

Brownsville Independent School District
Garza Elementary
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

Recognizing Brilliance in Every Student!

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Comprehensive Needs Assessment

Needs Assessment Overview

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of Garza Elementary Campus Improvement Plan delineates a variety of research-based strategies and are used to address the areas of need.

School Year: 2018-2019

Data Sources Reviewed:

- **Texas Accountability Inventory System (TAIS)**
- **Texas Performance Reporting System (TPRS)**
- **Federal Priority or Focus Progress**
- **Accountability Ratings (Met Standard or Improvement required)/System Safe Guards/Report Cards**
- **Texas Primary Reading Inventory (TPRI) and TEJAS LEE**
- **2017-2018 SAT 10/Aprenda II**
- **CPALLS AND OWL Inventory**
- **AR Reports**
- **TELPAS**
- **PDS Session Evaluations**
- **Eduphoria Classroom observations (Ttess)**
- **Texas Star Chart**
- **Teacher/Parent/Student CNA Survey**
- **PBMAS**
- **Tango Reports**
- **Benchmarks**
- **LION testing Analysis**
- **RTI review committee**

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Demographics	<p>What were the identified strengths?</p> <p>Campus Attendance percentages at state level</p> <p>3rd-5th Migrant and 1st and 2nd year Bilingual monitoring students meeting state assessment standards</p> <p>75% of our 3rd-5th grade students met state standards on STAAR/STAAR-M/STAAR-Alt</p>	<p>What were the identified needs?</p> <p>Reduce the identification of at-risk students by 25% through academic measurement indicators</p> <p>Increase state assessment scores across all subpopulations with emphasis on ELL students (B, I, A) and work with the LPAC team BOY, MOY and EOY to update information.</p> <p>Reduce class size in order to increase the performance of all students with HQ student reduction teacher</p> <p>Continue to monitor all subpopulations in regards to attendance, performance and overall health so that they meet the performance standards necessary to be successful by providing additional classified and health services personnel.</p>	<p>What are the priorities for the District, including how federal and state program funds will be used?</p> <p>SCE 162 Amount: \$243,137</p> <p>Strategy and Action Step # 14</p> <p>Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by Campus Facilitator.</p> <p>State Bilingual 163 Amount:\$4,980.00</p> <p>Strategy Action Step # 3 (LPAC substitutes)</p> <p>LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes will be paid for meeting members</p> <p>Title II-A (TPTR) funds Amount:</p> <p>Strategy and Action Step # 10</p> <p>Class-size reduction teacher (CSRT)</p> <p>Special Programs will fund one highly qualified teacher on campus for the purpose of reducing class size in order to increase</p>

			<p>student performance.</p> <p>Title I-A (fund 211) Amount:236,325.00</p> <ul style="list-style-type: none"> • \$123,457 (Classified instructional) • \$16,673 (Library Aide) • \$17,367 (Campus Nurse) <p>Strategy Action Step # 9</p> <p>Federal Programs will fund highly qualified teachers, campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance.</p>
<p>Student Achievement</p>	<p>1st and 2nd M1 M2 meeting Phase 2 level 2 standard</p> <p>K-5th grades all met AMAO's I & II</p> <p>All 3rd-5th grade teachers have access to</p>	<p>Increase Level II and III performance standards on 3rd-5th grade STAAR assessments to meet indexes 1-4 particularly in the areas of ELA/Reading by providing afterschool tutorials and Saturday Academies to all at-risk students</p> <p>Increase hands-on labs and modeled * Science instruction 40% to 60% in 3rd-5th grades</p>	<p>SCE 162 Amount: \$38,575 extra duty, \$9,238.00 extra duty 5th grade only</p> <p>Strategy and Action Step # 13</p> <p>To improve student achievement and increase Level II and III performance standards on STAAR scores for all At-risk students by providing afterschool tutorials and Saturday academics in Reading, Math and Science. As well as targeting at-risk 5th grade students the first month of school.</p>

	<p>Eduphoria Aware and Tango assessment software</p> <p>90% 3rd-5th Migrant students met phase 2 level II standard</p> <p>1st and 2nd grade percentages on SAT</p> <p>10/Aprenda II reflect an increase in % of students at 40% or higher.</p>	<p>Texas TLI Summer Summit turn around trainings need to address ELA/Reading student performance</p> <p>As a TEA listed FOCUS school, Garza Elementary is required to implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELA/Reading and close achievement gaps between student performance groups and the 75%</p>	<p>TLI Grant Amount:</p> <p>Strategy and Action Step # 6</p> <p>Lesson design, classroom organization and explicit instruction.</p> <p>TI-A (FSG) Focus School Grant Amount:</p> <p>TOTAL:17,000</p> <p>Strategy and Action Step # 10</p> <ul style="list-style-type: none"> • professional development \$6,000.00 <p>Supplemental Resources (Mentoring Minds, Kamico, American Reading, Scholastic)</p> <ul style="list-style-type: none"> • \$5,000.00 <p>On-going Job Embedded Professional Development</p>
<p>School Culture and Climate</p>	<p>PK-K child parent fair (Fall & Spring) sessions are Incorporated twice a year for parents to learn strategies from campus early childhood PK-K certified teachers to which has increased parent involvement. 5th grade students also receive an opportunity to attend Besteiro to ease transition.</p>	<p>Parent survey results reviewed in May and meetings will be changed to 9:00 AM to accommodate parents.</p> <p>Implement a positive behavior school wide discipline program and offer in-service training on (Bullying & Cyber bullying) to students, parents and</p>	<p>Strategy and Action Step # 17</p> <p>Assisting with preschool children in the transition from early childhood programs to local elementary school-wide programs. As well as give 5th grade students to visit feeder MS to ease transition.</p>

	<p>A newsletter is sent home (English & Spanish) once a month.</p> <p>Campus administration, TLI and itinerate staff parents to parents monthly on Tuesday onsite parent meetings.</p> <p>Parent survey results reviewed in May and meetings will be changed to 9:00 AM to accommodate parents.</p>	<p>teachers to decrease discipline issues and referrals. Behavior trends will be monitored every 3 weeks. Review 360 modules will guide the amounts of tangible reinforcements provided to each classroom teacher purchased by cooperative funding (federal and local).</p> <p>Increase Fry Word (K-3rd grade) participation to 100% so students reach a goal of reading 1000 words to increase rapid word recognition skills. Students who reach this goal will be awarded with a trophy at the end of the year.</p> <p>Recognize students with a special certificate/plaque for cumulative perfect attendance and award incentives every six weeks and at the end of the year to increase academic achievement and meet 99%attendance goals.</p>	<p>Strategy and Action Step # 5</p> <p>Annual training on RtI 3 model for campus staff and bi-weekly meetings to address RtI documentation and early interventions for learning and behavior.</p>
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<p>Staff Quality/ Professional Development</p>	<p>All teachers are Highly-Qualified PK full day program</p> <p>Establish a calendar for regular recognition of staff achievements and efforts every 6 wks for teacher motivation.</p> <p>Review teacher assessment scores and student progress results during weekly monthly grade-level meetings and Aware/Tango software available for all teachers.</p> <p>TLI co-teaches and models district imitative cognitive strategy routines with PK-3rd grade teachers twice a week providing individualized trainings as needed.</p> <p>All teachers are Highly-Qualified</p>	<p>Leadership team will more effectively provide immediate feedback, teacher support, and intervention to improve PDAS Instructional Domain by 25%</p> <p>Teachers will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve students' achievement in the areas of ELA/Reading and increase Level II and III STAAR %'s for 3rd-5th grade will be provided.</p> <p>Review teacher assessment scores and student achievement monthly to prescribe professional development (to include travel expenses, substitutes and materials from approved vendors) training that support teachers in meeting students' needs.</p>	<p>SCE 162 Amount: \$82,545.00 2.0 1.0 FTE</p> <p>Strategy and Action Step # 15</p> <p>State Compensatory Education will fund Pre-K full day program teachers so that the needs of PK at-risk students can be met by providing phonological and language development skills using hands-on approaches in order to meet APK guidelines and CIRCLE components.</p> <p>Strategy and Action Step # 4</p> <p>Build instructional capacity though the use of cohort groups, team leaders and college observations to adopt best practices for instruction.</p> <p>Strategy and Action Step # 1</p> <p>Instructional Support provided to campus staff following BISD District frameworks on research-based strategies, best practices data analysis of formative and summative assessments for math, ELA, science, SS PE, Fine arts technology.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>Implemented a coordinated systematic assessment plan to improve the STAAR performance of</p>	<p>Supplemental ELA/Reading HMH practice books that are supported by the district curriculum for 1st-5th</p>	<p>Federal Bilingual 263 Amount: \$3,652.00 (HMH Reading Practice books)</p>

<p>our special education students which resulted in a 75% increase in their Reading and Math scores.</p>	<p>grade will be purchased to improve student achievement in the areas of reading and writing.</p>	<p>Strategy Action Step # 2</p>
<p>Early acquisition of materials and resources delivered to every grade-level the first week of school.</p>	<p>Professional Development that offers a greater emphases on DOK questioning stems, vocabulary and GK spelling instruction to meet state performance standards and bridge-performance achievement gaps.</p>	<p>Instructional/Supplemental research-based resources are utilized to ensure all Gaza students are prepared to meet the demands of standardized assessments.</p>
<p>Analysis charts are submitted to track every child’s progress in reading fluency and word recognition after every 6 weeks for k-3rd grade.</p>	<p>Provide students in grades 1st-5th additional novel based instruction by purchasing series sets that will improve fluency, comprehension and excitement in reading.</p>	<p>211 Title 1 Amount: (media center booklets)</p>
<p>Progress monitoring/running records data to plan tiered instruction in reading and math is done every two weeks through RtI Committee meetings.</p>	<p>Provided off contract collaborative planning with PK-5th grade level teachers to target Tier II center instruction, afterschool tutorial instruction and Saturday Academies where teachers receive a monetary stipend for their participation in hands-on curriculum “make and takes.”</p>	<p>Strategy Action Step # 2</p> <p>Instructional/Supplemental research-based resources are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (LEI & II workbooks, SIOP activities and 6+1 writing traits booklets will be requested from media services).</p>
<p>District scope and sequence followed PK-5th grades in all subject areas.</p>	<p>Every 2nd-4th grade teacher will be required to submit writing samples to administration twice a month as</p>	<p>Strategy and Action Step # 1</p>
<p>Data analysis CBLT monthly meetings drive all RtI instruction on this campus</p>	<p>Instructional Support provided to campus staff following BISD District frameworks on research-based strategies, best practices data analysis of formative and summative assessments for math, ELA, science, SS PE, Fine arts technology.</p>	<p>Instructional Support provided to campus staff following BISD District frameworks on research-based strategies, best practices data analysis of formative and summative assessments for math, ELA, science, SS PE, Fine arts technology.</p>

	Continue the implementation of effective literacy instruction through literacy lines with Lopez cluster.	evidence that writing assessment is being offered in STAAR format addressing expository and personal narrative essays that incorporate 6+1 Writing traits and EW techniques including the campus writing rubric.	<p>Strategy and Action Step # 5</p> <p>Annual training on RtI 3 model for campus staff and bi-weekly meetings to address RtI documentation and early interventions for learning and behavior.</p>
Family and Community Involvement	<p>Parent meetings on campus once a week</p> <p>District parent meetings once a month</p> <p>Cluster parent meeting once a semester</p>	<p>Parent trainings will be offered in the morning (9:00 AM) to make monthly meetings more informative, productive and to improve attendance.</p> <p>STAAR upcoming assessment updates presented to parents more efficiently</p>	<p>211 Title I-A Amount: \$150.00</p> <p>Strategy Action Step # 19</p> <p>Parent meetings and light refreshments will be provided</p> <p>211 Title I-A Amount: \$150.00</p> <p>Strategy Action Step # 20</p> <p>Funds allocated to provide payment for mileage for parental involvement responsibilities.</p> <p>211 Title I-A Amount: \$16,565.00</p> <p>Strategy Action Step # 18</p> <p>A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Garza Elementary.</p>

<p>School Context and Organization</p>	<p>Master schedules include mandated 90 min reading block</p> <p>SBDM meets once every 6 weeks</p> <p>Counseling on campus to meet individualized student needs</p> <p>Grade-level meetings every Monday to discuss weekly assessment, instruction and performance goals.</p> <p>Students attend 21st Century community learning Centers at Lopez High school on Saturday's throughout the year.</p>	<p>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 facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>3rd-5th grade team teaching and/or departmentalization</p> <p>Build communication thru monthly surveys and discuss results regarding Health issues that may be affecting students' academic performance.</p>	<p>NGS Currently Enrolled Report</p> <p>Title I-C Amount: \$850.00</p> <p>Strategy Action Step # 21</p> <p>School supplies are provided to students to facilitate their transition in our school setting. This would come from local funds.</p> <p>Strategy Action Step # 8</p> <p>Promote Physically and Emotional Healthy Students.</p>
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<p>Technology</p>	<p>Hand-held apparatus provides immediate assessment results</p> <p>HAC access and guidance provided to parents</p> <p>Campus website that gives updated information to parents and community</p> <p>Access to state recommended software 2x a week</p>	<p>Additional technology training and up-to-date software is needed to implement TEKS based instruction</p> <p>Resources (ink cartridges) needed to print student reports to communicate with the parents</p> <p>Additional professional development on different software programs to be utilized by teachers/students</p> <p>computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) to support technology TEKS in the classroom,</p> <p>Resources such as interactive Smart boards, USB cables, VGA cables, headphones, speakers and projector lamp bulbs needed to maintain the proper performance of our existing capital outlay.</p>	<p>Strategy Action Step # 7</p> <p>A variety of technology offered to promote critical thinking skills, foster creativity and digital citizenship.</p>
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Demographics

Demographics Summary

Garza Elementary School is located in Brownsville, Texas. Garza Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1976 and opened in 1977 with 0 classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions comprised of a library completed in the 1997-1998 school year. A newly built cafeteria was also completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 404 students it services. The original cafeteria is currently being used as a gymnasium for the students.

Garza Elementary is a Title 1 campus that serves approximately 450 students in grades PK-3 through 5th. According to the 2017-2018 PEIMS Student Data Review of our campus profile, of the student population 99% is Hispanic and 99% are identified as Economically Disadvantaged with 99% identified At-Risk. Only 8.2% are identified Gifted and Talented and 10.9% are receiving special education services. Many of our students are first generation Mexican immigrants, 55.9% are classified as Limited English Proficient and a majority is English/Spanish bilingual and 2.81% are Immigrants. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance 5.18% are classified Homeless. The Attendance Rate for the 2017-2018 school year was % for all students and % for At-Risk students. Moreover, the retention rate was 4% for all students and 4% for At-Risk students.

Garza Elementary School staff is comprised of 63 staff member. There are 42 teachers, 3 campus administrators, 4 professional support personnel, and 14 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 92% Hispanic, 7% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85% female.

Demographics Strengths

Being a high poverty area, Garza is on the rise as far as academics and achievements. The school along side the community work together to make sure students come first and have a variety of opportunities to advance out of poverty through education. We have added several programs to give each student a chance to be in a well rounded environment.

Needs:

1. Garza has a declining enrollment
2. Incentives for student success/attendance
3. Parental involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1: Garza has a declining enrollment **Root Cause:** No growth in the area and no new students coming into the area.

Student Academic Achievement

Student Academic Achievement Summary

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

STAAR Summary of 3rd – 5th Grades Tested 2018

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

Reading – 3rd Grade (campus 71%, state 76%), 4th Grade (campus 62%, state 72%), 5th Grade (campus 86%, state 78%)

Writing – 4th Grade (campus 58%, state 61%)

Math – 3rd Grade (campus 76%, state 76%), 4th Grade (campus 76%, state 78%), 5th Grade (campus 95%, state 84%)

Science – 5th Grade (campus 93%, state 75%)

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
All Subjects	76%	78%	*	66%	66%	13%	56%
Reading	67%	78%	*	66%	66%	13%	56%
Mathematics	76%	68%	*	68%	68%	25%	73%
Writing	58%	43%	*	59%	48%	0%	38%
Science	93%	90%	*	99%	90%	71%	96%

Student Academic Achievement Strengths

1st and 2nd M1 M2 meeting Phase 2 level 2 standard

K-5th grades all met AMAO's I & II

All 3rd-5th grade teachers have access to to the scores on Tango, in order to drive instruction.

- Needs:
1. To increase the percent of all 3rd-5th grade students who attain the meets and masters standard on the staar in all areas.
 2. To decrease the gap between all students and special education population for success in all areas
 3. Vertical alignment in all areas to close the gap
 4. Increase student attendance in order to help the success of our students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: To increase the percent of all 3rd-5th grade students who attain the meets and masters standard on the staar in all areas. **Root Cause:** Professional development specifically targeting these areas,along with continued afterschool interventions

School Processes & Programs

School Processes & Programs Summary

At Garza Elementary the goal is to stay on task and focused. The master schedule incorporates all the areas being taught. A schedule is built in for the physical education, fine arts, computer, library and other special assignments. This schedule is completed in order to stay on track. We also have the inclusion model as well as resource to help support our sped students. Dyslexia support enhances our students success.

School Processes & Programs Strengths

Master schedules include mandated 90 min reading block

SBDM meets once every 6 weeks

Counseling on campus to meet individualized student needs

Needs:

1. Closely monitor all extra curricular activities
2. Encourage and promote activities for all students for a well- rounded individual with closely monitor observations
3. Implmentation of all programs and activities to ensure success

Grade-level meetings every Tuesday to discuss weekly procedures/activities

Perceptions

Perceptions Summary

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

Garza Elementary School staff is comprised of 58 staff member. There are 29 teachers, 3 campus administrators, 3 professional support personnel, and 14 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 92% Hispanic, 7% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85% female.

Perceptions Strengths

PK-K child parent fair (Fall & Spring) sessions are Incorporated twice a year for parents to learn strategies from campus early childhood PK-K certified teachers. To increased parental involvement, 5th grade students also receive an opportunity to attend Besteiro to ease transition.

A newsletter is sent home (English & Spanish) once a month.

Campus administration, itinerate staff meet monthly on Wednesday to hold informational onsite parent meetings.

Needs:

1. Continue to support and encourage staff members, community and all stakeholders
2. Pull together as a team for success

Comprehensive Needs Assessment Data Documentation

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

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: Garza 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 by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports





Summative Evaluation 1:

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

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments.</p> <p>SIOB ELPS strategies/LPAC Circle Components & OWL Math & Science Pearson adoption Revised Math TEKS Financial literacy component at every grade-level Inquiry-centered math and conceptual learning PD Technology DOK questioning Science Fair Spelling Bee Write For Success target reading and math Brownsville Kids Vote Board approved literacy plan will be implemented. Including special education needs and supplies.</p> <p>CNA Page: 6</p> <p>Population: Garza Elementary Timeline: August 2018 - June 2019(Daily)</p>	2.4	Principal Dean of Instruction Campus lead teachers PK-5 teachers C & I specialists Special Ed and Dyslexia teachers	<p>The campus will have a 10% increase in the number students meeting phase II passing standard</p> <p>Every 3 weeks a checkpoint will be administered and 6 weeks check point. Data will be collected. District Benchmark results. TPRI and TEJAS LEE 5 % increase (50% MOY and 70% EOY).</p> <p>Walkthroughs indicate applications acquired during professional development</p> <p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments journal collection checkpoints</p>				
<p>Funding Sources: 199 Local funds - 2500.00, 163 State Bilingual - 3290.00, 166 State Special Ed. - 1855.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). This will be monitored, by lesson planning, an follow-ups. Walk through will be in place to ensure the implementation process.</p> <p>*Kamico, Motivational(Rdg, Writing, Math, & Science), Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier Esperanza LEI & II workbooks, SIOP activities, Target Reading, Living with Science, Tango Central/Tango , Best Buy, Office Depot, GF Educators(In order to improve comprehension and oral expression of PK through 1st grade, listening stations will be used to supplement Tier II instruction),Forde-Ferrier, Lonestar Learning Products for At-Risk TTM electronically, and Target Math Electronically Students in order to practice and support strategies and new math TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper.</p> <p>CNA Page 6</p> <p>Popultaiton: Garza Elementary Timwline: August 2018-June 2019 (daiy)</p>	<p align="center">2.4</p>	<p>Teachers Administration District Specialist C and I specialist</p>	<p>The campus will have a 10% increase in the number students meeting phase II passing standard through weekly tests and 6 weeks checkpoints, Campus & District mid and end checkpoints, TPRI and TEJAS LEE % increase (50% MOY and 70% EOY) Weekly book clubs will be implemented to increase fluency, comperhension, & DOK for students in grades 1-5.</p> <p>Formative Assessments: Classroom walkthroughs, lesson plans, benchmark scores, student progress reports Summative Assessments: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - 2000.00, 163 State Bilingual - 2000.00, 199 Local funds - 11217.00, 211 Title I-A - 259.00, 263 Title III-A Bilingual - 5290.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every third week meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs.</p> <p>Population: Garza Elementary Timeline: August 2018-June 2019 (Daily)</p>	<p align="center">2.5</p>	<p>Principal RTI Coordinator for campus Dean of Instruction Campus lead teachers PK-5 teachers C & I specialists, Special Ed and Dyslexia teachers</p>	<p>Less referrals processed to special education compared to prior year</p> <p>A decrease 5%of Tier II students documented on PEIMS</p> <p>Formative Assessments: Professional Development Plans (including implementation and monitoring plans) Summative Assessments: STAAR Results, Intervention Decisions, RTI Tracking</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students.</p> <p>Population: Title I and At Risk Students</p> <p>Timeline: September through May (every 3 weeks) 2018-2019</p>		<p>Administration, Dean Teachers District C & I</p>	<p>Formative Evaluation: Benchmark test results, lesson plans, walk-throughs, classroom assessments, report cards grades, honor roll recipient list.</p> <p>Summative Assessment: Results from STAAR Assessments Results from TELPAS</p>				

<p>Critical Success Factors CSF 1</p> <p>5) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: Migrant Students Timeline: August 2017 - June 2018 (Daily)</p>		<p>Principal Teachers Migrant Funded: Teachers .25 FTE MSC</p>	<p>Increase academic performance PBMAS</p> <p>Formative: Pretest</p> <p>Summative: Post test</p>				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, extended and Saturday academies in Reading, Math, and Science for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. This will include purchasing capital outlay, supplies and ink with the focus money to enrich the students learning to be successful in the classroom on the evaluations before them. Supplies/material and computer ink will help aid in this endeavor.</p> <p>CNA Page: 6, 7</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2018- June 2019 (Daily)</p>	<p>2.4, 2.5</p>	<p>Campus Principal Dean of Instruction Classroom teachers</p> <p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students</p>	<p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students</p> <p>Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments</p>				
<p>Funding Sources: 162 State Compensatory - 52000.00</p>		<p style="text-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: Garza early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

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 CSF 5</p> <p>1) Assisting preschool children in the transition from early childhood programs to Garza Elementary program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and community to learn strategies from campus early childhood certified teachers.</p> <p>Population: PK and 5th grade students.</p> <p>Timeline: August 2018- June 2019</p>	3.1	Administration Parent liaison District parent Coordinator PK, kinder teachers, 5th grade counselors	Parent participation increase Attendance sign in sheets Title I Parent Survey result Session evaluation feedback Formative assessment: observations Summative assessment a written summary of what was accomplishment on visit to new school.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) BISD will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019</p>	2.5	TI-A Three-Year-Old Program Staff, Federal Programs Administrator, Federal Programs Supervisors, Principals, Deans of Instruction NINOS Head Start Staff	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide campus instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Language Enrichment (Niehaus) HEB Read3 Learning A-Z Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software Population: PK 3-PK4-Kindergarten Timeline: July</p>		<p>C&I Principal Dean Early childhood Specialists,</p>	<p>Formative Results: Benchmark data (Fall and Spring), data (walkthrough data), SOY, BOY and MOY PDS Session Evaluations, Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments</p>				
<p>4) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Population: 3-4 year old Migrant Students, Kinder Migrant students Timeline: August 2018 - June 2019</p>		<p>District Migrant Coordinator Campus Principals Recruiters Migrant Lead Clerk MSC</p>	<p>Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK 3-4 classrooms with support teachers for small group instruction as needed. This also applies to kindergarten. BOY testing will indicate that 70% if the students entered Kindergarten school-ready. EOY testing will indicate that 90% of students have mastered all skills. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019</p>		<p>TI-A Three-Year-Old Program Staff, Federal Programs Administrator, Federal Programs Supervisors, Principals, Deans of Instruction NINOS Head Start Staff</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-P</p>				

<p>6) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Population: Elementary PK-K students Timeline: August 2018- June 2019</p>	<p>2.6</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate</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: 90% of students will be on grade level and 85% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Garza Elementary migrant students will receive grade appropriate school supplies as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS migrants students will receive supplemental services before other migrant students Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade Academic progress monitored and strategies shared with parents every six weeks</p> <p>Population: PFS/Migrant Students Timeline: August 2018 - May 2019 (Daily)</p>	2.6	<p>Special Programs Administrator Campus Principal MIgrant teacher</p>	<p>State, local and campus assessment increase 10% or greater for migrant students Pk-2nd grade test results increase Formative and Summative Assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>2) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Population: PFS Migrant Students Timeline: August 2017 - June 2018 (Daily)</p>	2.5	<p>Special Program Administrator Principal Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Fewer PFS students are identified due to increased performance. Formative: observation and documentation of supplemental support. Summative: Final results on testing.</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 4: Increase number of students in co-curricular and extra-curricular advancing at Garza in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Fine Arts students and teachers will be provided professional development training annually</p> <p>Population: students faculty and staff at Garza</p> <p>Timeline: August 2018 - June 2019 (Daily)</p>		Fine Arts teachers Principal	<p>Formative: observation</p> <p>Summative: Performance ratings, attendance, participation numbers</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Garza fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances.</p> <p>Choir, ballroom dancing and DI</p> <p>Population: students at Garza</p> <p>Timeline: August 2018 - June 2019 (Daily)</p>		Fine Arts teachers Principal	<p>Formative: Lesson plans</p> <p>Summative: performance ratings, audience, student and community reaction or response</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>3) The art teacher and music teacher will purchase supplemental supplies to enhance the program and make students more aware of the fine arts in education. The success of the program could also result in higher achievement in academics.</p> <p>Population: Garza Students</p> <p>Timeline: August 2018- May 2019</p>	2.4	Administration Dean of Instruction Music teacher. Art teacher	Formative: lesson plans Summative-operformance based. within the school and community				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Science Fair Sponsor and Coordinator will be provided with training and materials to promote participation at Garza, and district 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 3-5 teachers and students</p> <p>Timeline: August 2018 - December 2018</p>		Curriculum Specialists for Math and Science, Science Fair Coordinators, Teachers Principal Dean	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Elementary teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities.</p> <p>Population: Grades 3-5th teachers</p> <p>Timeline: August 2018 - May 2019</p>	2.4	Curriculum Administrators Campus Administrators, Social Studies Specialists	Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries +10% increase in campus entries fBrownsville Kids Voting at the district level.				
<p align="center">Critical Success Factors CSF 1</p> <p>6) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which Garza will participate in.</p> <p>Population: All 3-5th grade students</p> <p>Timeline: November 2018 - February 2019</p>		ELA Specialists, Spelling Bee Coordinator	Formative Results: Spelling Bee results for district, Summative Impact: +participation in Spelling Bee by Garza				


<p align="center">Critical Success Factors CSF 1</p> <p>7) Garza will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 4-5th grade students Timeline: August 2018 - May 2019</p>	2.5	Technology Services Coding Sponsor Principal	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores <p>Summative Impact: +EOY data for student competition participation and performance</p>				
<p>8) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades K-12 teachers and students (especially G/T identified students) Transportation may need to be acquired for desired activities.</p> <p>CNA Page: 6 Timeline: August 2018 - May 2019</p>	2.5	Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators	<p>Formative Results: Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative Impacts: +Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level. +Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels. +Stock Market Games(4th-5th) 10% increase in student participation at the district level. +UIL Academics (4th-5th) 10% increase in student participation at the district and state level.</p>				
Funding Sources: 199 Local funds - 2000.00							
<p>9) Awards and incentives will be given to the students that participate in the activities during the 2018-2019 school year. This will acknowledge the hard work and dedication from the students at Garza.</p> <p>CNA Page 6</p> <p>Timeline: August 2018 - May 2019</p>		Principal Assistant Principal Dean teachers counselor	<p>Formative: Observation</p> <p>Summative: Participation in various activities.</p>				
Funding Sources: 199 Local funds - 1500.00							
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Evaluation Data 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
<p>Critical Success Factors CSF 6</p> <p>1) Garza will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All campus facilities Timeline: August 2018- June 2019 Need: Board approved goal priority SBDM added 11-29-2017</p>		Campus Administration teachers custodians district personal	Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
<p>2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to Garza include prioritizing based on safety and needs of the campus. Population: All campus facilities Timeline: December 2017- June 2018 Need: Board approved goal priority SBDM 11-29-2017 CNA Page 8</p> <p>Timeline: August 2018-May 2019</p>		Campus Administration	Facilities and maintenance campus committee indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
<p>Funding Sources: 199 Local funds - 1550.00</p>							
							

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

Evaluation Data 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) The Campus will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Campus Stakeholders Timeline: December 2017- June 2018 Need: Board approved goal priority SBDM added 11-29-2017		Campus Administration SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				

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

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

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) Garza's SBDM committee will create and participate in employee incentives and recognitions to improve employee morale and climate. This can include refreshments for inservice days and special occasions to recognize the teachers. Population: all Garza faculty and staff</p> <p>CNA page 7 Timeline: July 2018 to June 2019</p>	3.2	Campus SBDM Committees	<p>Formative result: Campus CNA survey and district/campus climate survey data related to support and retention</p> <p>Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates</p>				
<p>Funding Sources: 199 Local funds - 1500.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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: Garza 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: Website, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Campus Stakeholders Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority SBDM added 11-29-2017</p>	3.1	PIO Campus Administration	<p>Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population:Garza Stakeholders Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority Edit Remove</p>	3.1	PIO campus administration TST	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases</p>				



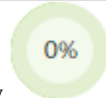

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Garzasa will update websites at least monthly including showcasing student and community activities. Population: Campus Stakeholders Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority</p>	3.1	PIO Campus Administration	<p>Campus websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.</p> <p>Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: 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: Garza will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data 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
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The District along with Garza Elementary will provide information through various media on the District of Innovation Plan. Population: BISD Stakeholders Timeline: July 2018 - June 2019 Need: Decreasing enrollment/ Board approved goal Edit Remove</p>	3.1	EIC Calendar subcommittee, School Administrator	Formative: draft Academic Calendars Summative: Adopted Academic Calendar				
<p>2) The DEIC Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. Population: BISD Stakeholders Timeline: November 2018 - March 2019 Need: Decreasing enrollment/ Board approved goal</p>	3.1, 3.2	SBDM Committee	Formative: draft Academic Calendars for campus Summative: Adopted Academic Calendar for campus				
<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: 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) 1: ISS/OSS reports for the 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures</p> <p>Population: Students, parents, staff and community</p> <p>Timeline: August 2018 - June 2019 (Daily)</p>	3.1	Campus Adm., Campus Staff, Parental Involvement, Public Info. Messenger	<p>Formative: Training Sign-In Sheets, Signed SCC Acknowledgement Form, Completed Referral Forms</p> <p>Summative: Discipline Referrals</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Garza 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>	2.5	Campus RtI Administrator Special Services Behavior Specialists RtI committee Campus Counselor	<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>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>3) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2018 to June 2019</p>		<p>Campus PIEMS Administrator Safety Coordinator</p>	<p>Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p>				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>4) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Population: all students Timeline: August 2018 to June 2019</p>		<p>RTI Administrator, Campus Administration</p>	<p>Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) 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, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to</p>		<p>Counselor administration</p>	<p>Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Fire dills, lock down drills and evacuation drills will be maintained monthly on campus or as needed. The emergency management plan will be updated as needed for the campus.</p>		Administration Counselor security BISD main office	Formative: Safety Meeting Sign-In Sheets, Summative: Emergency operation plan				
<p>2) Develop and maintain an Emergency Operations Plan for Garza Elementary. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system at all campuses. All staff and visitors must display their identification while on campus. Population: All Students and staff Timeline: August, 2017 through June, 2018</p>		Campus Administrators, Campus Faculty and Staff, BISD Police and Security, Parental Involvement	Formative: Sign-In Sheets, Evaluations, Audits, Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Campus Documentation, Office Log-in Binders, Security Checks, Log of Sex Offenders Searches, Summative: Evaluation Sheets				
<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 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 15% 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>1) A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process, increase student achievement and conduct home visits.</p> <p>Population: Parents and Students Timeline: August 2018 - June 2019</p>	3.2	Campus Administration, SBDM committee ParentLiaison	<p>Formative: Job Description, Contact Log</p> <p>Summative: Student and Parents attendance rates, Discipline Referrals, State Assessments</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Conduct and Comply with Title I A Parental Involvement Compliance Requirements:</p> <ul style="list-style-type: none"> -- Develop and Disseminate school-parent-students compact --Develop and Disseminate parent involvement policy -- Conduct Annual Title I Meeting --Evaluate Effectiveness of Parental Involvement Program 	3.1	Administration, Parent Liaison, Teachers	<p>Formative: Meetings sign-in sheets, teacher contact logs, home visits referrals, campus website</p> <p>Summative: State Assessments results, attendance rate, discipline referrals, Campus CNA and Title A Parent Surveys</p>				

<p>3) Conduct weekly parent meetings to inform and educate parents on the following:</p> <ul style="list-style-type: none"> --HAC (Home Access Center) --Parent Volunteer Orientation --Health Information --Student Code of Conduct --Emergency Operation Procedures --Homework Strategies --Content Areas Strategies/AR --State and Local Assessments and Expectations <p>-a small healthy snack will be served during the meetings</p> <p>Population: staff, students and community</p> <p>Timeline: School year 2018-2019</p>		<p>Administration Teachers Counselors Nurse Parent Liaison</p>	<p>Formative: Weekly Meetings Documentations; Sign-in Sheets, Agendas, Flyer</p> <p>Summative: State Assessments Results, Attendance Rate, Discipline Referrals, teacher logs</p>				
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>4) Businesses will be asked to adopt our school and the school will have a working relationship with them. Students will showcase their artistic skills to local business with the support of the music and art teacher and counselor.</p> <p>Population: students and community members along with staff at Garza</p> <p>Timeline: school year 2018-2019</p>		<p>Administration Parent Liaison Teachers Counselors</p>	<p>Formative: Number of community partners</p> <p>Summative: Observed results from the community partnerships</p>				

<p>Critical Success Factors CSF 5</p> <p>5) A parent newsletter will be sent home on a monthly basis to increase the number of modes of communication used to inform families how to support their student academic growth</p> <p>Population: All Garza stakeholders</p> <p>Timeline: August 2018-2019</p>		<p>Administration Parent Liaison Teachers</p>	<p>Formative: Observed results from the conferences. Family and community perception survey</p> <p>Campus Website</p> <p>Summative: Number of family/parent focus workshops and programs offered. Number of home visits Observed results from home visits</p> <p>Increased parent participation</p>				
<p>Critical Success Factors CSF 5</p> <p>6) PK-K child sessions will be incorporated twice a year Fall and Spring for parents to learn strategies from campus early childhood highly qualified PK-K certified teachers and resources will be purchased to implement successfully.</p> <p>Population: Parents and Students</p> <p>Timeline: Fall 2018 and Spring 2019</p>		<p>Administration Parent Liaison PK,K Teachers</p>	<p>Formative: Observed results from the parent conferences Survey Results</p> <p>Number of modes of communication used to inform families how to support their student academic growth.</p> <p>Summative: Number of family/parent focus workshops and programs offered. Increase student and parent participation rate.</p>				
<p>7) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: PFS/Migrant parents</p> <p>Timeline: August 2017 - June 2018 (Daily)</p>		<p>Migrant Funded: Parent Liaison Recruiters DMC MSC</p>	<p>Academic success for all PK-2nd grade students EOY Promotion Rate.</p> <p>Formative: meeting provided to parents</p> <p>Summative: Academic success at the end of the year.</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>1) Professional Development that supports ELA/Reading comprehension and Math instruction for all sub populations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including EL, Special education, AT-Risk, and economically disadvantaged students. LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes needed Horizontal lesson planning TELPAS Activities Oral Language skills that increase listening/speaking, reading and writing proficiency New Math TEKS and financial literacy components reviewing ELA TEKS</p> <p>Second language learning acquisition Writing Academy attended by all fourth grade teachers/sped/dean</p> <p>CNA Page: 6</p> <p>Timeline: August 2018-May 2019</p>	2.6	<p>Principals Dean of Instruction Campus lead teachers PK-5 teachers C & I specialist Special Ed and Dyslexia teachers Bilingual Lead teacher</p>	<p>The campus will have a 10 percent increase in the number of students meeting phase II passing standard Identify exemplary classrooms per campus.</p> <p>TELPAS fall and winter progress percent increase and reflect growth</p> <p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation Checkpoint data Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments and checkpoints</p>				
<p>Funding Sources: 199 Local funds - 1000.00</p>							

<p>2) Build Instructional Capacity through the use of horizontal alignment and provide teachers with job-embedded staff development. TOT training on campus by selected teachers (Pk - through 5th) Data Informed Plan-including BOY, MOY, and EOY and checkpoints to track student performance. This is target but not limited to comprehensions and fluency. Colleagues observations where teacher will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement Data Wall and fluency tracker will also be observed and analyzed.</p> <p>Populations all students Timeline: August 2018-May 2019</p>		<p>Principals Dean of Instruction Campus lead teachers PK-5th teachers C & I specialists Special Ed and Dyslexia teachers Bilingual Lead teacher</p>	<p>ERO evaluations and feedback The campus will have a 10% increase in the number of students meetingmeets and masters standard</p> <p>Formative Assessments: Classroom walkthroughs, fluency tracker Checkpoints Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments Ttess</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) ELA, Math, Science,and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent. Populations: At-Risk, Migrant, ELL, Special Education. Timeline: August 2018 through June 2019(monthly)</p>		<p>Administration, Dean, Teachers, District C & I, SBDM</p>	<p>Sign-In Sheets Agendas, Time-Sheets, Lesson Plans, Walk-Throughs</p> <p>Formative assessment:lesson plans, observations Summative assessment: STAAR test results</p>				
<p>Critical Success Factors CSF 7</p> <p>4) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Timeline: August 2018 to June 2019</p>		<p>Special Programs PK3 and PK4 teachers Principals, Deans of Instruction</p>	<p>Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.</p>				

<p>5) Fine arts students and teachers will be provided professional development training annually. Population: all K-5 students and teachers Timeline: August 2018 - June 2019</p>	2.5	<p>Music teacher Art teacher Principal Dean</p>	<p>Formative Results: Sign in sheets, PDS evaluations, student performance Summative Results: Increased EOY performance recognitions</p>				
<p>6) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: faculty and staff Timeline: August 2018 - June 2019 (Daily)</p>		<p>Special Programs Migrant Funded: Teachers Campus Clerks Principal Dean</p>	<p>Timely placement into Interventions formative: report card every six weeks Summative: progress to next grade level</p>				
<p>Critical Success Factors CSF 2 CSF 7 7) Professional development opportunities will be provided to campus to enhance the provision of services for at-risk students in order to improve academic achievement, and decrease the retention rate and Professional development opportunities include: -Identification of at-risk students via state and local criteria, - -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-risk Students Timeline: August 2018- June 2019 (As needed)</p>	2.6	<p>Principals, Deans of Instruction State Compensatory Education and Homeless Youth</p>	<p>Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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: Garza 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>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.</p> <p>Students will be using them for website access such as Pearson, Edusmart, Discovery Learning, Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers.</p> <p>CNA Page: 13</p> <p>Population: Garza</p> <p>Timeline: August 2018-June 2019 (daily)students, faculty</p>		Principals Dean Campus lead teachers PK-5 teachers C & I specialists Special Ed Dyslexia teachers	The campus will have a 10% increase in the number of students in the meets and masters standards formative: six weeks report card Summative: Staar outcome				
Funding Sources: 162 State Compensatory - 17874.00							

<p>2) Instructional Technology resources (Ink) will be used for effective communication to district, campus personnel, parent, and teachers to disseminate data reports, progress reports, report cards, and student documents.</p> <p>Population: Garza students, faculty members and parents</p> <p>Timeline: August 2018 - June 2019 (Daily)</p>	3.1	Principals Dean of Instruction Campus lead teachers PK-5 teachers C & I specialists Special Ed Dyslexia teachers,	Formative: monitoring of the use of technology Summative: The campus will have a 10% increase in the number of students in the meets and exceeds standards on the state assessment.				
<p>Critical Success Factors CSF 7</p> <p>3) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on , the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty</p> <p>Timeline: August 2018 to June 2019</p> <p>Need: District policy</p>		Tech Services Professional Development Adm. Principals TST	Formative Results: 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS				
<p>4) 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 faculty</p> <p>Timeline: August 2018 - June 2019</p>		Tech. Services Administrator Principals	Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district.</p> <p>Population: all BISD 5th grade students</p> <p>Timeline: August 2018 to June 2019</p>		Special/Federal Programs and Technology Services Technology Lead Teachers, Principals TST	Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores				



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

Evaluation Data 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
1) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: AR Students, Dyslexic Students Timeline: August 2018-June 2019 (Daily)	2.6	Principal, Dyslexia teacher, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports Summative: STAAR				
2) Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically and attendance for children in school. Population: all Students who meet the Pre-K criteria Timeline: August 2018-June, 2019 (Daily)	2.6	Principal, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports, CPM (BOY and MOY) Summative: CPM (EOY)				

<p>3) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, and attendance rate.</p> <p>--Identification of at-risk students via state and state and local criteria --Identification and immediate enrollment of homeless --Budget and Program Compliance</p> <p>Population: Garza Elementary staff and students</p> <p>Timeline: August 2018 through June 2019</p>	2.6	Principal Assistant Principal Administration for State Compensatory Education Admin. for Special Program	0% increase in at-risk student achievement on STAAR 5% increase in at risk student Graduation Rates 5% decrease in Retention Rates 5% decrease in Dropout Rates Formative: ERO Session Evaluation Report Benchmark Scores Student Progress Reports Summative: STAAR Scores Retention Rates				
<p>4) State Compensatory Education will fund a campus Dean of Instruction to assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. This would help go along side of attendance. In addition, the Facilitator will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development.</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2018 June 2019</p>		Campus Principal	Formative Evaluation Job Description/Evaluation Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports TAIS, TPRS Summative Evaluation State, local and campus assessment increase 10% or greater for At-risk students				

<p>5) State Compensatory Education will fund Pre-K full day program with highly qualified teachers so that the needs of PK at-risk students can be met, along with attendance and kinder readiness by providing phonological and language development skills using hands-on approaches in order to meet APK guidelines and CIRCLE components. State Comp funds .50 of this salary.</p> <p>Population: Title I, At-Risk, and PK</p> <p>Timeline: August 2018 - June 2019</p> <p>Edit Remove</p>		<p>PK Teachers CIRCLE consultants Early childhood specialist Principal Bilingual dept Dean of Instruction</p>	<p>Formative Evaluation: Classroom observations Review Data BOY/MOY/EOY for PK and K.</p> <p>Summative Evaluation: Attendance Rates MOY and EOY CPM results</p>				
<p>6) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: all BISD students PK to 12th grade</p> <p>Timeline: September 2018 to May 2019</p>		<p>Pupil Services Administrator and staff, PEIMS Administrator and Staff, Campus Administration Campus Attendance Personnel</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: Campus Attendance Percentage Rates</p>				
<p>Critical Success Factors CSF 4</p> <p>7) Grade Level classes will complete for weekly attendance trophy given by the campus.</p>	2.6	<p>Teachers PK-5th Principal Data Entry Clerk</p>	<p>Daily , weekly attendance reports</p> <p>Summative: Campus attendance rates improve</p>				
<p>Critical Success Factors CSF 4</p> <p>8) At the end of each six weeks, students with perfect attendance every week will receive an award at the school.</p>	2.6	<p>Principal Teachers Counselor</p>	<p>Six weeks awards ceremony</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 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: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during after school and/or Saturday extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Population: AR, TI, MI, LEP Students Timeline: August 2018 -June 2019 (At minimum 2x week)</p>	2.5	Principal, Dean of Instruction, assistant Principal, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress report, Benchmark Scores, Student Progress Reports Summative: STAAR				
<p>2) A food pantry and clothes closet will be available at the campus to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes (as needed) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate. Population: Homeless and youth Timeline: August 2018 through June 2019</p>		Campus Homeless Youth Coordinator Principal	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Benchmark Scores Student Progress Reports Summative: STAAR Scores Attendance Rates Graduation Rates				

<p>3) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: PFS/Migrant first grade students Timeline: August 2018 - June 2019(Daily)</p>		<p>Principal Teachers Migrant Funded: Teacher Counselor Dean</p>	<p>No 1st grade retained</p> <p>Formative: monitor on report card every six weeks.</p> <p>Summative: Progress to next grade.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) As per BISD policy, Garza Elementary will implement remediation instructional strategies during after school tutorials, extended day and Saturday academies in Reading, Math, writing and Science for 3rd-5th grade students in order to decrease the retention rate In addition, further instruction for the teachers will be taking place during horizontal alignment in all subject areas through coordinated meetings, Therefore, substitutes will be needed to enhance this task.</p> <p>Population: Title I and At-Risk students Timeline: August 2017 - June 2018 (Daily)</p>	<p>2.6</p>	<p>Principal Dean Classroom teachers</p>	<p>Formative Assessments: Classroom walkthroughs, PDAS Teacher Evaluation</p> <p>Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments</p> <p>Completed plan of action including alignment per grade level.</p>				

<p>5) As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, extended and Saturday academies in Reading, Math, and Science for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. This will include purchasing capital outlay, supplies and ink with the focus money to enrich the students learning to be successful in the classroom on the evaluations before them. Supplies/material and computer ink will help aid in this endeavor.</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2018- June 2019(Daily)</p>	2.6	Campus Principal Dean of Instruction Classroom teachers	<p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation</p> <p>State, local and campus assessment increase 10% or greater for At-risk students</p> <p>Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments</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 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: 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) 3: 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 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Promote Physically and Emotional Healthy Students CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the Implementation of the district initiatives as well as the polices such as those on Dating Violence and sexual abuse of children.</p> <p>Population: All students, Staff and Parents</p> <p>Timeline: August 2018- June 2019</p>		<p>Administration Campus lead teachers, PK-5 grade teachers, CATCH rep. PE specialist, Parent Liaison CATCH Team</p>	<p>Formative Assessments: Number of parent/family parent focus workshops and programs offered.</p> <p>Summative: Observed results from the conferences.</p> <p>Participation results from workshops.</p>				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance. Campus Parent liaison will also be involved in relaying the attendance initiative and being the contact person between home and school.</p> <p>Population: Title I and At-Risk Students Timeline: August 2018-2019</p>	2.6	Para-professionals (PK, Kinder, 1st-5th), librarian, Nurse, safety coordinator, health services Specialist administrator federal programs Principal	Formative Evaluation: Improvement on PK CPM tests 5% improvement on state assessments (STAAR/TPRI/Tejas LEE/CPM)				
<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>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments. SIOP ELPS strategies/LPAC Circle Components & OWL Math & Science Pearson adoption Revised Math TEKS Financial literacy component at every grade-level Inquiry-centered math and conceptual learning PD Technology DOK questioning Science Fair Spelling Bee Write For Success target reading and math Brownsville Kids Vote Board approved literacy plan will be implemented. Including special education needs and supplies. CNA Page: 6 Population: Garza Elementary Timeline: August 2018 - June 2019(Daily)
1	1	2	Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). This will be monitored, by lesson planning, an follow-ups. Walk through will be in place to ensure the implementation process. *Kamico, Motivational(Rdg, Writing, Math, & Science), Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier Esperanza LEI & II workbooks, SIOP activities, Target Reading, Living with Science, Tango Central/Tango , Best Buy, Office Depot, GF Educators(In order to improve comprehension and oral expression of PK through 1st grade, listening stations will be used to supplement Tier II instruction),Forde-Ferrier, Lonestar Learning Products for At-Risk TTM electronically, and Target Math Electronically Students in order to practice and support strategies and new math TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper. CNA Page 6 Popultaiton: Garza Elementary Timwline: August 2018-June 2019 (daiy)
1	1	3	Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every third week meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs. Population: Garza Elementary Timeline: August 2018-June 2019 (Daily)
1	1	4	ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students. Population: Title I and At Risk Students Timeline: September through May (every 3 weeks) 2018-2019
1	1	6	As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, extended and Saturday academies in Reading, Math, and Science for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. This will include purchasing capital outlay, supplies and ink with the focus money to enrich the students learning to be successful in the classroom on the evaluations before them. Supplies/material and computer ink will help aid in this endeavor. CNA Page: 6, 7 Population: Title I and At-Risk Students Timeline: August 2018- June 2019 (Daily)

Goal	Objective	Strategy	Description
7	1	3	ELA, Math, Science, and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent. Populations: At-Risk, Migrant, ELL, Special Education. Timeline: August 2018 through June 2019 (monthly)
8	1	1	Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship. Students will be using them for website access such as Pearson, Edusmart, Discovery Learning, Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers. CNA Page: 13 Population: Garza Timeline: August 2018-June 2019 (daily) students, faculty
9	2	1	Accelerated instruction in the foundation curriculum will be provided during after school and/or Saturday extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Population: AR, TI, MI, LEP Students Timeline: August 2018 -June 2019 (At minimum 2x week)
9	2	4	As per BISD policy, Garza Elementary will implement remediation instructional strategies during after school tutorials, extended day and Saturday academies in Reading, Math, writing and Science for 3rd-5th grade students in order to decrease the retention rate. In addition, further instruction for the teachers will be taking place during horizontal alignment in all subject areas through coordinated meetings. Therefore, substitutes will be needed to enhance this task. Population: Title I and At-Risk students Timeline: August 2017 - June 2018 (Daily)
9	3	2	Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance. Campus Parent liaison will also be involved in relaying the attendance initiative and being the contact person between home and school. Population: Title I and At-Risk Students Timeline: August 2018-2019

State Compensatory

Budget for Garza Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
16211611800124y24SSI	6118 Extra Duty Stipend - Locally Defined	\$8,690.00
16211611800124y30000asp	6118 Extra Duty Stipend - Locally Defined	\$24,900.00
16211611800124y30000y	6118 Extra Duty Stipend - Locally Defined	\$18,410.00
6100 Subtotal:		\$52,000.00
6300 Supplies and Services		
16211639562124y30tecy	6395 Supplies, DP Operations - Locally Defined	\$4,813.00
16211639600124y30000y	6397 Other Equipment - Locally Defined	\$2,000.00
16211639862124y30tecy	6398 Computer Supplies/Software - Locally Defined	\$13,061.00
6300 Subtotal:		\$19,874.00

Personnel for Garza Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carpio, Laura	Pre-K Teacher	State Comp	.50
Dickinson, Loretta	Dean of Instruction	State Comp	1.00
Hernandez, Bertha	Pre_k teacher	State Comp	.50

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 (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 and to increase the Level III percentages in all content areas. In addition, the committee will implement a plan of action to meet the Annual Measurement Achievement Objective System (AMAOS) indicators. 2017 TELL Survey results will be shared with staff members and used by SBDM to further assess areas of need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Garza Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/enrichment program, for students who are AT-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserve populations; (4) include strategies to address the needs of all children in school, particularly the needs of low achieving students, At-Risk, or not meeting the STATE student academic achievement standards; (5) address how the school will determine if such needs have been met. **(CIP 1.1.2) (CIP 1.2.1) (CIP 2.1.1)**

2.2: Regular monitoring and revision

Gaza SBDM will continuously monitor and review the CIP every six weeks in order to maintain alignment with the activities on campus and funds being spent. If need to update the plan it will be done in a timely manner.

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

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 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. Parent training will concentrate on the new assessment requirements,

improving reading readiness and increasing parental involvement participation. An orientation for preschool children from Head Start to assist with the transition to Garza Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to a ceremony celebrating academic and social accomplishments. **(CIP 4.1.1) (CIP 4.1.2) (4.1.3) (4.1.5)**

2.4: Opportunities for all children to meet State standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. In addition, Garza Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral.

2.5: Increased learning time and well-rounded education

Garza Elementary provides high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration 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, campus webinars and workshops which will be intensive and sustained. Professional development will concentrate on the following areas: STAAR, TELPAS, TEKS updates, higher order questioning techniques, content area intervention strategies and bully free schools. **(CIP 1.1,3)(1.1.5) (1.2.2)**

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

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 from Title, I Parts A and C, and Local Funds. Title I Funds along with Local State Compensatory, State Bilingual, State Special Ed are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Garza Elementary. Support is provided using Migrant office informational flyers as well as support to students and parents regarding academic needs. Garza migrant students will receive school supplies upon their return from migrant travel to assist migrant students and their families with the financial stress and provide for a smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and implement plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available services opportunities in the school and or community. Fiction and Non-Fiction Readers will be ordered to support PFS student achievement in the area fluency and comprehension skills. Teachers will monitor progress of PFS migrant students and provide immediate remediation through small group instruction; computer based instruction; counseling's services and or referrals to nurse for needed assistance or services.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. The Language Proficiency Assessment Committee at Garza Elementary meets periodically to identify bilingual students, monitor student assessment and provide recommendations based on data reviewed. TELPAS progress monitoring is conducted on a six weeks basis and documentation is kept in ELL Portfolios that are found in the students' PRC.

Garza Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting in January 2018. Tutorials will be after school for 1.5 hours on Monday and Tuesday in Fall 2017 and Monday, Tuesday, and Wednesday in Spring 2018.

Students will be provided cognitive based strategies as supported by TLI trainings for Tier I instruction. Garza Elementary will implement the BISD Fluency Initiative and Vocabulary Word of the Week to support this instruction. Interventions, supplemental materials, and support services will be provided using the 3 Tier Model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II students will be provided with additional 30 minutes of research based reading interventions and will be monitored every two weeks PMER, or PMBR tool. Struggling students will be identified and an RTI plan will be developed. Tier III students will be provided explicit, individualized reading instruction. Additionally, supplemental instructional resources will be provided to identified at-risk students to improve academic achievement.

Special Education funding provides Supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the admission, Review and Dismissal Process. (CIP 1.1.2)

(CIP 1.1.4) (CIP 6.1.1)

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 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. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool children from Head Start to assist with the transition to Garza Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to a ceremony celebrating academic and social accomplishments. **(CIP 4.1.1) (CIP 4.1.2) (4.1.3) (4.1.5)**

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 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. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool children from Head Start to assist with the transition to Garza Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to a ceremony celebrating academic and social accomplishments. **(CIP 4.1.1) (CIP 4.1.2) (4.1.3) (4.1.5)**

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
De Luna, Martha	Nurse		.40
Garcia, Maria Ofelia	Parent Liaison		1.00
Ortiz, Flor	Library Aide		1.00
Solis, Rosario	Title-I Pre-K Aide		1.00
Vasquez, Norma	Title-I Kinder Aide		1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Maria Lara	Principal
meeting facilitator	Loretta Dickinson	Dean of Instruction
Non-classroom Professional	Elizabeth Castilleja	Assistant principal
Classroom Teacher	Bertha Hernandez	PreK teacher
Classroom Teacher	Sandra Medina	Kinder Teacher
Classroom Teacher	Rocio Perez	First grade teacher
Classroom Teacher	Yolanda Wommack	Second GradeTeacher
Classroom Teacher	Alma Garcia	Third grade Teacher
Classroom Teacher	Perla Serrato	Fourth Grade Teacher
Classroom Teacher	Maria H Garza	Fifth grade Teacher
Non-classroom Professional	Rowena Capistrano	Special Education-Resource Teacher
Student	Dezlyn Rios	student
Business Representative	Roberto Gomez	Business Owner
Business Representative	Ricardo Ayala	Business owner
District-level Professional	Melissa Garza	ELA Specialist
Parent	Elizabeth De loa Rosa	Parent
Parent	Isabel Garza	Parent
Community Representative	Arturo Rosales	Border patrol
Community Representative	Joe Cruz	Border patrol
Paraprofessional	Norma Torres	Secretary
Non-classroom Professional	Laura Borjas	Librarian

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training/testing substitutes	19913611218124y99000y	\$1,000.00
1	1	1	snacks for training	19913649953124y99000y	\$500.00
1	1	1	subs for professional developement	19911611218124y99000y	\$1,000.00
1	1	2	Copy Paper	199116396124y11000	\$500.00
1	1	2	General Supplies	19911639900124y11000	\$1,500.00
1	1	2	General Supplies	19911639951124y000	\$750.00
1	1	2	General Supplies	19911639962124y11000	\$6,570.00
1	1	2	Instructional Resources	19912639900124y99000	\$100.00
1	1	2	office supplies for teachers	19923639900124y99000y	\$1,697.00
1	1	2	counselor supplies as needed for instruction	19931639900124y99000y	\$100.00
1	4	8	transportation	19911649400124y11000y	\$2,000.00
1	4	9	Awards	19911649800124y11000y	\$1,500.00
2	1	2	custodial supplies	19951631500124y99000y	\$1,550.00
3	2	1	teacher incentives and awards	19923649800124y99000y	\$1,000.00
3	2	1	refreshmentsx	19913649953124Y99000Y	\$500.00
7	1	1	travel for professional developement	19923641123124y99000y	\$1,000.00
Sub-Total					\$21,267.00
Budgeted Fund Source Amount					\$20,767.00
+/- Difference					\$-500.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	copy paper	16211639600124y30000	\$2,000.00
1	1	6	Extra duty pay for failed 5th grade	16211611800124y24ssi	\$8,690.00
1	1	6	Professional Extra Duty Pay	16211611800124y30000y	\$18,410.00

1	1	6	Professional extra duty pay-extended day	16211611800124y30aspy	\$24,900.00
8	1	1	Second GradeTablets	16211639862124y30tecy	\$13,061.00
8	1	1	Second Grade software for new tablets for second grade	16211639562124y30tecy	\$4,813.00
Sub-Total					\$71,874.00
Budgeted Fund Source Amount					\$71,874.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	lpac substitutes		\$3,290.00
1	1	2	instructional materials to support ELL	1630116399124y0000	\$2,000.00
Sub-Total					\$5,290.00
Budgeted Fund Source Amount					\$5,290.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	resources for special education		\$1,855.00
Sub-Total					\$1,855.00
Budgeted Fund Source Amount					\$1,855.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	21111639900124y30Of2	\$259.00
Sub-Total					\$259.00
Budgeted Fund Source Amount					\$259.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental materials	263	\$5,290.00

	Sub-Total	\$5,290.00
	Budgeted Fund Source Amount	\$5,290.00
	+/- Difference	\$0
	Grand Total	\$105,835.00