2017-2018 School Year CNA: pg 13</p>	<p>CATCH Champions, Department Chairs, PE/Health teachers, administration</p>	<p>Formative: Monthly Agenda and sign-in sheets</p> <p>Summative: Complete and submit CATCH binder and HUSCC Binder to Food Service by April 2018</p>				
<p>9) Students will engage in 30 minutes of moderate to vigorous physical activity each day or 135 minutes per week &amp; incorporate TEKS objectives into daily PE/Health lessons and activities and implement Senate Bill 283 updates with all students.</p> <p>Population: LEP, At Risk Econ. Dis., Special Ed. GT, Pre-AP, Regular</p> <p>Timeline: Daily Aug. 2017 - May 2018 CNA: pg 12, 21</p>	<p>PE /health teachers</p>	<p>Formative: Lesson Plans</p> <p>Summative: T-Tess</p>				

<p>10) Implement the district-adopted Abstinence Curriculum to meet Federal Law Section 510 (b) (2) of the Social Security Act (42 U.S.C. \u00a7 710 (b))</p> <p>Population: All students. Timeline: Aug. 2017 - May 2018</p>		<p>Health Teachers Dean</p>	<p>Formative: Lesson Plans</p> <p>Summative: reduced pregnancy rate</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>11) Students will participate in Ecology club during the week and on Saturdays. They will also participate before and after school doing investigations and applying learning to real world situations:</p> <p>Population: All Students</p> <p>Timeline: Aug 2017-June 2018</p> <p>CNA: pgs 8, 10, 17</p>		<p>Club Sponsor, Dean of Instruction, Science Teachers</p>	<p>F: Biweekly Log/Agendas, science journal entries</p> <p>S: Attendance logs and logs</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							



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

**Performance Objective 1:** Garcia Middle School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5%, reduce the Middle School Dropout Rate to less than 1%.




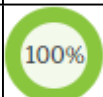
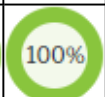
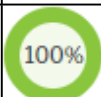
**Evaluation Data Source(s) 1:** STAAR, Dropout Rate, At-Risk Attendance Rate, Retention Rate.






**Summative Evaluation 1:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4</p> <p>1) Garcia Middle School will provide an accelerated instruction in the foundation curriculum will be provided during after school and Saturday tutorials to improve at risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All students</p> <p>Timeline: August 2017- June 2018</p> <p>CNA: pg 10,11,13,16,19</p>		Content teachers, Principal,Dean,Administrator for State Compensatory Education.	F: eSchool generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Score, and Student Progress Report.  S:Increased student performance in state exams STAAR	100%	100%	100%	
Funding Sources: 162 State Compensatory - \$42,903.00							





<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p>	<p>Professional Development Principal Dean of Instruction Curriculum Specialists</p>	<p>F: ERO Session Evaluation Report S: STAAR</p>				
<p>2) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, - Graduation Rate, Completion Rate. Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance.</p> <p>Population: At Risk Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: pg 13</p> <p>Funding Sources: 211 Title I-A - \$15,000.00</p>						









<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Ensure that our campus has a process in place to identify homeless students. Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized and that enrollment procedures do not create barriers in order for students and families to be directed to the Homeless Youth Project for further intake.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2017 -June 2018</p> <p>CNA: pg 10, 14</p>	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>F:ERO Session Evaluation Report</p> <p>S: STAAR, Dropout Rate, Retention Rate.</p>				
<p>4) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Population: AR, TI, LEP, MI</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: pg 10</p>	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>F:Student Progress Reports</p> <p>S: STAAR, Retention Rate, Dropout Rate.</p>				

<p>5) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: pg 10,11</p>	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p> <p>Funding Sources: 211 Title I-A - \$0.00</p>	<p>F: Student Progress Reports</p> <p>S: STAAR, Dropout Rate, Retention Rate.</p>				
<p>6) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms "enroll" and "enrollment " includes attending classes and participating fully in school activities.)</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2017 - June 2018 Daily</p> <p>CNA: pg 10</p>	<p>Administration, Homeless Youth Project Administrator, State Compensatory Adm. Administrator for Special Programs</p>	<p>F: Monthly eSchoolPLUS At-Risk reports for Homeless Youth Project, Student Progress Reports</p> <p>S: STAAR, Dropout Rate, Retention Rate.</p>				

<p>7) Core area teachers will focus on and assist identified At-Risk students with core academic and enrichment activities in order to improve overall student attendance and academic performance. A dyslexia teacher and aide are available at all times in order to assist those students that need it.</p> <p>Population: All At Risk Students</p> <p>Timeline: August 2017- June 2018</p> <p>CNA: pg 10</p>	<p>Principal, Administrator for State Compensatory</p>	<p>F: Teacher Lesson Plans, Benchmark Scores, Student Progress Reports, attendance and Classroom Observations</p> <p>S: STAAR, Attendance Rate, Retention Rate.</p>				
<p>Funding Sources: 162 State Compensatory - \$94,176.00, 211 Title I-A - \$171,946.00</p>						
<p>8) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Intervention strategies will be created for At-Risk students, such as tutorial, who meet state criteria which are addressed in the Personal Graduation Plans at the secondary level. Provide documentation for emergency circumstances.</p> <p>Population: Students who are failing and at risk.</p> <p>Timeline: Weekly</p> <p>CNA: pg 10, 22</p>	<p>Principal Counselors Teachers Nurses Guidance &amp; Counseling Administrator for SCE Dyslexia</p>	<p>F: Classroom Presentations by counselors At-Risk Counselor Logs,</p> <p>S: Student Progress Reports, and Weekly Dropout Monitor Logs</p>				
<p>Funding Sources: 211 Title I-A - \$500.00, 199 Local funds - \$934.00</p>						
<p>9) Computer-based instruction will be provided to improve overall student performance, assist with credit recovery programs, and improve the instructional program.</p> <p>Population: AR, MI, LEP, TI</p> <p>Timeline: Aug. 2017-June 2018</p> <p>CNA: pg 10, 14, 16, 22</p>	<p>Principal Dean of Instruction Administrator for State Compensatory Education</p>	<p>F Student Progress Reports, Lesson Plans, Classroom observations, Benchmark Scores.</p> <p>S: STAAR, Retention Rate, Dropout Rate.</p>				
<p>Funding Sources: 162 State Compensatory - \$18,066.00</p>						

<p>10) The At-Risk Counselor will monitor and coordinate intervention programs for at-risk students that will meet their instructional needs.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: Aug 2017 - June 2018.</p> <p>CNA: pg 7</p>	<p>At Risk Counselor Campus Administration Administrator for State Compensatory Education</p>	<p>F: Student Progress Reports, Benchmarks, eSchool Plus, At-Risk progress report.</p> <p>S: STAAR, Dropout Rate.</p>				
<p>Funding Sources: 162 State Compensatory - \$57,353.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>11) Teachers will implement study groups, cultural awareness, personal finance simulation activities, lessons incorporating intra- and interpersonal communication skills. Train teachers to use student study groups to improve academic study skills such as creating portfolios for all grade levels and all content areas, and Student Journals to home study skills.</p> <p>Population: All Students</p> <p>Timeline: Commence November 2017 for the duration of the grant and maintain sustainability</p> <p>CNA: pg 12</p>	<p>Teachers Administration Counselors Community Businessmen</p>	<p>Formative assessments through Springboard, State Presentations (TCTELA &amp; CAMT)</p>				
<p>Funding Sources: 199 Local funds - \$3,700.00</p>						



<p><b>Critical Success Factors</b> CSF 1</p> <p>12) Observe College/University Awareness Month and BISD College Awareness Day. Students will meet graduates from their community and teachers will share information about their school.</p> <p>Students will be encouraged to research famous people and find out what college or university they attended, thereby learning which colleges foster specific knowledge and bestow specific degrees. Students and parents will attend a college readiness workshop whereby students will learn study strategies with their parents</p> <p>Career Day (January 2018)</p> <p>Population: All Students</p> <p>Timeline: Fall Semester</p>	<p>Administration, Teachers, Librarian, TST, Counselors, School Nurse, Parent liaison,</p>	<p>Formative: school or evidence of College Awareness</p> <p>Formative: advertising for each event on school marquee</p> <p>Summative: all students and parents are aware of college readiness grant and expectations</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

**Performance Objective 1:** Increase student attendance rates for all Garcia Middle School students to at least 97%.

**Evaluation Data Source(s) 1:** Garcia will maintain a minimum of 97% weekly attendance rate.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Develop a calendar of activities that promotes school attendance and motivation for teachers as well as students, such as: motivational speakers, perfect attendance awards, honor roll awards. Provide refreshments for SBDM, faculty parent involvement events and Career Day.</p> <p>Population: LEP, At Risk, Econ. Dis., Special Ed. GT, Pre-AP, Regular, Migrant.</p> <p>Timeline: Monthly Aug 2017 - May 2018</p> <p>CNA: pg 16</p>		Principal, Attendance Clerk, Parent Liaison, Dean	<p>F: Scheduled activities</p> <p>S: Attendance rate increase</p>				
<p>Funding Sources: 199 Local funds - \$4,550.00, 211 Title I-A - \$2,000.00</p>							




<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Weekly attendance statistics will be reported to staff and students every 3 weeks. Provide CPU, license and software for assistant principals. After the second absence in a three week grading period, teachers will make phone calls to the child's family and refer student to Parent Liaison.</p> <p>Population: LEP, At Risk, Econ. Dis. Special Ed. GT, Pre-AP, Regular, Migrant.</p> <p>Timeline: Weekly</p> <p>Aug 2017 - May 2018</p> <p>CNA: pg 16,19</p>		Principal, Asst. Principals & Attendance Clerk	F: Statistical reports S: Attendance report			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Incentives for student's perfect attendance and honor roll awards will be issued to students every 6 weeks. Provide extra curricular opportunities for all students and real world experiences for Life Skills students such as Movie Day.</p> <p>Population: LEP, At Risk,Econ. Dis. Special Ed., GT, Pre-AP, Regular, Migrant</p> <p>Timeline: Aug 2017 - May 2018</p> <p>CNA: pg 11</p>		Principal & Asst. Principals	F: Perfect attendance roster S: Attendance reports			
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

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






**Performance Objective 1:** Establish and refine safety plans across the district to ensure students are safe in the event of a crisis.






**Evaluation Data Source(s) 1:** Decrease the number of discipline referrals BY 5% to: Brownsville Academic Center (BAC), office referrals, removals and expulsions, TAP/PTP and JJAEP.



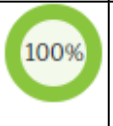


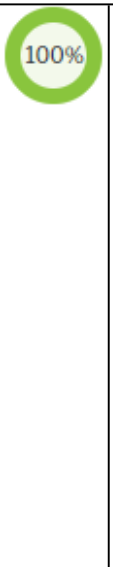
**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff &amp; community through campus distribution of SCC, Web site, and campus presentations to ensure all students are afforded due process and their rights. Promote good communication through the distribution the campus newsletter to all staff members.</p> <p>Population: All Students</p> <p>Timeline: August 2017 meeting And weekly calendar thereafter</p>	2, 4, 6	Principal, Asst. principals Dean of Instruction	<p>F: Campus Student Handbook and SCC receipt log</p> <p>S: Student verification sheet</p>				

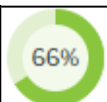
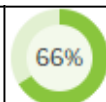


<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Inservice students on the contents of the Campus Student Handbook through a school-wide teacher presentation and grade-level assemblies including Jenna's Law which requires school districts to increase awareness including knowledge of likely warning signs of child sexual abuse.</p> <p>Population: All Students</p> <p>Timeline: August 2017 meeting</p>	<p>Principal, Asst. principals, Counselors and teachers</p>	<p>F: Written procedures</p> <p>S: Student verification sheet</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Ensure strategic and extensive adult visibility and security officers at all times for safety in all areas while maintain a welcoming school climate, clean and healthy surroundings by acquiring proper resources for the nurse and custodial supplies as needed.</p> <p>Population: All Students</p> <p>Timeline: Weekly Aug. 2017-June 2018</p> <p>CNA: pg 11, 13, 19</p>	<p>Assistant principal Principal Head custodian</p>	<p>F: Duty Rosters</p> <p>S: Student survey</p>				<p>Funding Sources: 199 Local funds - \$13,250.00, 211 Title I-A - \$2,000.00</p>

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Provide all teachers and staff training on: Bullying prevention, Student mediation, Student Code of Conduct, RTI modules and Review 360.Immediate notification to parents of referrals for due process, Richard Lavoie.</p> <p>Population: All Students</p> <p>Timeline: Daily Aug. 2017- May 2018 CNA pg, 16</p>		<p>Principal, Assistant principals, counselors</p>	<p>F: Training sessions Timeline for 360 Modules</p> <p>S: Sign in sheets, 360 Completion Log</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Reinforce the Just Say No campaign, Red Ribbon Week, National Campaign to Stop Violence (Do the WRITE Thing) Identify and meet students in different venues. Dating Violence and empowerment of victims, Cyber bullying, Internet safety, Drug, alcohol, and tobacco awareness.</p> <p>Population: All Students</p> <p>Timeline: Oct. 2017, January 2018</p>		<p>Counselors, Principal, Asst. Principals</p>	<p>F: Scheduled events S: Documented plan</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Promote safety throughout the campus during the workday using common sense and posted safety precautions as well as providing students with their own identification card. Provide training to office staff about conducting sex offenders search on all visitors. Conduct monthly simulated fire drills, lock-downs, Shelter in place, Reverse &amp; drop and cover evacuation and other crisis situations so teachers and students react calmly in an unexpected situation. Monitor movement of students through the use of radios and IPC phones, Safety Committee Members located throughout the campus, and constant communication with all campus stakeholders.</p> <p>Population: All Students</p> <p>Timeline: Aug. 2017- May 2018</p> <p>CNA: pg 19, 22</p>	<p>Principal, Asst. Principal, Safety Coordinator, Faculty &amp; Staff</p>	<p>F: District, Schoolwide procedures</p> <p>S: Actual school environment, district safety reports</p>				
<p>Funding Sources: 199 Local funds - \$3,132.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Maintain the district' standard for students assigned to Disciplinary Alternative Education Program regarding: Attendance rates, pre and post assessment results, Drop-out rates, sub-groups representation and recidivism rates. Involve campus counselor in transitional hearings for students returning from JJAEP to BISD for monitoring purposes and to ensure a successful transition.</p> <p>Population: DEAP Students</p> <p>Timeline: Aug 2017- June 2018</p>	<p>Campus administration and staff, DAEP staff and administration</p>	<p>F: PEIMS data, attendance rates,</p> <p>S: AEIS data</p>				

<p>8) Students will be trained in a safety plan of action to prepare them for ultimate safety when in large groups or enrolled in classes where the student to teacher ratio exceeds 45-1 as per Senate Bill 891. A nurse will be in campus during the regular school day to ensure that students receive first aide attention if required</p> <p>Population: LEP, At Risk</p> <p>Econ. Dis., Special Ed. GT, Pre-AP, Regular Timeline: Weekly Aug. 2017 - May 2018 CNA pg. 19</p>	<p>PE/Health teachers</p>	<p>Formative: Training Fulfillment Student Sign-in sheet</p> <p>Summative: 100% eligibility for participation in sports</p>				
<p>Funding Sources: 211 Title I-A - \$24,959.00</p>						
<p>9) Educate students and parents on the district's sexual abuse of children policies/guidelines through awareness training, of likely warning signs using resources developed by the TEA TEC Section 38.004, conduct classroom presentations and distribute information via the Student Handbook as per HB 1041 (Jenna's Law).</p> <p>Population: All campus staff, students, and parents District counseling sessions (DEIC 5.20)</p> <p>Timeline: September 2017</p> <p>Spring 2018 Parent Mtg CNA: pg 13</p>	<p>Parent Liaison Principal Dean of Instruction PE Coaches CATCH team School nurse</p>	<p>F: teacher and parent presentations, Sign-In sheets/Agendas</p> <p>S: Handbook receipts signed</p>				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>10) A list of students on Behavior Intervention Plans will be provided to the Team teachers for monitoring purposes. The student will be sent to the BI room. BI personnel will follow BIP. Will keep a log of students on BIPs and report all infractions.</p> <p>Population: SpEd students</p> <p>Timeline: Daily throughout the 2017-2018 school year. CNA: pg 11</p>	1, 8, 9, 10	Folder teachers ISS teacher Sp Ed teachers Principal	F: accurate daily record log S: monitored student's BIPs				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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



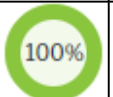


**Performance Objective 1:** There will be a 10% increase of parents involved in parental involvement activities during each school year.

**Evaluation Data Source(s) 1:** Increase parental involvement attendance by 20% or more at each campus event.









**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Conduct the following annual Title I-A required activities: Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/ campus level, Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas (AP, Tutorials), to inform parents of the services provided through Title I funds (sports, health awareness Fit and emergency) , conduct a Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.</p> <p>Population: Garcia Parents CNA pg. 7, 17</p> <p>Timeline: August 2017- June 2018</p>	2, 6, 10	Principal Parent Liaison	<p>F: Campus Parental Involvement Policy; Website</p> <p>S: Survey results at end of year; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>	100%	100%	100%	

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Host a Fall and Spring Open House to: Promote communication, conduct a Campus Needs Survey, Establish positive climate, Host a 5th Grade Orientation for parents and students.</p> <p>Population: Garcia Parents. CNA p. 17</p> <p>Timeline: Oct. 2017 March 2018</p>		<p>Administrators Parent Liaison Teachers</p>	<p>F: Calendar of events, survey form S: SBDM initiatives in response to survey</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Develop and implement a program for parent volunteers to assist with the school parent center, library, cafeteria, field trips, extracurricular activities and classrooms and in the campus decision making. While promoting teacher communication with parents via telephone and/or email including questionnaires, annual survey, telephone and parent conferences.</p> <p>Population: Parents, Teachers &amp; Admin CNA pg.7, 17 Timeline: Weekly Aug. 2017 - May 2018</p>		<p>Principal, Parent Liaison, Dean</p>	<p>F: Calendar of Events; Authority to Volunteer Clearance forms S: Sign-in sheets</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>4) Garcia Middle School will fund a Parent Liaison position for the purpose of educating parents to better assist their children through the educational process and to increase student achievement using technology such as a computer, laptop and projector and software licenses. Payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities, i.e., home visits and parental involvement meetings and training's.</p> <p>Population: Parents and Parent Liaison</p> <p>Timeline: August 2017- June 2018</p> <p>CNA: pg 7, 16, 17, 22</p>	2, 10	Principal	F&: Campus budget; Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
<p>Funding Sources: 211 Title I-A - \$28,586.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>5) Standards will be communicated to parents by posting them in the hallways, in the foyer, in Open House flyers, and other communication to the public.</p> <p>Population: All Students CNA pg.17 Timeline: Fall &amp; Spring Open House September 2017- June 2018 Monthly Parent Activities</p>		Principal and other administration Office staff, counselors Teachers	Formative: Advertising Summative: sign-in sheets, agendas, flyers				





<p><b>Critical Success Factors</b> CSF 5</p> <p>6) Provide parents campus presentations on the following topics: curriculum, TEKS, RTI, gang awareness, bullying, dating violence, internet safety, truancy, safety procedures, Teen CERT, Drug, alcohol, and tobacco awareness, to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: All Student's Parents CNA pg. 7, 17</p> <p>Timeline: Aug. 2017 - June 2018</p>		<p>Administrators Parent Liaison Principal Counselors Parental involvement BISD Police Security Services</p>	<p>F: Flyers, notifications S: Sign-in sheets, CATCH binder</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>7) Promote parental involvement activities. Monthly meetings with parent liaison, home visits, phone calls to address student success as well as student concerns.</p> <p>Population: All Students' Parents</p> <p>Timeline: Aug. 2017- May 2018 CNA pg. 7, 17</p>	<p>1, 2, 4, 6, 8, 9</p>	<p>Parent Liaison</p>	<p>F: Scheduled events, phone log, visitation sheets S: Sign in sheets</p>				
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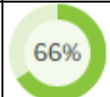
**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.**





**Performance Objective 1:** Provide academic and non-academic support to migrant students to ensure success beyond middle school to high school and on to college and career.

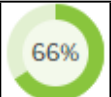
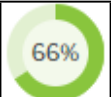
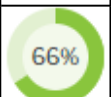
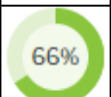
**Evaluation Data Source(s) 1:** 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Migrant campus clerk will attend the annual Identification and Recruitment (ID &amp;R) to ensure that all migrant students at our campus are picked up in a timely manner. and New Generation System (NGS) to ensure that migrant student data is entered in a timely and accurate manner training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>Population: Campus Migrant Clerk</p> <p>Timeline: August 2017 CNA pg. 10</p>	4, 10	Migrant Service Coordinator (MSC)	<p>Formative: ID &amp; R Training</p> <p>Summative: Texas Education Agency (TEA)ID &amp; R Certificates</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Migrant teacher and campus migrant clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the school year.</p> <p>Population: Campus Administrators Teachers</p> <p>Timeline: August 28, 2017 Through June 8, 2018</p> <p>CNA: pg 12</p>		<p>Campus Migrant Clerk and Migrant Teacher</p>	<p>Formative: NGS Reports</p> <p>Summative Monitoring Tools Migrant Clerk Evaluation</p>				
<p>Funding Sources: 211 Title I-A - \$39,580.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) 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.</p> <p>All migrant students will receive grade appropriate school supplies (such as paper, pencils, pens, map pencils, journals, dividers, note cards, spiral notebooks, composition notebooks, markers, crayons, highlighters) on a needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity of meeting the academic challenges of all students. They will also, receive hygiene supplies (such as shampoo, deodorant, soap, etc.) to benefit migrant students to have a positive self-esteem therefore increasing their academic level.</p> <p>Printer cartridges will be provided for the use of a printer that will be available for migrant students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS and Migrant Students</p> <p>Timeline: August 2017- May 2018</p> <p>CNA: pg 10,</p>	<p>Campus Administrators Campus Clerks</p>	<p>Formative: NGS, Campus Reports</p> <p>Summative: Completed</p>				
<p>Funding Sources: 211 Title I-A - \$2,311.33</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) 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. A survey will be given to students to evaluate the effectiveness of the Migrant Program.</p> <p>Population: All faculty and staff</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 10, 16</p>	<p>Migrant Clerk DMC MSC</p>	<p>Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results</p> <p>Summative: STAAR Test Results</p>				
<p>Funding Sources: 211 Title I-A - \$2,340.00</p>						

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) The Migrant students will attend the Migrant Middle School Leadership Conference in order to expand their leadership and study skills. In order to experience leadership opportunities, develop good study skills, and practice positive social engagement within the school community the middle school migrant students will participate in a Migrant Club, Lunch Bunch Program or Homework Help. In order to experience leadership opportunities, develop good study skills, and practice positive social engagement within the school community the middle school migrant students will participate in a Migrant Club, Lunch Bunch Program or Homework Help.</p> <p>Population: Middle School Migrant Students and Parents</p> <p>Timeline: February 2018 CNA pg. 10</p>		<p>DMC, MSC Campus Migrant Clerk Migrant Parent Liaison</p>	<p>Formative: Sign-In Sheets, Agenda a Participants Survey Summative: Conference Evaluations</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Middle school migrant students will have opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Middle School students will have the opportunity to attend the BISD annual Migrant College CAMP to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP).</p> <p>Population: Migrant Students</p> <p>Timeline: June 2017 Through July 2018</p> <p>CNA pg. 10</p>		<p>Middle School Migrant Students</p>	<p>Formative: Eligibility Forms Attendance Sheets Weekly Assessments Participants Survey  Summative: Completion Reports End of Program Assessment Results</p>				

<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Campus Migrant Clerk will conduct at least 4 parental involvement meetings and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically</p> <p>Population: Migrant Students Migrant Parents</p> <p>Timeline: Fall and Spring</p> <p>CNA: pg 10</p>	1, 6	Migrant Students Migrant Parents	<p>Formative: Fliers, Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes</p> <p>Summative: Parent Recommendations; Meeting Evaluations</p>				
<p>Funding Sources: 211 Title I-A - \$50.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) Provide after school targeted tutorials for migrant students in all subject areas: Tutorial based on diagnostic tests. Students will prepare for STAAR testing and College Readiness by improving skills in various ways such as reading library books, using Nook (available technology) and online expository selections.</p> <p>Population: All migrant students Timeline: August 2017- June 2018 CNA pg.10</p>	1, 2, 9, 10	Tutorial Teacher, Migrant Teacher, Migrant Clerk, Administration	S: 20% improvement from Sept diagnostic test to February diagnostic test. Progress scores in LION testing; Teacher report with usage frequency and reflective comments on effectiveness of program				
<p> = Accomplished     = Continue/Modify     = No Progress     = Discontinue</p>							

**Goal 8: Our Vision for technology is to have all district stake holders involved in the teaching and learning process seamlessly interrogate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative innovated life long learning.**

**Performance Objective 1:** Garcia Middle School will be at an Advanced Technology level in all four key areas of the Star Chart.

**Evaluation Data Source(s) 1:** Garcia Middle School will improve the Technology skills of all students to provide them with rich and rigorous experiences which will benefit them academically and also in any career they wish to pursue.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Teachers and students use the PC, laptop, printer, projector, and Smartboard capability in the classroom. Teachers will attend staff development on integrating state of the art technology in the classroom. Teachers will integrate the use of TI-83 Plus calculators, TI-Nspire, clickers, Kindles, Nooks, in all classes.</p> <p>Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS students/ faculty and staff Migrant</p> <p>Timeline: August 2017- June 2018</p> <p>CNA: pg 7,10,14,16,19,22</p>		Principal, TST, Teachers	<p>F: Technology plan, lesson plan</p> <p>S: Classroom/ campus implementation</p>				
<p>Funding Sources: 199 Local funds - \$500.00, 162 State Compensatory - \$16,695.00</p>							

<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will integrate the use of technology for various activities such as: Science Fair, History Day, Academic Meets, UIL, and other means of demonstrating research skills.</p> <p>Population: All Students: TI, TIM, BIL, ESL, SE, AR, GT, DYS students Migrant</p> <p>Timeline: Aug. 2017 - May 2018</p> <p>CNA: pg 14</p>		Administrators, Teachers, TST	F: Lesson Plans S: Student performance				
<p>3) Teachers and students will use Microsoft Office Products, ESL Reading Smart, Ignite, SyTech Lab, A+, technology workbooks. CATE teachers will implement peer tutoring among students to enhance their reading, math, and writing skills.</p> <p>Population: 6th-8th Grade TI, TIM, BIL, ESL, SE, AR, GT, DYS Migrant</p> <p>Timeline: Aug. 2017 - May 2018</p> <p>CNA: pg 7,10</p>		Content area, TST, ESL, and CATE Teachers	F: Lesson Plans S: Student Performance				
<p>Funding Sources: 211 Title I-A - \$4,225.00</p>							
<p>4) Teachers and students are trained in pertinent technology software (Microsoft Office and other software products) EduSmart, Summit K-12 software which include reading, writing, and math enrichment skills with embedded rigor. Campus will purchase Computers, laptops, projectors, and printers.</p> <p>Population: TI, TIM, BIL, ESL, SE, AR, GT, DYS ,Migrant CNA pg. 7,10,14,16,19,22 Timeline: August 2017-May 2018</p>		TST, CATE Teachers	F: TEKS S: Lesson Plans / student performance				
<p>Funding Sources: 211 Title I-A - \$81,159.00, 162 State Compensatory - \$1,155.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							



**Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.**

**Performance Objective 1:** Garcia Middle School 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% annually over the next 5 years.

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan.

**Summative Evaluation 1:**





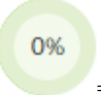

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Garcia Middle School will purposely promote energy savings activities on the campus to support the implementation of the district's energy savings plan.  Population: All department and campus facilities  Timeline: December 2017- June 2018		Principal, Facilities and Maintenance	Formative: Monthly comparison of energy usage  Summative: Annual comparison of energy usage				

**Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.**

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

**Evaluation Data Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The District will support programs and campuses in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments.  Population: BISD Stakeholders Timeline: December 2017- June 2018		District and Campus Administration	Formative: monthly expenditure reports compared CIP  Summative: end of year expenditure reports	 33%	 66%		
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 10:** The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.

**Performance Objective 2:** Campus will commit to count activities that retain highly qualified teachers.

**Evaluation Data Source(s) 2:** Teacher rosters, Needs Assessment Surveys and TAPR Report

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Garcia teachers and staff will receive non monetary incentives such as gifts, certificates, etc. in order to show the appreciation for their contribution to the campus.  Population: All Garcia Staff Timeline: 2017-2018 School year CNA p. 13, 14		Campus administration	Teachers will feel appreciated throughout the school year.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                     </div> <div style="text-align: center;">  = Continue/Modify                     </div> <div style="text-align: center;">  = No Progress                     </div> <div style="text-align: center;">  = Discontinue                     </div> </div>							

**Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.**

**Performance Objective 1:** Garcia will provide the BISD Public Information Office with features articles, student recognition's, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Source(s) 1:** Media records with Public Information Office, enrollment data

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Garcia will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition's, co-/extra-curricular activities, and parent/community events.  Population: Garcia Stakeholders  Timeline: December 2017- June 2018		Principal, TST	Formative: Submissions of information for articles and showcases  Summative: annual compilation of articles and presentation/showcases				
2) Garcia Middle School will update websites at least monthly including showcasing student and community activities.  Population: BISD Stakeholders  Timeline: December 2017- June 2017		Principal, TST	Formative: checklist of websites indicating are current  Summative: report at end of year for monthly checklist results				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 11:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

**Performance Objective 2:** Garcia Middle School will pursue 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 Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Garcia Middle School will follow the district approved District of Innovation.		Campus Administration	Students will be able to start school earlier				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Garcia teachers will Implement District Initiatives (Dr. K Text Structures). The 2017-2018 Action Plan for ELAR will be implemented our campus. In order to enhance student academic achievement students will:Use computer lab,Explore STEM careers,Rosetta Stone, Use graphing calculator,Participate in district competitions:Spelling Bee, DWT, Science Fair, Innovation, Brainsville, STEM Robotics, D.I., History Day, Kids Voting, AMC8 & City Math Meets, Chess Tournaments. Students will create and compete building an electric car in order to increase the STEM program activities. Population: All students Timeline: Aug. 2017-May 2018 CNA: pgs. 10,11,14,16, 22
1	1	5	Garcia Middle School will expand the CTE Program in order to allow our students to be well versed and educated in technology. Teachers will use appropriate instructional supplies and technology to increase the overall performance for all students. Computer labs, interactive tablets, interactive white boards, documents cameras and student response systems will be available. Teachers and students will use books, audio CDs, batteries, toner, headphones, SCANTRONS, sharpeners, graphing calculators and other consumable materials. Population: All Students Timeline: Aug. 2017 - May 2018 CNA: pgs 7,10,14,16
1	1	6	Provide after school and Saturday tutorials. An ELA Saturday Camp will be used as a tool to improve students reading and writing skills using the district literacy plan. Provide targeted instruction for at-risk students in all subject areas. Students will prepare for STAAR testing and College Readiness by improving skills in various ways such as reading library books, using Nook (available technology) and online expository selections. Population: All Students Timeline: Aug. 2017-May 2018 CNA: pgs 7,16
1	1	8	Teachers will comply with PLAAFPs and Standard Based IEPs and with IDEA requirements to address student's individual needs. Special Education teachers will coordinate with regular education classroom teachers every 6 weeks or as needed. Population: All Special Education Students Timeline: IEP Annual Review CNA: pgs 10,11,
1	1	9	Accelerated Instruction will include monitoring of student's academics and behavior such as: classroom interventions, tutorials, summer school, summer bridge and RTI. Population: All students Timeline: Each 3 weeks Sept 2017 - May 2018 CNA: pgs 7,10
3	1	1	Garcia Middle School will provide an accelerated instruction in the foundation curriculum will be provided during after school and Saturday tutorials to improve at risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: All students Timeline: August 2017- June 2018 CNA: pg 10,11,13,16,19
3	1	2	Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, - Graduation Rate, Completion Rate. Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance. Population: At Risk Students Timeline: August 2017-June 2018 CNA: pg 13

Goal	Objective	Strategy	Description
5	1	10	A list of students on Behavior Intervention Plans will be provided to the Team teachers for monitoring purposes. The student will be sent to the BI room. BI personnel will follow BIP. Will keep a log of students on BIPs and report all infractions. Population: SpEd students Timeline: Daily throughout the 2017-2018 school year. CNA: pg 11
6	1	5	Standards will be communicated to parents by posting them in the hallways, in the foyer, in Open House flyers, and other communication to the public. Population: All Students CNA pg.17 Timeline: Fall & Spring Open House September 2017- June 2018 Monthly Parent Activities

# State Compensatory

## Budget for Garcia Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-053-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-053-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$11,908.00
162-11-6119-00-053-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$97,086.00
162-13-6119-31-053-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,623.00
162-31-6119-31-053-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$66,526.00
<b>6100 Subtotal:</b>		<b>\$253,255.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-053-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-053-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
<b>6200 Subtotal:</b>		<b>\$25,636.00</b>
<b>6300 Supplies and Services</b>		
162-11-6399-00-053-Y-30-0K2-Y	6399 General Supplies	\$49.00
<b>6300 Subtotal:</b>		<b>\$49.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-053-Y-30-0K2-Y	6649 Capital Assets - Locally Defined	\$29,951.00
<b>6600 Subtotal:</b>		<b>\$29,951.00</b>



**Personnel for Garcia Middle School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aissa Silva	Teacher	State Compensatory	.50
Ana C. Pena	Dean of Instruction	State Compensatory	1
Betty Mazariegos	Teacher	State Compensatory	.50
Lisa Smith-Vazquez	Teacher	State Compensatory	.50
Michelle De Los Santos	Teacher	State Compensatory	.50
Norma Trevino Hernandez	At-Risk Counselor	State Compensatory	1

# Title I

## Schoolwide Program Plan

**Federal requirements for campus planning mandate that schools develop a schoolwide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.**

Garcia Middle School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the I, the committee decided to concentrate on improving the passing rate of all students equally, including student groups such as Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 school year and to increase the masters performance level in all content areas.

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's Meets and Masters levels of academic performance, use effective methods and instructional strategies that are established by scientifically based research that strengthen the core academic program; **(1.1.1,1.1.2, 1.1.4, 1.1.5, 3.1.2,3.1.7,4.1.1,6.1.4, 8.1.4)**. Increase the amount and quality of learning time, including the funding of an after-school Title I tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; **(3.1.1,1.1.3)** Teachers will include strategies for meeting the educational needs of historically underserved populations; include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or those not meeting the State student academic achievement standards. Teachers will address how the school will determine if

such needs have been met;( **3.1.1, 3.1.9, 1.1.3, 4.1.3, 1.1.4, 1.16, 3.1.5, 3.1.7, 6.1.4, 7.1.3, 8.1.4**) and are consistent with and are designed to implement the State and local improvements plans. The Texas Literacy Initiative which commenced in 2012-2013 focuses on reading skills by providing the campus with a Reading Specialist who will work with the campus to improve reading skills and scores by using a variety of scientifically based techniques, while continuing with the TLI sustainability in the 2017-2018 school year. ( **1.1.1, 1.1.3, 1.1.7,1.1.4,3.1.2**)

### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (**3.1.2, 4.1.1, 10.2.1**)

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, administrators, and paraprofessionals. Professional development activities will be geared to individual teachers' needs, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration will conduct classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, text structures, and STAAR assessments. (**1.1.1, 1.1.2,1.1.3, 1.1.4, 3.1.2,**)

### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, and continue paying stipends for ELA (English Language Arts), math, science and social studies.

### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials to be used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Crafting activities will be included in regular parental meetings to increase parent interest and participation.(**6.3, 6.5, 6.12**)

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for 5<sup>th</sup> grade students and their parents will be held annually in the Spring semester to assist with the transition into middle school. All 8<sup>th</sup> grade students and their parents will be able to attend an Spring Orientation in order to assist with the transition into high school. (1.1.4,1.1.9, 6.1.2)

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better and more effectively address student needs as determined by use of these instruments. (1.1.1, 1.1.2, 1.1.3, 1.1.6, 3.1.7)

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily classroom assignments and assessments. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on their individual needs. In addition to tutorial, students will have the opportunity to attend ELA Campss and Saturday Academies. (1.1.1, 1.1.2,1.1.3, 3.1.1)

**10: Coordination and integration of federal, state and local services and programs**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. (1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 1.1.9, 3.1.1, )

Garcia Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. Students will be provided with accelerated instruction by personnel funded by State Compensatory Education. In addition, Garcia Middle School will also utilize State Compensatory Education funds to provide computer based instruction to assist at-risk students academically. (3.1.9, 8.1.1,3.1.1,1.1.3).

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Gonzlaez	6th Grade Reading	Title IA	1
Estefania Martinez	Library Aide	Title IA	1
Jose Casas	6th Grade Math	Title IA	1
Melissa Vasquez	Parent Liaison	Title IA	1
Virginia Garza	Dyslexia Aide	Title IA	1
Yolanda Soto	Nurse	Title IA	.40

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kathleen Jimenez	Principal
Administrator	Lupita Perez	Assistant Principal
Administrator	Joe Guzman	Assistant Principal
Meeting Facilitator	Ana C.	Dean of Instruction
Classroom Teacher	Emma Montiel	Social Studies Teacher
Classroom Teacher	Ismael Salinas	Art Teacher
Classroom Teacher	Theresa De La Garza	Science Teacher
Classroom Teacher	Rosario Hernandez	Special Education Teacher
Classroom Teacher	Kristi Jones	Reading Teacher
Classroom Teacher	Alma Sanchez	English Teacher
Parent	Deyanira Lamas	Parent
Parent	Brisa Ceniceros	Parent
District-level Professional	Jose Caballero	District-Level Professional
Student	America Lopez	Student
Business Representative	Rebeca Sanchez	Mr. Taco
Business Representative	Mr. De La Rosa	Owner
Community Representative	Eddie Gonzalez	Community Representative
Community Representative	Guadalupe Izaguirre	Community Representative

## Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State Adopted Text TALA Community members, books, (TI) Inst. Supplies \$100 (Dys)	199-11-6399-00-053-Y11-054-Y	\$100.00
1	1	1	Algebra Readiness Bus to UTB	199-11-6494-00-053-Y11-000-Y	\$500.00
1	1	1	AP Summer Institute	199-13-6411-23-053-Y-11-000-Y	\$2,200.00
1	1	2	DUPLICATING PAPER	199-11-6396-00-053-Y-11-000-Y	\$2,000.00
1	1	2	GT Supplies	199-11-6399-00-053-Y-21-000-Y	\$3,096.00
1	1	2	Supplies/Butcher Paper	199-11-6399-00-053-Y-11-000-Y	\$1,485.00
1	1	2	History Fair Student Travel	199-36-6412-00-053-Y-99-000-Y	\$250.00
1	1	2	Science Fair	199-36-6412-00-053-Y-99-000-Y	\$1,025.00
1	1	2	Math Meet	199-36-6412-00-053-Y-99-000-Y	\$100.00
1	1	2	Chess Meals	199-36-6412-24-053-Y-99-021-Y	\$790.00
1	1	2	Chess Fees	199-36-6497-24-053-Y-99-021-Y	\$1,292.00
1	1	3	Student & Teacher Classroom Furniture	199-11-6399-45-053-Y-11-000-Y	\$1,500.00
1	1	3	Instructional Supplies	199-11-6399-45-053-Y-11-000-Y	\$6,800.00
1	1	4	Duplicating Paper Reading Dpt	199-11-6396-00-053-Y-11-000-Y	\$2,000.00
1	1	4	Instructional Supplies	199-11-6399-00-053-Y-11-000-Y	\$1,000.00
1	1	4	PRINTER CARTRIDGES	199-11-6399-62-053-Y-11-000-Y	\$500.00
1	1	4	Fees/Dues for Duke Registration	199-11-6497-00-053-Y-21-000-Y	\$180.00
1	1	4	Admininstration Travel	199-23-6411-23-053-Y-99-000-Y	\$3,000.00
1	1	4	Technology Conference	199-12-6411-23-053-Y-99-000-Y	\$150.00
1	1	6	PRINTER CARTRIDGES	199-11-6399-62-053-Y-11-053-Y	\$2,000.00
1	1	7	Library Books	199-12-6329-18-053-Y-99-000-Y	\$2,839.00
1	1	10	Instructional Supplies	199-11-6399-00-053-Y-11-000-Y	\$1,000.00
1	1	11			\$2,500.00

1	1	11			\$21,891.00
1	1	11			\$7,050.00
1	1	11			\$10,850.00
1	1	11			\$1,091.00
1	1	11			\$96,406.00
1	1	11			\$3,600.00
1	1	11			\$1,000.00
2	1	1	Art Supplies	199-11-6399-00-053-Y-11-000-Y	\$1,500.00
2	1	1	Art Supplies-FA	199-11-6399-50-053-Y-11-079-Y	\$1,060.00
2	1	1	Art Membership Dues-FA	199-11-6495-50-053-Y-99-079-Y	\$90.00
2	1	1	FA-FEES	199-36-6497-50-053-Y-99-079-Y	\$300.00
2	1	1	FA- Student Meals	199-36-6412-50-053-Y-99-079-Y	\$300.00
2	1	2	Choir Transportation FA	199-36-6494-57-053-Y-99-000-Y	\$1,150.00
2	1	2	Band Transportation FA	199-36-6494-56-053-Y-99-000-Y	\$450.00
2	1	2	Band Student Meals FA	199-36-6412-56-053-Y-99-000-Y	\$552.00
2	1	2	Choir Travel FA	199-36-6411-23-053-Y-99-057-Y	\$903.00
2	1	2	Band Travel FA	199-36-6411-23-053-Y-99-056-Y	\$450.00
2	1	2	MEA Band Registration-FA	199-36-6497-56-053-Y-99-000-Y	\$270.00
2	1	2	TMEA Student Meals-FA	199-36-6412-56-053-Y-99-000-Y	\$100.00
2	1	2	Band Meals for Pre-UIL-FA	199-36-6412-56-053-Y-99-000-Y	\$553.00
2	1	2	UIL Supplies	199-36-6399-00-053-Y-99-020-Y	\$50.00
2	1	2	UIL Stipends	199-36-6117-00-053-Y-99-020-Y	\$2,400.00
2	1	2	UIL Meals	199-36-6412-00-053-Y-99-020-Y	\$150.00
2	1	2	Transportation	199-36-6494-00-053-Y-99-020-Y	\$150.00
2	1	3	Dance Costumes	199-36-6399-00-053-Y-91-063-Y	\$1,650.00
2	1	3	Choir Supplies	199-11-6399-57-053-Y-11-000-Y	\$1,600.00
2	1	3	Band Supplies	199-36-6399-56-053-Y-99-000-Y	\$8,285.00
2	1	3	Dance Costumes - FA	199-36-6399-00-053-Y-91-000-Y	\$650.00



2	1	4	Choir Student Meals-FA	199-36-6412-57-053-Y-99-000-Y	\$2,245.00
2	1	4	Choir Student Entries-FA	199-36-6497-57-053-Y-99-000-Y	\$1,415.00
2	1	4	Contract Servics for Choreography--FA	199-36-6299-57-053-Y-99-000-Y	\$600.00
2	1	4	Membership Dues -FA	199-36-6495-57-053-Y-99-000-Y	\$50.00
2	1	4	Choir Supplies-FA	199-36-6399-57-053-Y-99-000-Y	\$3,520.00
2	1	5	Band Registration - RGV-FA	199-36-6497-56-053-Y-99-000-Y	\$700.00
2	1	5	Band Supplies-FA	199-11-6399-56-053-Y-11-000-Y	\$800.00
2	1	5	Student Meals-FA	199-11-6412-56-053-Y-11-000-Y	\$553.00
2	1	5	Band Dry Cleaning-FA	199-11-6249-44-053-Y-11-056-Y	\$627.00
2	1	5	Band Entry Fee Region- FA	199-36-6497-56-053-Y-99-000-Y	\$600.00
3	1	8	Printer supplies	199-11-6399-62-053-Y-11-000-Y	\$784.00
3	1	8	Counselor Supplies	199-31-6399-00-053-Y-99-000-Y	\$150.00
3	1	11	STUDENT PLANNERS	199-11-6399-00-053-Y-11-000-Y	\$1,700.00
3	1	11	Duplicating Paper	199-11-6396-00-053-Y-11-000-Y	\$2,000.00
4	1	1	Refreshments	199-23-6499-53-053-Y-99-000-Y	\$300.00
4	1	1	Student incentives	199-11-6498-00-053-Y-11-000-Y	\$500.00
4	1	1	Teacher Appreciation	199-23-6498-00-053-Y-99-000-Y	\$2,100.00
4	1	1	Incentives for Career Day Presentors	199-23-6498-00-053-Y-99-000-Y	\$400.00
4	1	1	BUS FOR ENCAMPMENT	199-11-6494-00-053-Y-11-000-Y	\$1,250.00
4	1	2	Software	199-23-6395-65-053-Y-99-000-Y	\$110.00
4	1	2	CPU ADMINISTRATOR	199-23-6649-65-053-Y-99-000-Y	\$3,000.00
4	1	3	MEALS FOR MOVIE DAY	199-11-6412-00-053-Y-11-000-Y	\$200.00
4	1	3	Extra Duty pay Custodians	199-51-6121-47-053-Y-99-000-Y	\$200.00
4	1	3	BUS FOR MOVIE DAY	199-11-6494-00-053-Y-11-000-Y	\$150.00
5	1	3	CUSTODIAL SUPPLIES	199-51-6315-00-053-Y-99-000-Y	\$12,000.00
5	1	3	Nurse Supplies	199-33-6399-00-053-Y-99-000-Y	\$750.00
5	1	3	Other Custodial Supplies	199-51-6399-00-053-Y-99-000-Y	\$500.00
5	1	6	Renewal Raptor Software	199-23-6249-00-053-Y-99-000-Y	\$432.00

5	1	6	Two way Radios	199-23-6399-00-053-Y-99-000-Y	\$500.00
5	1	6	Batteries	199-23-6399-00-053-Y-99-000-Y	\$200.00
5	1	6	Office Supplies	199-23-6399-00-053-Y-99-000-Y	\$2,000.00
8	1	1	Printer Cartridge Data Printer	199-2363-9965-053-Y-99-000-Y	\$500.00
<b>Sub-Total</b>					\$241,644.00
<b>Budgeted Fund Source Amount</b>					\$66,260.00
<b>+/- Difference</b>					<b>\$-175,384.00</b>

### 162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1 FTE	162-13-6119-31-053-Y-30-000-Y	\$64,623.00
1	1	2	Substitutes for teacher training	162-11-6112-00-053-Y-30-000-Y	\$3,000.00
3	1	1	Extra Duty Pay-6TH/7TH TUTORIALS	162-11-6118-00-053-Y-30-000-Y	\$18,414.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-053-Y-24-SSI-Y	\$9,589.00
3	1	1	Supplies, Paper, Misc.	162-11-63XX-00-053-Y-30-000-Y	\$14,900.00
3	1	7	2 FTEs	162-11-6119-00-053-Y-30-000-Y	\$94,176.00
3	1	9	CAPITAL OUTLAY - Technology	162-11-66XX-62-053-Y-30-000-Y	\$18,066.00
3	1	10	1 FTE	162-31-6119-31-053-Y-30-000-Y	\$57,203.00
3	1	10	AT-RISK COUNSELOR TRAVEL	162-31-6411-23-053-Y30-000-Y	\$150.00
8	1	1	Desktops	162-11-6649-62-053-Y-30-TEC-Y	\$16,695.00
8	1	4	Software	162-11-6395-62-053-Y-30-TEC-Y	\$1,155.00
<b>Sub-Total</b>					\$297,971.00
<b>Budgeted Fund Source Amount</b>					\$281,722.00
<b>+/- Difference</b>					<b>\$-16,249.00</b>

### 163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies	163-11-6399-00-053-Y-25-000-Y	\$3,250.00
1	1	3	LPAC Substitues	163-13-6112-00-053-Y-25-000-Y	\$500.00
1	1	3	Duplicating paper	163-11-6396-00-053-Y-25-000-Y	\$250.00

1	1	3	TELPAS Substitutes	163-11-6112-00-053-Y-25-000-Y	\$500.00
1	1	3	LPAC Aide Mileage	163-23-6411-00-053-Y-25-000-Y	\$250.00
<b>Sub-Total</b>					\$4,750.00
<b>Budgeted Fund Source Amount</b>					\$39,762.00
<b>+/- Difference</b>					<b>\$35,012.00</b>
<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	3	AWARDS-LIFE SKILLS UNIT	166-11-6498-00-053-Y-23-0P1-Y	\$300.00
4	1	3	AWARDS - BI UNITS	166-11-6498-00-053-Y-23-0P2-Y	\$300.00
<b>Sub-Total</b>					\$600.00
<b>Budgeted Fund Source Amount</b>					\$5,560.00
<b>+/- Difference</b>					<b>\$4,960.00</b>
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Projector Bulbs	211-11-6399-00-053-Y-30-0F2-Y	\$2,000.00
1	1	1	Resources Writing and Reading	211-11-6399-00-053-Y-30-0F2-Y	\$6,000.00
1	1	1	Staff Development Supplies	211-13-6399-00-053-Y-30-AYP-Y	\$1,339.00
1	1	1	Printing	211-11-6399-16-053-Y-30-0F2-Y	\$1,500.00
1	1	2	Substitutes for Teacher Training	211-13-6112-00-053-Y-30-AYP-Y	\$12,000.00
1	1	2	Substitutes for Teacher Training	211-11-6112-00-053-Y-24-0F2-Y	\$500.00
1	1	2	Ignite Learning Program (Software Renewals)	211-11-6249-00-053-Y-30-0F2-Y	\$14,500.00
1	1	2	MSTAAR Resources	211-11-6399-00-053-Y-30-0F2-Y	\$5,000.00
1	1	2	Scanner Renewal	211-11-6249-00-053-Y-30-0F2-Y	\$572.00
1	1	3	WT Cox eBook Subscription	211-11-6325-00-053-Y-30-0F2-Y	\$2,000.00
1	1	4	Instructional Supplies	211-11-6399-00-053-Y-30-0F2-Y	\$3,738.00
1	1	4	Travel/Registration	211-13-6411-23-053-Y-30-AYP-Y	\$3,000.00
1	1	4	Administration Travel	211-23-6411-23-053-Y-30-0F2-Y	\$5,000.00
1	1	5	Printer Cartridges ELA Dept	199-11-6399-62-053-Y-11-000-Y	\$500.00

1	1	5	Sharpeners	199-11-6399-00-053-Y-11-000-Y	\$500.00
1	1	5	General Supplies	211-11-6399-00-053-Y-30-0F2-Y	\$20,036.00
1	1	6	Duplicating Paper	211-11-6396-00-053-Y-30-0F2-Y	\$3,000.00
1	1	6	Transportation for Saturday Tutorials	211-11-6494-00-053-Y-30-0F2-Y	\$22,000.00
1	1	6	1XL LEARNING SITE LICENSE FOR MATH AND READING	211-11-6299-00-053-Y-30-0F2-Y	\$5,100.00
1	1	6	STEM Supplies	211-11-6399-00-053-Y-30-STM-Y	\$5,000.00
1	1	7	Library Books	211-12-6329-00-053-0F2-Y	\$4,500.00
1	1	7	Library Aide	211-12-6129-06-053-Y-30-0F2-Y	\$31,087.00
1	1	9	Extra Duty Pay Summer Bridge	211-11-6118-00-053-Y-30-BDG-6	\$10,000.00
1	1	9	Extra Duty Pay Summer Bridge Administrator	211-23-6118-00-053-Y-30-BDG-6	\$2,000.00
1	1	9	Custodial Supplies	211-51-6315-00-053-Y-30-0F2-Y	\$3,868.00
3	1	2	Teacher Stipends: English	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	2	Teacher Stipends Math	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	2	Teacher Stipends Science	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	2	Teacher Stipends Social Studies	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	2	Teacher Stipends Reading	211-13-6117-00-053-Y-30-AYP-Y	\$3,000.00
3	1	5	Supplies, clothes and material available from the Homeless Youth Project Donated food, clothes and hygiene products SCE		\$0.00
3	1	7	CERTIFIED AND CLASSIFIED SALARIES	211-11-6119-00-053-Y-30-0F2-Y	\$115,900.00
3	1	7	LIBRARIAN Aid SALARY	211-12-6129-06-053-Y-30-0F2-Y	\$31,087.00
3	1	7	Dyslexia Aide	211-11-6119-06-053-Y-30-054-Y	\$24,959.00
3	1	8	Printing from Media Services	211-11-6399-16-053-Y-30-0F2-Y	\$500.00
4	1	1	Student Incentives	211-11-6498-00-053-Y-30-0F2-Y	\$2,000.00
5	1	3	Nurse Supplies	211-33-6399-00-053-Y-30-0F2-Y	\$2,000.00
5	1	8	Nurse	211-33-6119-00-053-Y-30-0F2-Y	\$24,959.00
6	1	4	Classified Parent Liaison FTE	211-61-6129-00-053-Y-30-000-Y	\$23,542.00
6	1	4	Computer	211-61-6649-65-053-Y-30-0F2-Y	\$1,102.00
6	1	4	Laptop	211-61-6649-65-053-Y-30-0F2-Y	\$1,098.00

6	1	4	Projector	211-61-6649-65-053-Y-30-0F2-Y	\$800.00
6	1	4	Software License	211-61-6395-65-053-Y-30-0F2-Y	\$110.00
6	1	4	In District Mileage	211-61-6411-00-053-Y-30-0F2-Y	\$800.00
6	1	4	Refreshments for Parent Meetings	211-61-6499-53-053-Y-30-0F2-Y	\$675.00
6	1	4	Parent Center Supplies	211-61-6399-00-053-Y-30-0F2-Y	\$459.00
7	1	2	MIGRANT CLERK SALARY	212-61-6129-08-053-Y-24-0F2-Y	\$22,365.00
7	1	2	MIGRANT TEACHER SALARY 50%	212-11-6119-00-053-Y-24-0F2-Y	\$17,215.00
7	1	3	PFS Report Supplies	212-11-6399-00-053-Y-24-0F2-Y	\$860.00
7	1	3	Clothing		\$1,451.33
7	1	4	State MEP needs and Guidelines MEP action plans MEP power points, MEP Website		\$2,040.00
7	1	4			\$300.00
7	1	7	Light Refreshments	212-61-6499-53-053-Y-24-0F2-Y	\$50.00
8	1	3	A+ Renewal	211-11-6249-00-053-Y30-0F2-Y	\$2,500.00
8	1	3	ESL READING SMART	211-11-6249-00-053-Y30-0F2-Y	\$1,725.00
8	1	4	Supplies and Materials	211-11-6395-62-053-Y-30-0F2-Y	\$3,000.00
8	1	4	Capital Assets Other	211-11-6649-62-053-Y-30-0F2-Y	\$7,000.00
8	1	4	Contracted Maintenance	211-11-6249-62-053-Y-30-0F2-Y	\$500.00
8	1	4	Capital Assets Computers/Laptops	211-11-6649-62-053-Y-30-0F2-Y	\$63,709.00
8	1	4	EduSmart and K-12 Summit Software	211-11-6299-62-053-Y-30-0F2-Y	\$6,950.00
<b>Sub-Total</b>					\$539,396.33
<b>Budgeted Fund Source Amount</b>					\$193,386.00
<b>+/- Difference</b>					<b>\$-346,010.33</b>
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Tutorials	263-11-6118-00-053-Y-25-000-Y	\$3,276.00
1	1	3	Tutorial Duplicating Paper	263-11-6118-00-053-Y-25-000-Y	\$500.00
1	1	3	Tutorial Supplies	263-11-6399-00-053-Y-25-000-Y	\$224.00

	<b>Sub-Total</b>	\$4,000.00
	<b>Budgeted Fund Source Amount</b>	\$5,320.00
	<b>+/- Difference</b>	<b>\$1,320.00</b>
	<b>Grand Total</b>	<b>\$1,088,361.33</b>