

Brownsville Independent School District
Garcia Middle School
2018-2019 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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	7
Student Academic Achievement	10
School Processes & Programs	13
Perceptions	16
Comprehensive Needs Assessment Data Documentation	18
Goals	21
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	21
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)	35
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	36
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	38
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	41
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)	47
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)	52
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	58
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	61
State Compensatory	70
Personnel for Garcia Middle School:	70
Title I Schoolwide Elements	71
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	71
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	71
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	73
Title I Schoolwide Element Personnel	74
2018-2019 Site Based Decision Making Committee	75

Comprehensive Needs Assessment

Revised/Approved: May 24, 2018

Needs Assessment Overview

2017-2018 Campus Narrative

Dr. Juliet V. García Middle School is located near the Port of Brownsville in Brownsville, Texas and serves students in 6th, 7th, and 8th grade. The school is named in honor of Dr. Juliet V. Garcia, President of the UTRGV 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 96.5% Hispanic and 3.3% White. 97% are identified as economically disadvantaged, 22.4%

English Language Learners (ELL), 17.3% Gifted and Talented, 63.4% At-Risk, and 10.6% are special needs students. The student body is made up of 392 sixth graders, 352 seventh graders, and 347 eighth graders for 1,091 students. The attendance Rates for the 2016-2017 school year was 97.2% for all the students and 96.5% for at-risk students. The dropout rate for the 2016-2017 school year was 0.10% for all the students and for .094% for at-risk students. Moreover, the retention rate was 8.2% for all students and 5% for at-risk students.

García Middle School's leadership includes Kathleen Jimenez, Principal; Ana C. Peña, Dean of Instruction; Joe Guzman & Lupita Perez, Assistant Principals. The Faculty includes 68 certified teachers, 8 professional support and 9 educational aides. 12 clerical and office personnel service special education, migrant, discipline, PEIMS, library, health, matriculation and attendance. A nurse, librarian, three academic counselors, one At-Risk counselor, one Gear Up counselor, eight cafeteria employees, six custodians, and one security officer provide additional services. The faculty has an ethnic representation of 91% Hispanic, and 9% White. Female teachers represent 70% and males 30% 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, Art, and Dance provide opportunities from the beginning to the advanced levels. García Middle School also offers a wide range of additional educational opportunities such as participation in the Spanish AP, Algebra EOC, University Interscholastic League, Athletics, Performing Arts Dance Ensemble, Destination Imagination, Chess, Spanish, Science Club, Art Club, cultural field trips, NJHS, Student Council, and the Gator Ecology Club. Our National Junior Honor Society provides our student leadership a

platform for college and community awareness. Gear Up provides our student the opportunity to be aware and visit several universities.

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 should be met through the additional strategies provided to teachers by the district curriculum specialist. Key deficiencies in students' mathematics and reading content knowledge and skills will be addressed so students will meet college ready standards and masters levels on state exams.

The campus addresses health and nutritional issues through our campus award winning CATCH (Coordinated Approach to Child Health) committee. This committee offers a variety of activities such as: Turkey Walk, Jump Rope for Life, Health Screening, monthly presentations, and staff Health Fair. Students also participate in Summer Bridges, ELA Camps, Science Fair, History Day and Brainsville, and Destination Imagination.

Students are rewarded for Attendance, Honor Roll, extra-curricular, individual and Academic Team accomplishments. Our Academic Awards Ceremony was held on May 31, 2018 and our Athletic Awards Ceremony was held on June 01, 2018. Both ceremonies were a great success for our students, teachers, parents, and family members who attend.

Dr. Juliet Garcia Middle School was awarded Distinction status in: Top 25 Percent in Closing the Performance Gap, Academic Achievement in English Language Arts/Reading and Academic Achievement in Social Studies. Our goal is to maintain and increase Distinction Recognitions.

Demographics

Demographics Summary

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

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:

6th -8th Grade

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

STAAR Summary of 6th – 8th Grades Tested

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

Reading – 6th grade (campus 64%, district 61%, state71%), 7th grade (campus 77%, district 68%, state72%), 8th grade (campus 89%, district 83%, state82%)

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

Writing -- 7th grade (campus 78%, district 69%, state70%)

Science -- 8th grade (campus 68%, district 70%, state76%)

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

Middle School End of Course (EOC) Results

Math—Algebra --- 8th 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
All Subjects	73%	73%	95%	73%	48%	39%	38%
Reading	76%	77%	38%	76%	65%	50%	53%
Mathematics	75%	75%	53%	75%	64%	39%	65%
Writing	78%	79%	36%	77%	62%	31%	48%
Science	68%	68%	67%	68%	56%	27%	43%
Social Studies	67%	67%	58%	67%	58%	57%	43%

Demographics Strengths

- Strong Special Education and ESL departments
- Gear Up Counselor support
- Algebra I and AP Spanish provides advanced classes for 8th grade students
- STEMS Curriculum for math and science students in 6th, 7th, and 8th grad

DEMOGRAPHIC NEEDS

Extend inclusion services to all content areas and 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 in order to Monitor individual student progress. Utilize the team concept to improve academics for all students. Use various data sources: benchmarks, RTIs, and monitor behavior through data from Review 360 to monitor students. Improve parental involvement interaction in all aspects of campus.

Needs:

1. Improve the Parental Involment Program
2. Increase Rigor and technological innovations in the classroom

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. 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 equipment to be utilized in lab for a variety of tutorial opportunities, and additional reading resources, including magazines of current events. Monitor individual student progress by printing benchmarks, intervening when needed with innovative learning opportunities and document interventions through RTI. To best support campus efforts and meet the identified needs at the campus level; activities, resources, and implementation timelines related to Demographics are set forth in all sections of the 2018-2019 Campus Improvement Plan.

Student Academic Achievement

Student Academic Achievement Summary

The campus goal is to meet the standards of College Readiness using the rigor of the STEM math and science curriculum. Using the training and curricular support from our Curriculum and Instruction specialist we will apply new training techniques, and meet more rigorous goals. The goal is to challenge all students with high expectations, to be prepared for class, and 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:

- TAPR 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 Academic Achievement Strengths

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

Student Achievement Needs:

STUDENT ACHIEVEMENT NEEDS

1. Tutorials/ Increase academic performance in state assessment
2. Provide Instructional Supplies and materials for classroom use

3. Data drive instruction and professional development for all grade levels

4. Implementation of RResponse to Interventions for struggling students (RTI)

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 and contests. 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 such as: butcher paper for story mapping, that will increase the success of At-Risk students. Use data from various sources to analyze success. Work to raise scores of at-risk and subgroups through the use of software and provide transportation for tutorials. Raise scores of special populations by increasing parental involvement in order to showcase accomplishments. Increase Math and science rigor through collaboration with UTRGV, participating in competitions with other campuses in order to prepare studnets to meet challenges. Use a variety of content software to boost scores on STAAR and other state assessments, practice application of concepts, and increase student time on task. Improve and refine the use of Review 360, and implement a Discipline Management plan to reduce the number of discipline referrals. Train and support teachers on the usage of Review 360 for discipline RTI documentation. 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 teacher participation, tutorials will be provided Monday to Wednesday starting the fourth week of school in order to make a larger and positive impact on scores. 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 in order to make constant referral to them during instruction. 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 and requirements. 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, and dictionaries (regular and bilingual) for tutorials. Use campus and district benchmarks to obtain data for more targed instrucion. We will provide basic skills, and promote competition in extracurricular writing, math, science, and history events, and by hosting parent events to spotlight student academic accomplishments. Improve ESL lesson delivery by increasing the opportunities for students to public speak, write, and listen to English during instruction. Improve writing scores by training teachers to teach additional genre-writing by using pull-outs and tutorials if needed. Improve the writing of PLAAFS in Special Education by providing training for teachers. 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 creating assignments. To best support campus efforts and meet the identified needs at the 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 2018-2019 Campus Improvement Plan.

School Processes & Programs

School Processes & Programs Summary

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

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

Curriculum, Instruction, and Assessment Needs:

Expand Career Day and add additional opportunities for presenters to participate. The use of additional instructional technology, hands-on activities, and application instead of handouts. Provide training for integration of math and science STEM activities in order to improve and enhance instruction using various consumable supplies for instructional and to prepare students for area competitions. Reduction of At-Risk students failure 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 ELAR TEKS and STEM. Provide Math and Science teachers with computers in order to develop 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. Train teachers to use document projectors in order to enhance and promote hands-on instruction and activities. Facilitate the use of primary source documents and student work as examples during instruction. Students visualize and create 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 content and language objectives prominently and use open-ended questioning strategies from Figure 19 and Text Structures. Increase at-risk student success by providing opportunities for local, regional, and state conferences in order to implementing more hands-on, real-world application, engaging activities, and teaching study skills such as creating electronic and writing portfolios and journals. 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. To best support campus efforts and meet identified needs at the campus level; activities, resources, and implementation timelines related to Instructional, Curricular, Personnel, Organizational, and Administrative are set forth in all sections of the 2018-2019 Campus Improvement Plan.

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 8th grade
- Writing data from STAAR expository essay and the 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,
- Benchmarks, 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

School Processes & Programs Strengths

Classes are organized into Academic Teams for each grade level. Strong teachers are placed at each grade level for each content area to provide leadership for Horizontal Alignment. Departments meet weekly to review campus initiatives and plan for the coming week. Content is complemented by 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. The Gear Up counselor provides 8th grade students to be college ready. Students will be monitored on a six weeks basis by the Gear up counselor.

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

Needs:

- 1. More rigorous content and lesson delivery in math and technology*
- 2. Provide resources and supplies to promote a safe and orderly campus environment.*

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Processes and program areas of improvement would be addressed: More rigorous content and lesson delivery training in math and technology. Provide trainings, resources, and supplies in preparations to provide a safe and orderly environment. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in all sections of the 2018-2019 Campus Improvement Plan.

Perceptions

Perceptions Summary

The improvement in our school culture and climate from the previous academic school year has significantly improved; it can still be better. We want to increase our Parent Involvement active participation. We need to provide more positive incentives and recognitions for teachers, students, staff, and parents with the support of our very dedicated community members. We must improve on the effective communication with teachers, parents, and all campus stakeholders.

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

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

Summary Needs:

Provide opportunities for concerts, competitions, and teacher trainings. Provide students and staff health awareness by improving and continue to host Career Day, Health Fair, and other events that include the community organizations involvement. 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 Review360. Increase student leadership skills and collegiate expectations through Student Clubs and Organizations, and using our Gear Up counselor as an additional asset for improving student success. Increase healthy choices awareness with staff, student, and parent population. Increased participation in competitive academic activities by providing current technology and opportunities.

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 Culture, Climate, Value, and Beliefs 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. 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, and cleaning supplies. Provide software and technology to access online curriculum, electronic grade-book, 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 campus level; activities, resources, and implementation timelines related to School Culture, Climate, Values, and Beliefs are set forth in all sections of the 2018-2019 Campus Improvement Plan.

Perceptions Strengths

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

Needs:

1. Use more technology when holding parental meetings
2. Increase parental contact for positive reinforcement

Summary of Needs: 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. Schedule monthly events to spotlight a variety of subject areas using the gym, cafeteria and associated sound and lights for parents. Meet with parents after school for various venues and serve refreshments. Increase parent calls to include positive feedback. 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: 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. Increase positive contacts with parents to include more students “being good”. Provide mileage for parent liaison to make parent/student home contacts. Provide teachers with nonmonetary incentives in order to continue with the teacher retention. To best support campus efforts and meet identified needs at the campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2018-2019 Campus Improvement Plan.

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

- *Parental Involvement Survey Results*
- *Tally of parental involvement events during 2017-2018*
- *Attendance tally for each event during 2017-2018*
- *Feedback from Various Meetings*

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Garcia M.S. student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.



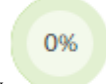

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p style="text-align: center;">PBMAS Critical Success Factors CSF 1 CSF 3</p> <p>1) Dean of Instruction will provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>APEX Pearson Math PEG Writing STEM Edgenuity Summit K-12: Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software</p> <p>Population: All teachers and students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA: 5,7,8,910</p>	2.4	Principal, Dean, Department Chairs, Librarian, TST, teachers	<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: 211 Title I-A - 73158.00, 199 Local funds - 9155.00</p>							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will monitor the implementation of the 3 Tier Response to Intervention Model in the math, reading, and behavior in the classroom.</p> <p>Population: All students SE, LEP, DYS, At-Risk, PD</p> <p>Timeline: August 2018-May 2019</p> <p>CNA: 5,7,8,910</p>	<p align="center">2.6</p>	<p>RTI Administrator, All campus teachers</p>	<p>F: Eduphoria Walkthroughs, Lesson Plans S: At-Risk, LEP and SpEd state scores will increase</p>				
<p align="center">PBMAS Critical Success Factors CSF 2 CSF 3</p> <p>3) Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels.</p> <p>Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 8,9</p>	<p align="center">2.4, 2.6</p>	<p>Prinicpal, Dean, Department Chairs and teachers</p>	<p>Formative: Department Meeting agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks</p> <p>Summative: STAAR scores, EOC scores, T-TESS data, PDS Transcripts,</p>				
<p>Funding Sources: 211 Title I-A - 12000.00</p>							





<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>4) Certified teachers and para-professionals will supplement the needs of low performing students that may be met through individualized small group instruction.</p> <p>Population: All campus studnets</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,7,8,9</p>	2.5	Federal Programs Administrator, Principal, Dean of Instruction	<p>Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs</p> <p>Summative impact: T-TESS summative evaluation data, Job Description/ Evaluations</p> <p>Improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools.</p> <p>Population: All campus students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 7,8,9</p>	2.6	Special Programs Administrator, Principal, Dean of Instruction	<p>Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs</p> <p>Summative impact: T-TESS summative evaluation data, Job Description/ Evaluations</p> <p>Improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p>				
Funding Sources: 211 Title I-A - 10613.00, 199 Local funds - 1800.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) To increase student-athletes focus on academic excellence, while committing to practicing sport skills each day, our campus will develop 1 hr. tutorials for student athletes.</p> <p>Population: All student athletes</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 8,9,11</p>							
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: Garcia M.S. Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the district curriculum and initiatives including (but not limited to) professional development based on identified needs of students.</p> <p>TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software</p> <p>Population: All student groups</p> <p>Timeline: August 2018- May 2019</p> <p>CNA pg. 5,7,8,910</p>	2.6	Campus Administration	<p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations,</p> <p>Summative Impact: TELPAS and TERRA NOVA/Supera</p>				
<p>Funding Sources: 162 State Compensatory - 1100.00, 211 Title I-A - 8470.00</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 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Source(s) 3: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade with the expectation that all Garcia M.S. students will graduate college ready.</p> <p>Population: all 8th grade students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,7,8,9</p>	2.6	Advanced Academics Administrator, Principal, Counselors, TST	<p>Formative Results: TSI test taking and passing 8th grade data</p> <p>Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year.</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, this includes fine arts advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness.</p> <p>Population: all K-12 students and teachers</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,7,8,910</p>		Principal, Dean of Instruction	<p>Formative Results: Performance ratings, evaluations</p> <p>Summative Impact: improved assessment scores</p>				
<p>Funding Sources: 211 Title I-A - 3000.00</p>							

<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) A Gear Up Counselor is on campus in order to assist and monitor 8th grade students and coordinate intervention programs and presentations with students and parents in order to increase student achievement, attendance, academic success, students that are college ready while decreasing student retention rate.</p> <p>Population: All 8th grade students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 8, 11</p>	2.5	Principal, Dean of Instruction, Gear Up Counselor	Formative: Participation Logs Students/Parents Six weeks grades, Benchmarks, COBRO Services Reports Summative: State Assessment Scores, EOC, STAAR, TSI, TELPAS, AP				
Funding Sources: XXX Grant Funds - 112473.02							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

Evaluation Data Source(s) 4: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Population: All Migrant Students</p> <p>Timeline: August 2018- May 2019</p> <p>CNA pg. 5,7,8,910</p>		District Coordinator, Principal, Migrant Clerk	<p>Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports.</p> <p>Summative Impact: Fewer PFS students are identified due to increased performance On-time promotion rates increased</p>				

<p>Critical Success Factors CSF 1</p> <p>2) Migrant 8th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.</p> <p>Population: 8th grade migrant students</p> <p>Timeline: January 2019</p> <p>CNA pg. 7,8,11</p>						
---	--	--	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 5: Regional and state competition participation numbers





Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4 CSF 5</p> <p>1) Garcia Middle School Teachers will be provided with training and materials to promote participation in Robotic Competition at the campus, district, and regional level.</p> <p>Population: Robotics teachers and students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,7,8,910</p>		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	<p>Formative Results: Number of teachers and students participating in competition</p> <p>Summative Impact: Increase number of students in STEM classes.</p>				
Funding Sources: 199 Local funds - 800.00							
<p>Critical Success Factors CSF 4</p> <p>2) Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness.</p> <p>Population: Grades 6-8 teachers and students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,7,8,910</p>		Curriculum Specialists, Science Fair Coordinator, Math and Science Department Chairs	<p>Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impact: Increase number of students in STEM classes</p>				
Funding Sources: 211 Title I-A - 5000.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs (campus, district, regional, state,nationals). Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, DI, One Act Play.</p> <p>Population: Grades 6-8 teachers and students (especially G/T identified students)</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA 5,7,8,9,10,11</p>		<p>Advanced Academics Administrator, Principal, Campus Coordinators</p>	<p>Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impacts: Brainsville Inventions increased student participation at the district level. Chess: increase student participation at the district, regional, state and national levels. Destination Imagination (K-12th) increase student participation at the regional, state and Global levels. Poet's Convention (6th-8th) increase student participation at the district level. UIL Academics increase student participation at the district and state level.</p>				
<p>Funding Sources: 199 Local funds - 13075.00</p>							
<p align="center">Critical Success Factors CSF 3</p> <p>4) Garcia Middle School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.</p> <p>Population: Grades 6-8 teachers</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,7,8,9,10,11</p>		<p>Curriculum Specialists, Principal, Social Studies Department Chair</p>	<p>Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impact: increase in campus entries for History Day at the district, regional, and state level. Maintain campus participation in Brownsville Kids Voting at the district level.</p>				
<p>Funding Sources: 199 Local funds - 2500.00</p>							

<p align="center">Critical Success Factors CSF 3</p> <p>5) Garcia Middle School Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level.</p> <p>Population: Grades 6-8 teachers and students</p> <p>Timeline: July 2018 - June 2019</p> <p>CNA pg. 5,9,11</p>		Principal, Math Department Chair	<p>Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impacts: AMC (6th to 8th)increase student participation at the campus level. participate in Mathcounts competition in 2018-2019</p>				
Funding Sources: 199 Local funds - 300.00							
<p align="center">Critical Success Factors CSF 4</p> <p>6) Garcia Middle school will participate in in-school opportunities and after school clubs to learn coding for sixth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Population: all grade 6 students</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA pg. 5,8,9,11</p>		Technology Services, Principal	<p>Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores</p> <p>Summative Impact: EOY data for student competition participation and performance</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>7) Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>Population: all fine arts students</p> <p>Timeline: August 2018 - May 219</p> <p>CNA pg. 5,7,8,910,11</p>		Principal, Fine Art Teachers	<p>Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p>				

<p align="center">Critical Success Factors CSF 4</p> <p>8) Increase enrollment in fine arts programs by conducting recruitment concerts and visits</p> <p>Population: all 6-8 students and teachers</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,6,7,8,9,10,11</p>		Principal, Campus directors and teachers	<p>Formative Results: PEIMS enrollment numbers, class rosters</p> <p>Summative Impact: improved enrollments from prior year</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>9) Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p>Population: All Student athletes</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,8,11</p>		Athletic Coordinator, Principal, Counselor	<p>Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips.</p> <p>Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports</p>				
<p>10) Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels.</p> <p>Population: All Students</p> <p>Timeline: January 2019 - May 2019</p> <p>CNA pg. 5,8,11</p>		Principal, Athletic Coordinator, Counselors	<p>Formative Results: Presentation Schedules, Choice slips for athletic classes.</p> <p>Summative Impact: increased Team and Class rosters on Rank One</p>				
<p>11) Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs.</p> <p>Population: All secondary students and incoming 6th grade students</p> <p>Timeline: May 2019</p> <p>CNA pg. 5,8,11</p>		Principal, Athletic Coordinator	<p>Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule</p> <p>Summative Impact: Increased enrollment in Pre-Athletic Programs</p>				

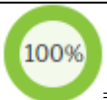

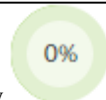

<p>12) Expand the number of teams at Garcia Middle School for tennis (boys and girls) and baseball teams (boys only)</p> <p>Population: All students</p> <p>Timeline: October 2018-February 2019</p> <p>CNA pg. 5,8,11</p>		Principal, Athletic Coordinator	<p>Formative Results: Team rosters, Master Schedules</p> <p>Summative Impact: Improved Rank One Sport Information compared to prior year.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>13) The campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>Population: PFS and Migrant Students</p> <p>Timeline: August 2018- June 2019</p> <p>CNA pg. 5,6,7,8,9,10,11</p>		Principal, Migrant Clerk	<p>Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades</p> <p>Summative: State Assessment scores</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 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Garcia Middle School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: July 2018 - June 2019 CNA pg. 10,11		Campus Administration	Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
Funding Sources: 199 Local funds - 600.00							
2) Garcia Faculty and staff will develop green areas/landscaped areas to help beautify facilities with the support of community, parents and students. Population: all students and staff Timeline: August 2018 to June 2019 CNA pg. 10,11,12		Campus Administration	Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: improved campus survey data about facilities				
Funding Sources: 199 Local funds - 300.00, 162 State Compensatory - 7000.00							
<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 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The District 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campuses will make effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Garcia Middle School Stakeholders Timeline: July 2018- June 2019 CNA pg. 10,11		Campus Administration/ SBDM Committees	Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
<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: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) SBDM committees will create and participate in employee incentives and recognition to improve employee and campus morale and climate. Population: all Garcia Middle School faculty and staff Timeline: July 2018 to May 2106 CNA pg. 5,7,8,910,11,12		Principal, SBDM Committees	Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
<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 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Garcia M.S will provide the BISD Public Information Office with features articles, recognition of students, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Garcia will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.</p> <p>Population: Campus Stakeholders</p> <p>Timeline: July 2018 - June 2019</p> <p>CNA pg. 4,5,7,10</p>		Principal, TST, Assistant Principals, Dean of Instruction	<p>Formative: schedule of weekly newsletters</p> <p>Summative: list of all weekly newsletters</p>				
<p>2) Garcia will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: Campus Stakeholders</p> <p>Timeline: July 2018 - June 2019</p> <p>CNA pg. 8,11,12</p>		Principal, PIO, Campus Administration	<p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/ showcases</p>				

<p>3) Garcia will update websites at least monthly including showcasing student and community activities.</p> <p>Population: campus Stakeholders</p> <p>Timeline: July 2018- June 2019</p> <p>CNA pg. 8,10,12</p>		<p>Principal, PIO, Campus Administration</p>	<p>Formative: checklist of websites indicating are current</p> <p>Summative: report at end of year for monthly checklist results</p>				
<p>4) Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held each semester.</p> <p>Population: all campus parents</p> <p>Timeline: one each in Fall and Spring Semesters</p> <p>CNA pgs. 9,11,12</p>		<p>Principal</p>	<p>Formative results: List of received awards, Awarding of donated funds and prizes</p> <p>Summative impact: Increased PEIMS District and Attendance Percentage rates.</p>				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

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

Evaluation Data Source(s) 2: School calendar showing earlier start date.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Garcia will provide information through various media on the District of Innovation Plan. Population: Campus Stakeholders Timeline: July 2018 - June 2019 CNA pg. 11,12		Principal	Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar				
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Source(s) 1: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Population: All Students/parents; campus personnel</p> <p>Timeline: August 2018-May 2019</p> <p>CNA pg. 5,8,11,12</p>		Principal, Assistant Principals	<p>Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on campus website. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year</p> <p>Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide</p>				

<p align="center">PBMAS Critical Success Factors CSF 2</p> <p>2) Garcia will implement RtI behavior interventions upon transitioning back to home campus from BAC and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans.</p> <p>Population: All Students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,8,11,12</p>		<p>Principal, RTI Administrator, Academic and At Risk Counselors</p>	<p>Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs,</p> <p>Summative Impact: eSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to Garcia from BAC.</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>3) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,8,11,12</p>		<p>Principal, Assistant Principals, All Counselors</p>	<p>Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets</p> <p>Summative Impact: Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

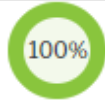
Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Garcia will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.</p> <p>Population: All Teachers</p> <p>Timeline: August 2018 to March 2019</p> <p>CNA pg. 5,8,11,12</p>		District and Campus RTI Administrator	<p>Formative Results: eSchool discipline reports and RtI plans</p> <p>Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p>				
<p>Funding Sources: 199 Local funds - 55.00</p>							
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Provide training and support to classroom teachers and campus administration in discipline management and safe environments.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,8,11,12</p>		Principal, Assistant Principals	<p>Formative Results: Training Sign In Sheets and Six weeks discipline reports</p> <p>Summative Impact: Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p>				

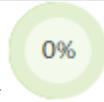
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>3) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.</p> <p>Population: all students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,8,11,12</p>		<p>RTI Administrator, Security, Principal, Assistant Principal</p>	<p>Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level</p> <p>Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				
--	--	--	--	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. Promote safety throughout the campus during the workday using common sense and posted safety precautions as well as providing students with their own identification card. Provide training to office staff about conducting sex offenders search on all visitors. Conduct monthly simulated fire drills, lock-downs, Shelter in place, Reverse & drop and cover evacuation and other crisis situations so teachers and students react calmly in an unexpected situation. Monitor movement of students through the use of radios and IPC phones, Safety Committee Members located throughout the campus, and constant communication with all campus stakeholders.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 10,11,12</p>		Principal, Assistant Principal	<p>Formative Results: Safety Meeting Sign-In Sheets,</p> <p>Summative Impact: 100% completed District and Campus Emergency Operations Plans cleared in June 2019</p>				
Funding Sources: 199 Local funds - 1000.00							

<p>2) A security officer will be visible throughout the year at our school. A Police Officer will be stationed at Garcia Middle School. Maintain a Secure and welcoming school climate with clean and healthy surrounds by acquiring proper resources for custodial needs.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,7,8,9,10,11,12</p>		Principal, Security Services	<p>Formative Results: Security Officers and Police Officers work schedule assignments</p> <p>Summative Impact: end of year assignments indicating all campuses have officer and or security officer in place</p>				
<p>Funding Sources: 211 Title I-A - 5823.00, 199 Local funds - 12014.00</p>							
<p>3) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Population: All Students and parents/guardians</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. ,67,8,9,10,11,12</p>		Principal, Assistant Principals, Dean of Instruction, Counselors Parent Liaison	<p>Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: Decrease in the number of students discipline incidents compared to prior school year</p>				
<p>Funding Sources: 211 Title I-A - 4196.00, 162 State Compensatory - 150.00, 199 Local funds - 7420.00</p>							
<p>4) Garcia Middle School will conduct Active Shooter or other hazardous lock down drills at least twice per semester.</p> <p>Population: All campus personnel</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 10,11,12</p>		Principal, Assistant Principals, Security Officer	<p>Formative Results: Practice drill reports</p> <p>Summative Impact: 100% of campuses have conducted at least two practice drills.</p>				



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

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) A Parent Liaison will be in campus for the purpose of assisting by educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>Population: Parents, students, and campus staff</p> <p>Timeline: August 2018 -May 2019</p> <p>CNA pg, 5,8,11,12</p>	2.4, 3.2	Campus Administration, Parent Liaison, Migrant Clerk, Campus Counselors	<p>Formative results: Parent Trainer Documentation including Home Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase in PAC Mtgs. and increase on-time graduation. Increase parents surveyed with greater understanding of migrant program.</p>				
Funding Sources: 211 Title I-A - 1500.00							

<p align="center">Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program</p> <p>Population: Parents</p> <p>Timeline: August 2018-May 2019</p> <p>CNA pg. 5,8,11,12</p>	<p align="center">3.1</p>	<p>Campus Administration, Parent Liaison</p>	<p>Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas</p> <p>Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p>				
<p>Funding Sources: 211 Title I-A - 900.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Campus SBDM Committee</p> <p>Population: Parents</p> <p>Timeline: August 2018-May 2019</p> <p>CNA Pg. 5,8,11,12</p>	<p align="center">3.1</p>	<p>Campus Administration, Parent Liaison</p>	<p>Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, SBDM Calendars, Meeting Agendas</p> <p>Summative impact: Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members.</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>4) Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. campus parent conferences, other meetings. *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Population: Parents and Community</p> <p>Timeline: August 2018-May 2019</p> <p>CNA Pg. 5,8,11,12</p>		<p>Campus Administration, Parent Liaison, Campus Counselors</p>	<p>Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets</p> <p>Summative impact: Increased Partnerships and Parent Volunteers by 5%</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Provide ample Parent Education opportunities through campus parent training sessions in order to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and -Transition to post-secondary life.</p> <p>Population: Parents</p> <p>Timeline: August 2018-May 2019</p> <p>CNA Pg. 5,8,11,12</p>	<p align="center">3.2</p>	<p>Campus Administration, Parent Liaison, Migrant Clerk, Campus Counselors</p>	<p>Formative results: Parent Monthly Calendar, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: Training Session Evaluations, Increased Parent Attendance</p>				

<p>Critical Success Factors CSF 5</p> <p>6) Campus migrant clerk will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.</p> <p>Population: All migrant parents</p> <p>Timeline: November 2018 and March 2019</p> <p>CNA Pg. 5,8,11,12</p>	3.2	Campus Administration, Migrant Clerk	<p>Formative: Sign-In sheets & agendas of Parent Meetings</p> <p>Summative: BMAS report Increased participation in PAC Mtg. Increased student participation in supplemental activities</p>				
---	-----	--------------------------------------	--	--	--	--	--

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

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

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations



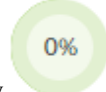

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (Rtl), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		Principal, Curriculum Specialists, Lead Teaches, Dean of Instruction, Department Chairs	<p>Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p>				
Funding Sources: 199 Local funds - 3250.00							

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education</p> <p>Timeline: July 2018 to May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>District Advanced Academic Lead Teacher, Principal, Dean of Instruction</p>	<p>Formative Results: District monitoring instrument, Class rosters, Professional Development System evaluations</p> <p>Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment</p>				
<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>3) Increase the rigor of the comprehensive Pre-Advanced Placement/Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses through annual training.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>Principal, Dean of Instruction, Campus Administration</p>	<p>Formative Results: District monitoring instrument, Class rosters, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations</p> <p>Summative Impact: Improve STAAR and EOC student scores, AP tests and other college readiness assessment</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>4) Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program.</p> <p>Population: STEM Teachers</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		Principal, Dean of Instruction, Campus Administration, Department Chairs	<p>Formative: PDS session evaluations, benchmark scores, program applications counts</p> <p>Summative: STAAR scores, BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>5) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Population: All grade level teachers</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		Principal, Dean of Instruction, Campus Administration, Department Chairs	<p>Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data</p> <p>Summative: STAAR scores, TELPAS, TMSFA</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>6) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformation reform strategies, best practices and student learning. (Title I-A & Title II-A)</p> <p>Population: PK-3 to 12th teachers</p> <p>Timeline: August 2018 to June 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>	2.4	Principal, Campus Administration	<p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports show improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p>				
<p>Funding Sources: 199 Local funds - 1500.00</p>							

<p align="center">Critical Success Factors CSF 7</p> <p>7) Fine arts students and teachers will be provided professional development training annually.</p> <p>Population: all K-12 students and teachers</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>Principal, Dean of Instruction, Fine Arts directors and teachers</p>	<p>Formative Results: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative Results: Increased EOY performance recognitions</p>				
<p align="center">PBMAS</p> <p>8) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY.</p> <p>Population: Migrant support staff</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>Campus Administration, Migrant Clerk</p>	<p>Formative Results: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative Results: Increased EOY performance on state and local assessments</p>				





<p>Critical Success Factors CSF 2 CSF 7</p> <p>9) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:</p> <p>-Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: All At-risk Students</p> <p>Timeline: August 2018- May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		Principal, Dean on Instruction, State Compensatory, Homeless Youth	<p>Formative Results: PDS Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased STAAR/EOC and lower At-risk Retention rate</p>				
<p>Funding Sources: 162 State Compensatory - 3568.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement.</p> <p>Population: CTE faculty</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		Principal, Dean of Instruction, CATE Teachers	<p>Formative Results: lesson plans, walkthroughs and observations including trainings and strategies</p> <p>Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways</p>				
<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 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)





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

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Garcia will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students</p> <p>Timeline: August 2018- May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		CATE Teachers, Campus TST	<p>Formative Results: Benchmarks, Classroom projects, Student competitions,</p> <p>Summative Impact: increase Test scores, End of Year grades, Electronic portfolios, StarChart Surveys, Benchmarks</p>				
<p>Funding Sources: 162 State Compensatory - 17000.00, 199 Local funds - 2960.00</p>							

<p align="center">Critical Success Factors CSF 7</p> <p>2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>Campus Administrators, Campus TST, teachers</p>	<p>Formative Results: Professional Development System evaluations, Administrative walkthroughs, Certificates of completion of training</p> <p>Summative Impact: T-TESS evaluations, Application Management Reports, StarChart Surveys, Campus Technology Training records from PDS</p>				
<p>3) Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>Population: Campus TST</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 8,9,10,11</p>		<p>Campus Administration, Campus TST</p>	<p>Formative Results: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports</p> <p>Summative Impact: EOY TST reported schedules, EOY Application Management reports</p>				

<p>Critical Success Factors CSF 7</p> <p>4) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators</p> <p>Population: all students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		Principal, Dean of Instruction, Campus TST, teachers	Formative Results: PDS Session Evaluations, BISD Instructional Feedback Form walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TELPAS, and TMSFA				
Funding Sources: 211 Title I-A - 25469.00							
<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 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will address the district attendance rate goals in the Campus Improvement Plan by requiring that teachers make contact with parents and maintain a call log with parents. Parent liaison will make home visits if needed in order to ensure daily updates of attendance.</p> <p>Population: All Garcia students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>Campus Administration, Teachers, Attendance Clerk, Parent Liaison</p>	<p>Formative Results: PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans</p> <p>Summative Impact: PEIMS Increase Campus Attendance Percentage Rates</p>				
<p>2) To better support student achievement and improve student attendance, campus Parent liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: all Garcia students</p> <p>Timeline: August 2018 to May 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>Campus Administration, Parent Liaison, Attendance clerk</p>	<p>Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative Impact: Increase PEIMS Campus Attendance Percentage Rates</p>				
<p>Funding Sources: 211 Title I-A - 2000.00, 199 Local funds - 1000.00</p>							

<p>Critical Success Factors CSF 4</p> <p>3) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Population: all Student with absenteeism</p> <p>Timeline: 2018 Fall Semester and 2019 Spring Semester</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		<p>Campus Administration, Parent Liaison, Attendance clerk. Teachers, All Counselors</p>	<p>Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM)</p> <p>Summative Impact: Increase PEIMS attendance rate</p>				
<p>4) Migrant clerk will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in school.</p> <p>Population: Migrant Clerk</p> <p>Timeline: August 2018 and January 2019</p> <p>CNA pg. 5,8,9,11,12</p>		<p>Principal, Migrant Clerk</p>	<p>Formative: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services</p> <p>Summative: Increase in student ID&R numbers Migrant clerk certificate of attendance, increase in migrant student enrollment</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



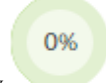

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

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

Evaluation Data Source(s) 2: Drop-out rate reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Attend District Dropout Recovery Meetings (Fall) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: August 2018-May 2019</p> <p>CNA pg. 5,8,9,11,12</p>		Campus Administration, Attendance and Migrant Clerk, Parent Liaison	<p>Formative Results: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate</p>				
<p>Critical Success Factors CSF 1</p> <p>2) An At-Risk/ Supplemental Transitional Counselors is available at school to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, student success, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population:All At-risk Students</p> <p>Timeline: August 2018-May 2019)</p> <p>CNA pg. 5,8,9,11,12</p>	2.6	Campus Administration, At Risk Counselor	<p>Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports</p> <p>Summative Impact: Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>3) A clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 5,8,9,11,10,12</p>		Principal	<p>Formative Results: Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate</p>				
<p>4) A leadership conference for middle school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience.</p> <p>Population: PFS and Migrant students</p> <p>Timeline: March 2019</p> <p>CNA pg. 8,9</p>		Principal, Migrant Clerk	<p>Formative: Assessment scores and Six Weeks grades</p> <p>Summative: EOY Assessment results and EOY promotion rates</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 3: Garcia M.S. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

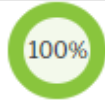
Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, at least twice a week. Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. An Saturday ELA Camp will assist students to increase ELA skills.</p> <p>Population: All At-risk Students Timeline: September 2</p> <p>CNA pg. 5,6,7,8,9,10,12</p>	2.5	Principal, Dean of Instruction, teachers	<p>Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p>				
Funding Sources: 162 State Compensatory - 36150.00, 211 Title I-A - 34779.00, 199 Local funds - 11000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Supplement the Dyslexia Program to provide language and literacy interventions, as needed, to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate</p> <p>Population: At-risk Dyslexic Students Timeline: August 2018- May 2019</p>	2.4, 2.6	Campus Administration, Dyslexia teacher and clerk	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: decreased Retention Rate compared to prior year</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: All At-risk Students</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>	2.6	Campus Administration	<p>Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p>				
<p align="center">PBMAS</p> <p>4) Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.</p> <p>Population: All Migrant students</p> <p>Timeline: June 2019</p> <p>CNA pg. 5,6,8,9,10,11</p>	2.5	Principal, Migrant Clerk, Academic Counselors	<p>Formative: Sixth weeks grades and PFS Monitoring Tool</p> <p>Summative: Increased promotion rates and State test performance</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Garcia Library and classrooms will display cultural validation. Provide cultural books and subscriptions for reading materials for student motivation, cultural validation, and provide a broader vision of the world. Provide students with diverse reading opportunities of current events through subscriptions to magazines and periodicals.</p> <p>Population: All students, SE, LEP, DYS, At-Risk, PD</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA pg. 5,6,7,8,9,10,12</p>		Librarian, Classroom teachers, Administration	<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: 211 Title I-A - 4225.00, 199 Local funds - 3120.00</p>

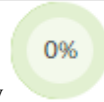
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Teachers will comply with PLAAFPs and Standard Based IEPs and with IDEA requirements to address student's individual needs. Special Education teachers will coordinate with regular education classroom teachers every 6 weeks or as needed.</p> <p>Population: All Special Education Students</p> <p>Timeline: IEP Annual Review</p> <p>CNA pg. 5,6,7,8,9,10,12</p>	2.4	SE Teacher, Asst. Principal, Principal	F: ARD Documentation as per IEP, AEP S: Documented progress of annual goals and objectives as per IEP				
	Funding Sources: 166 State Special Ed. - 4165.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 4:

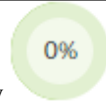
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) To promote physically and emotionally healthy students, we will utilize the -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Population: All students</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA pg. 10,11,12</p>	2.6	Principal, Assistant Principals, Dean of Instruction, Department Chairs	<p>Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) In an effort to improve overall student health which increases student attendance and academic performance, will be carried out by having a full time nurse on campus</p> <p>Population: All students</p> <p>Timeline: August 2018 - May 2019</p> <p>CNA pg. 8,9,10,11,12</p>		Campus Administration, Nurse and Nurse Assistant	<p>Formative Results: Monthly reports</p> <p>Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p>				
		Funding Sources: 199 Local funds - 750.00					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Personnel for Garcia Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aissa Silva	Teacher	State Comp.	.5
Ana C. Pena	Dean Of Instruction	State Compensatory	1
David Soto	Teacher	State Comp.	.5
Norma Trevino- Hernandez	At- Risk Counselor	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2018-2019 school year and to increase the Masters performance level in all content areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our campus SBDM committee meets every quarter in order to review campus needs, activities, accomplishments, initiatives, etc.

2.2: Regular monitoring and revision

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

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

Communication about key information about our campus such as: activities, academics, recognitions, assessments, curriculum, etc. is delivered both in English and Spanish to parents to ensure that communication between our campus and them is prompt and accurate.

2.4: Opportunities for all children to meet State standards

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's Meets and Masters levels of academic performance, use effective methods and instructional strategies that are established by scientifically based research that strengthen the core academic program. Garcia will increase the amount and quality of learning time, including the funding of an after-school Title I 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. Teachers will include strategies for meeting the educational needs of historically underserved populations; include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or those not meeting the State student academic achievement standards. Teachers will address how the school will determine if such needs have been met. and are consistent with and are designed to implement the State and local improvements plans. The Texas Literacy Initiative which commenced in 2012-2013 focuses on reading skills by providing the campus with a Reading Specialist who will work with the campus to improve reading skills and scores by using a variety of scientifically based techniques, while continuing with the TLI sustainability in the 2017-2018 school year.

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

2.5: Increased learning time and well-rounded education

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. 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.

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

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

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.

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.

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials 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.

3.2: Offer flexible number of parent involvement meetings

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials 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.

Title I Schoolwide Element Personnel

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

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Luis Segura	Principal (Interim)
Meeting Facilitator	Sandra Barron-Herrera	Dean of Instruction
Meeting Facilitator	Lupita Perez	Assistant Principal
Meeting Facilitator	Joe Guzman	Assistant Principal
Classroom Teacher	Emma Montiel	Social Studies Dept. Chair
Classroom Teacher	Mayra Fernandez	Elective 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	Lilianan Ramires	Parent
Parent	Brisa Ceniceros	Parent
District-level Professional	Jose Caballero	Math Specialist
Business Representative	Rebeca Sanchez	Business Representative
Business Representative	Mr. De La Rosa	Business Representative
Community Representative	Eddie Gonzalez	Community Representative
Community Representative	Guadalupe Izaguirre	Community Representative
Classroom Teacher	Susana Leal	Physical Education Teacher
Classroom Teacher	Andy Luna	Math Teacher
Classroom Teacher	Esmeralda Sifuentes	Reading Dept. Chair

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sal/Wages for Substitute Teachers	199-11-6112-18-053-Y-99-000-Y	\$3,000.00
1	1	1	General Supplies	199-11-6399-62-053-Y-11-000-Y	\$6,155.00
1	1	5	Stipends	199-36-6117-00-053-Y-99-020-Y	\$1,800.00
1	5	1	General Supplies	199-11-6399-51-053-Y-11-000-Y	\$800.00
1	5	3	Transportation	199-11-6494-00-053-Y-11-000-Y	\$1,500.00
1	5	3	Dues	199-23-6495-00-053-Y-99-000-Y	\$1,000.00
1	5	3	Employee Travel	199-23-6411-23-053-Y-99-000-Y	\$2,500.00
1	5	3	Misc. Operating costs	199-23-6499-53-053-Y-99-000-Y	\$300.00
1	5	3	Awards	199-23-6498-00-053-Y-99-000-Y	\$4,400.00
1	5	3	Employee Travel	199-23-6411-00-053-Y-99-000-Y	\$600.00
1	5	3	Travel & subsistence-Students- UIL Meals One Act Play	199-36-6412-00-053-Y-99-000-Y	\$125.00
1	5	3	Reclassified Transportation Exp/Ex- BISD Bus	199-36-6494-00-053-Y-99-000-Y	\$400.00
1	5	3	Travel & Subsistence-Students Meals (Science/History Fair, etc.)	199-36-6412-00-053-Y-99-000-Y	\$2,250.00
1	5	4	General Supplies	199-23-6399-65-053-Y-99-000-Y	\$2,500.00
1	5	5	Student Travel & Subsistence	199-11-6412-00-053-Y-11-000-Y	\$300.00
2	1	1	Contractor Maintenance & Repaia	199-23-6249-00-053-Y-99-000-Y	\$500.00
2	1	1	Utilities (water & garbage)	199-23-6259-00-053-Y-99-000-Y	\$50.00
2	1	1	Rentals Operating Leases	199-23-6269-00-053-Y-99-000-Y	\$50.00
2	1	2	Cont. Maintenance and Repari	199-51-6249-00-053-Y-99-000-Y	\$300.00
5	2	1	Software- CPU for Counselor	199-31-6395-00-053-Y-99-000-Y	\$55.00
5	3	1	Two-Way Radios	199-23-6398-00-053-Y-99-000-Y	\$1,000.00
5	3	2	General Supplies- Other Custodial Supplies	199-51-6399-00-053-Y-99-000-Y	\$1,000.00
5	3	2	Supplies for Maintenance/Operar-Custodial Supplies	199-51-6315-00-053-Y-99-000-Y	\$11,014.00
5	3	3	Supplies & materials (CPU Counselor)	199-31-6398-65-053-Y-99-000-Y	\$1,420.00

5	3	3	Custodial Equipment	199-51-6639-00-053-Y-99-000-Y	\$6,000.00
7	1	1	Miscellaneous Food Staff Development	199-13-6499-53-053-Y-99-000-Y	\$250.00
7	1	1	General Supplies- Administration	199-23-6399-00-053-Y-99-000-Y	\$2,000.00
7	1	1	General Supplies-Furniture	199-23-6399-45-053-Y-99-000-Y	\$1,000.00
7	1	5	Employee Travel-Teacher	199-13-6411-23-053-Y-99-000-Y	\$1,500.00
8	1	1	Software	199-23-6395-65-053-Y-99-000-Y	\$110.00
8	1	1	LCL DEFI- CPU Administration	199-23-6398-65-053-Y-99-000-Y	\$2,850.00
9	1	2	Awards- AR Prices	199-12-6498-00-053-Y-99-000-Y	\$1,000.00
9	3	1	Copy Paper	199-11-6396-00-053-Y-11-000-Y	\$2,500.00
9	3	1	General Supplies	199-11-6399-00-053-Y-11-000-Y	\$8,500.00
9	3	5	Reading Materials-Library Books	199-12-6329-00-053-Y-99-000-Y	\$3,120.00
9	4	2	General Supplies	199-33-6399-00-053-Y-99-000-Y	\$750.00
Sub-Total					\$72,599.00
Budgeted Fund Source Amount					\$72,599.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and Materials-Software	162-11-6249-62-053-Y-30-000-Y	\$1,100.00
2	1	2	Contracted Maintenance and Repair	162-11-6249-62-053-Y-30-000-Y	\$7,000.00
5	3	3	Employee Travel	162-31-6411-23-053-Y-30-000-Y	\$150.00
7	1	9	General Supplies	162-11-6399-00-053-Y-30-000-Y	\$3,568.00
8	1	1	Computers/Laptops	162-11-6398-62-053-Y-30-000-Y	\$17,000.00
9	3	1	Exta Duty Pay SSI	162-11-6118-00-053-Y-24-SSI-Y	\$20,508.00
9	3	1	Exta Duty Pay	162-11-6118-00-053-Y-30-000-Y	\$13,642.00
9	3	1	Copy Paper	162-11-6396-00-053-Y-30-000-Y	\$2,000.00
Sub-Total					\$64,968.00
Budgeted Fund Source Amount					\$64,968.00
+/- Difference					\$0

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	6	Toner	166-11-6399-62-053-Y-23-000-Y	\$2,915.00
9	3	6	Supplies	166-11-6399-00-053-Y-23-0P1-Y	\$1,050.00
9	3	6	Awards	166-11-6498-00-053-Y-23-0P2-Y	\$200.00
Sub-Total					\$4,165.00
Budgeted Fund Source Amount					\$4,165.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials	211-11-6325-00-053-Y-30-0F2-Y	\$3,000.00
1	1	1	Supplies and materials	211-11-6395-62-053-Y-30-0F2-Y	\$3,300.00
1	1	1	Admin. Printer	211-23-6398-65-053-Y-30-0F2-Y	\$1,470.00
1	1	1	Supplies and Materials	211-11-6398-62-053-Y-30-0F2-Y	\$65,388.00
1	1	3	Consultant	211-13-6291-00-053-Y-30-0F2-Y	\$2,500.00
1	1	3	Salary/Wages for Substitute Teachers	211-11-6112-00-053-Y-30-AYP-Y	\$3,000.00
1	1	3	General Supplies	211-13-6399-00-053-Y-30-AYP-Y	\$1,000.00
1	1	3	Testing Materials	211-11-6339-00-053-Y-30-0F2-Y	\$500.00
1	1	3	Employee Travel	211-13-6411-23-053-Y-30-AYP-Y	\$5,000.00
1	1	5	Stipends	211-13-6117-00-053-Y-30-AYP-Y	\$10,613.00
1	2	1	General Supplies	211-11-6399-00-053-Y-30-0F2-Y	\$8,470.00
1	3	2	Employee Travel	211-23-6411-23-053-Y-30-0F2-Y	\$3,000.00
1	5	2	General Supplies (STM)	211-11-6399-00-053-Y-30-STM-Y	\$5,000.00
5	3	2	Maintenance Supplies	211-51-6315-00-053-Y-30-0F2-Y	\$3,823.00
5	3	2	General Supplies	211-33-6399-00-053-Y-30-0F2-Y	\$2,000.00
5	3	3	Counselor Printers	211-31-6398-65-053-Y-30-0F2-Y	\$2,196.00
5	3	3	General Supplies	211-11-6399-16-053-Y-30-0F2-Y	\$2,000.00
6	1	1	Employee Travel	211-61-6411-00-053-Y-30-0F2-Y	\$400.00

6	1	1	General Supplies	211-61-6399-00-053-Y-30-0F2-Y	\$1,100.00
6	1	2	Mis. Operations	211-61-6499-53-053-Y-30-0F2-Y	\$900.00
8	1	4	Misc. (Instructional technology, calculators, support material, etc.)	211-11-6299-62-053-Y-30-0F2-Y	\$25,469.00
9	1	2	Operating Costs	211-11-6498-00-053-Y-30-0F2-Y	\$2,000.00
9	3	1	Extra Duty Pay	211-11-6118-00-053-Y-30-0F2-Y	\$9,000.00
9	3	1	Copy Paper	211-11-6396-00-053-Y-30-0F2-Y	\$2,779.00
9	3	1	Professional Extra Duty Pay	211-11-6118-00-053-Y-30-BDG-Y	\$4,000.00
9	3	1	Transportation	211-11-6494-00-053-Y-30-0F2-Y	\$19,000.00
9	3	5	Library Books	211-12-6329-00-053-Y-30-0F2-Y	\$4,225.00
Sub-Total					\$191,133.00
Budgeted Fund Source Amount					\$191,133.00
+/- Difference					\$0
XXX Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Sal/Wages for Substitute Teachers	274-11-6112-00-053-Y-24-RGV-Y	\$1,460.00
1	3	3	Extra Duty Pay	274-11-6118-00-053-Y-24-RGV-Y	\$18,500.00
1	3	3	General Supplies	274-11-6399-00-053-Y-24-RGV-Y	\$771.97
1	3	3	Student Travel & Meals	274-11-6412-00-053-Y-24-RGV-Y	\$60.05
1	3	3	Employee Travel	274-31-6411-23-053-Y-24-RGV-Y	\$3,300.00
1	3	3	Student Travel -Bus	274-11-6494-00-053-Y-24-RGV-Y	\$2,000.00
1	3	3	Student Travel -Other	274-11-6412-00-053-Y-24-RGV-Y	\$4,000.00
1	3	3	General Supplies- Parental Involvement		\$1,000.00
1	3	3	General Education Supplies Students	274-11-6399-00-053-Y-24-RGV-Y	\$2,510.00
1	3	3	Gear Up Coordinator Salary		\$64,906.00
1	3	3	Gear Up Tutors		\$10,380.00
1	3	3	Summer Remediation Teacher		\$3,585.00
Sub-Total					\$112,473.02
Budgeted Fund Source Amount					\$127,191.69

	+/- Difference	\$14,718.67
	Grand Total	\$445,338.02