

Brownsville Independent School District

Garza Elementary

2019-2020 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!

Value Statement

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

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	18
Student Academic Achievement	20
School Processes & Programs	22
Perceptions	23
Priority Problem Statements	24
Comprehensive Needs Assessment Data Documentation	25
Goals	27
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).	27
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)	40
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)	41
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)	43
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	46
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)	49
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)	53
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)	57
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)	60
Comprehensive Support Strategies	67
State Compensatory	69
Personnel for Garza Elementary :	69
Title I Schoolwide Elements	70
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	70

1.1: Comprehensive Needs Assessment	70
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	70
2.1: Campus Improvement Plan developed with appropriate stakeholders	70
2.2: Regular monitoring and revision	70
2.3: Available to parents and community in an understandable format and language	71
2.4: Opportunities for all children to meet State standards	71
2.5: Increased learning time and well-rounded education	71
2.6: Address needs of all students, particularly at-risk	72
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	73
3.1: Develop and distribute Parent and Family Engagement Policy	73
3.2: Offer flexible number of parent involvement meetings	73
Title I Personnel	75
Site-Based Decision Making Committee	76
District Funding Summary	77
Addendums	80

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**
- **CPALLS AND OWL Inventory**
- **AR Reports**
- **TELPAS**
- **PDS Session Evaluations**
- **Eduphoria Classroom observations (Ttess)**
- **Teacher/Parent/Student CNA Survey**
- **PBMAS**
- **Tango Reports**
- **Benchmarks**
- **LION testing Analysis**
- **RTI review committee**

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Demographics</p>	<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>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>

Reduce class size in order to increase the performance of all students with HQ student reduction teacher

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.

Strategy Action Step # 3
(LPAC substitutes)

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

Title II-A (TPTR) funds Amount:

Strategy and Action Step # 10

Class-size reduction teacher (CSRT)

Special Programs will fund one highly qualified teacher on campus for the purpose of reducing class size in order to increase student performance.

Title I-A (fund 211)
Amount:236,325.00

- \$123,457 (Classified instructional)
- \$16,673 (Library Aide)
- \$17,367 (Campus Nurse)

Strategy Action Step # 9

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.
Student Achievement	<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>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>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>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</p>	<p>SCE 162 Amount: \$38,575 extra duty,</p> <p>\$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>TLI Grant Amount:</p> <p>Strategy and Action Step # 6</p> <p>Lesson design, classroom organization and explicit instruction.</p>

		<p>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>TI-A (FSG) Focus School Grant Amount: 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 form 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>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</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 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</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>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>

May and meetings will be changed to 9:00 AM to accommodate parents.

to each classroom teacher purchased by cooperative funding (federal and local).

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.

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.

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
- CPALLS AND OWL Inventory
- AR Reports
- TELPAS
- PDS Session Evaluations
- Eduphoria Classroom observations (Ttess)
- Teacher/Parent/Student CNA Survey
- PBMAS
- Tango Reports
- Benchmarks
- LION testing Analysis
- RTI review committee

<p>Staff Quality/ Professional Development</p>	<p>All teachers are Highly-Qualified</p> <p>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>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>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</p>
---	---	---	--

	All teachers are Highly-Qualified	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.	practices for instruction. Strategy and Action Step # 1 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.
Curriculum, Instruction, Assessment	<p>Implemented a coordinated systematic assessment plan to improve the STAAR performance of our special education students which resulted in a 75% increase in their Reading and Math scores.</p> <p>Early acquisition of materials and resources delivered to every grade-level the first week of school.</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>Progress monitoring/running records data to plan tiered instruction in reading and math is done every two weeks through RtI Committee meetings.</p>	<p>Supplemental ELA/Reading HMH practice books that are supported by the district curriculum for 1st-5th grade will be purchased to improve student achievement in the areas of reading and writing.</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>Provide students in grades 1st-5th additional novel based instruction by</p>	<p>Federal Bilingual 263 Amount: \$3,652.00 (HMH Reading Practice books)</p> <p>Strategy Action Step # 2 Instructional/Supplemental research-based resources are utilized to ensure all Gaza students are prepared to meet the demands of standardized assessments.</p> <p>211 Title 1 Amount: (media center booklets)</p> <p>Strategy Action Step # 2 Instructional/Supplemental research-based resources are utilized to ensure all Garza students are prepared to meet the</p>

District scope and sequence followed PK-5th grades in all subject areas.

Data analysis CBLT monthly meetings drive all RtI instruction on this campus

Continue the implementation of effective literacy instruction through literacy lines with Lopez cluster.

purchasing series sets that will improve fluency, comprehension and excitement in reading.

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.”

Every 2nd-4th grade teacher will be required to submit writing samples to administration twice a month as 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.

demands of standardized assessments (LEI & II workbooks, SIOP activities and 6+1 writing traits booklets will be requested from media services).

Strategy and Action Step # 1

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.

Strategy and Action Step # 5

Annual training on RtI 3 model for campus staff and bi-weekly meetings to address RtI documentation and early interventions for learning and behavior.

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
- CPALLS AND OWL Inventory
- AR Reports
- TELPAS
- PDS Session Evaluations
- Eduphoria Classroom observations (Ttess)
- Teacher/Parent/Student CNA Survey
- PBMAS
- Tango Reports
- Benchmarks
- LION testing Analysis
- RTI review committee

<p>Family and Community Involvement</p>	<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</p>
--	---	--	---

			educating parents to better assist their children through the educational process and to increase student achievement at Garza Elementary.
School Context and Organization	<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><i>NGS</i> 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>

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**
- **CPALLS AND OWL Inventory**
- **AR Reports**
- **TELPAS**
- **PDS Session Evaluations**
- **Eduphoria Classroom observations (Ttess)**
- **Teacher/Parent/Student CNA Survey**
- **PBMAS**
- **Tango Reports**
- **Benchmarks**
- **LION testing Analysis**
- **RTI review committee**

<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</p>	<p>Strategy Action Step # 7</p> <p>A variety of technology offered to promote critical thinking skills, foster creativity and digital citizenship.</p>
--------------------------	---	---	---

cameras, tablets, clickers, graphing calculators, hardware and software, etc.) to support technology TEKS in the classroom,

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.

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 two wings of classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions including a library completed in the 1997-1998 school year and a cafeteria completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 339 student population. The original cafeteria is currently being used as a gymnasium for the students.

Garza Elementary is a Title 1 campus that serves approximately 339 students in grades PK-3 through 5th. According to the 2018-2019 Texas Academic Report , of the student population 100% is Hispanic and 95.7% are identified as Economically Disadvantaged with 78.5% identified At-Risk. Garza has 7.6% identified Gifted and Talented and 12.5% are receiving special education services. 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 8.79% are classified Homeless. The Attendance Rate for the 2018-2019 school year was 95.9% for all students and 95.7 % for At-Risk students. Moreover, the retention rate was 5% for all students and 5% for At-Risk students.

Garza Elementary School staff is comprised of 43.6 staff member. There are 32.5 teachers, 3 campus administrators, 5 professional support personnel, and 11 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 96% Hispanic, 2% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85% female.

(table provided in the plan addendums)

Demographics Strengths

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

Strengths:

1. Extended Day
2. Variety of after school activities

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%).

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

STAAR Summary of 3rd – 5th Grades Tested 2019

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

Reading – 3rd Grade (campus 68%, state 75%), 4th Grade (campus 83%, state 73%), 5th Grade (campus 81%, BISD 90%)

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

Math – 3rd Grade (campus 70%, state 78%), 4th Grade (campus 70%, state 74%), 5th Grade (campus 91%, District 96%)

Science – 5th Grade (campus 90%, state 73%)

Performance Variation Between All Student Groups and All Grades

Student Academic Achievement Strengths

All PK-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: Low percentage of 3rd-5th grades passing the STAAR. **Root Cause:** Mobility, attendance, identifying students academic needs.

School Processes & Programs

School Processes & Programs Summary

The goal of Garza Elementary is remain focus on the academics while also providing enrichment classes. At Garza Elementary the master schedule incorporates all the areas being taught. A schedule is built in for the physical education, fine arts, computer, library and other special assignments. This schedule is completed in order to stay on track and work towards our goal of success in all areas of ecution. The master schedule ensures that each grade level has equal time for special areass while ensuring that all academic areas are taught. Special education students are supported through an inclusion model of instruction, and/or resource program to ensure their individual educational needs are met. Instructional support in a specialized lab for students with dyslexia also enhances our students' success.

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. Encourage and promote activities for all students for a well- rounded individual with closely monitor observations
2. Continue to work through the SBDM for all stakeholders

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students participating in activities to establish well-rounded individuals. **Root Cause:** Lack of transportation.

Perceptions

Perceptions Summary

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

Garza Elementary School staff is comprised of 58 staff member. There are 29 teachers, 3 campus administrators, 3 professional support personnel, and 11 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 92% Hispanic, 2% 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. Fifth grade students receive an opportunity to attend Besteiro to ease transition.

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

Needs:

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental meeting attendance has been low this year. **Root Cause:** Parents working and not attending the meetings.

Priority Problem Statements

Problem Statement 1: Garza has a declining enrollment

Root Cause 1: No growth in the area and no new students coming into the area.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Prekindergarten Self-Assessment Tool
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 17, 2019

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 2019 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Improve low-performing schools 1) Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) , data analysis of formative and summative assessments. Pearson Reading Adoption ELA TEKS SIOP ELPS strategies/LPAC Circle Components & OWL Math & Science Pearson Sharon Wells Math Revised Math TEKS Financial literacy component at every grade-level conceptual learning PD Technology DOK questioning Science Fair Spelling Bee Write For Success target reading and math Brownsville Kids Vote Brainsville Extended Day\ Destination Imagination Board approved literacy plan will be implemented. Including special education needs and supplies.</p> <p>SPP 2, 3</p> <p>Population: Garza Elementary Timeline: August 2019 - June 2020(Daily)</p>	2.4, 2.4	School adm PK-5 teachers Special Ed/Dyslexia teachers	<p>The campus will have a 10% increase in the number students meeting phase II passing standard</p> <p>Every 6 weeks a checkpoint will be administered. Data will be collected. District Benchmark results. TPRI and TEJAS LEE 5 % increase (50% MOY and 70% EOY).</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. - 2480.00, 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Improve low-performing schools 2) Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). This will be monitored, by lesson planning, and follow-ups. Walk through will be in place to ensure the implementation process. *Kamico, Motivational(Rdg, Writing, Math, & Science), Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier Esperanza LEI & II workbooks, SIOP activities, Target Reading, Tango Central/Tango , Best Buy, Office Depot, GF Educators, Lonestar Learning Products for At-Risk TTM , GPSelectronically, and Target Math Electronically Students in order to practice and support strategies and new reading TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper. TPRI/Tejas Lee</p> <p>SAA 1,2</p> <p>Population: Garza Elementary Timeline: August 2019-June 2020 (daily)</p>	2.4, 2.4	Teachers Administration	<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 end checkpoints, TPRI and TEJAS LEE % increase (50% MOY and 70% EOY) Weekly book clubs will be implemented to increase fluency, comprehension, & 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 - 415.00, 163 State Bilingual - 2000.00, 199 Local funds - 10317.00, 211 Title I-A - 259.00, 263 Title III-A Bilingual - 5055.75</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every week meetings with RtI Core team/teachers to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs.</p> <p>CNA Page 9</p> <p>Population: Garza Elementary</p> <p>Timeline: August 201-June 2020 (Daily)</p>	2.5, 2.6	Principal RTI Coordinator for campus Campus PK-5 teachers	<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)</p> <p>Summative Assessments: STAAR Results, Intervention Decisions, RTI Tracking</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>CNA Page 6</p> <p>Population: Title I and At Risk Students</p> <p>Timeline: September through May (every 3 weeks) 2019-2020</p>	2.6	Administration, Dean Teachers	<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>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.</p> <p>CNA Page 6</p> <p>Population: Migrant Students</p> <p>Timeline: August 2019 - June 2020 (Daily)</p>		Principal Teachers Migrant Funded: Teachers .25 FTE MSC	<p>Increase academic performance PBMAS</p> <p>Formative: Pretest</p> <p>Summative: Post test</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, in Reading, Math, and Science for 3rd-5th grade students and extended day in different subjects for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. Supplies/material will help aid in this endeavor.</p> <p>SPP 1,3</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2019- June 2020 (Daily)</p>	2.4, 2.5	Campus Administration Teachers	<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 - 50372.00, 211 Title I-A - 43462.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							



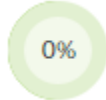

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Garza early childhood performance will increase by 5 percentage points over end-of-year 2019 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
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. CNA Page 8 Population: PK and 5th grade students. Timeline: August 2019- June 2020	3.1	Administration Parent liaison PK, kinder teachers, 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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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:</p> <p>Title I Half Day 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)</p> <p>CNA Page 8</p> <p>Population: PK-3-year-old students as of Sept. 1st</p> <p>Timeline: July 2019 - June 2020</p>	2.5	Campus adm Campus teachers	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Walk-Throughs, Lesson Plans</p> <p>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%</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.</p> <p>Language Enrichment (Niehaus) HEB Read3 Study Island Hatch Balanced Literacy Model Routines/Strategies Tango Software</p> <p>CNA Page 8</p> <p>Population: PK 3-PK4-Kindergarten</p> <p>Timeline: August 2019-2020</p>		Campus Adm Early childhood Specialists, Campus teachers	<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</p> <p>Summative Impact: TPRI/TJL/CPALS Data, TELPAS and</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: 85% of students will be on grade level and 75% 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>CNA Page 13</p> <p>Population: PFS/Migrant Students Timeline: August 2019 - May 2020 (Daily)</p>	2.6, 2.6	Campus Principal Migrant teacher	<p>State, local, and campus assessment increase 10% or greater for migrant students Pk-2nd grade test results increase over previous year</p> <p>Formative and Summative Assessments</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>CNA Page 13</p> <p>Population: PFS Migrant Students Timeline: August 2019 - June 2020 (Daily)</p>	2.5, 2.5	Campus Principal Migrant Teacher	<p>Fewer PFS students are identified due to increased performance.</p> <p>Formative: observation and documentation of supplemental support.</p> <p>Summative: Final results on testing.</p>				

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

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 2018-2019 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>CNA Page 11</p> <p>Population: students, faculty, and staff at Garza</p> <p>Timeline: August 2019 - June 2020 (Daily)</p>		<p>Fine Arts teachers Campus Principal</p>	<p>Formative: observation</p> <p>Summative: Performance ratings, attendance, participation numbers</p>				
<p>2) Garza fine arts students will develop critical thinking, multi-tasking skills, creativity, teamwork, and character by participating in UIL contests, non UIL contests, exhibitions, district/community events, and public performances, such as Choir, ballroom dancing and DI</p> <p>CAN Page 10</p> <p>Population: students at Garza</p> <p>Timeline: August 2019 - June 2020 (Daily)</p>		<p>Fine Arts teachers Campus Principal</p>	<p>Formative: Lesson plans</p> <p>Summative: performance ratings, audience, student and community reaction or response</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) The art and music teacher will purchase supplemental supplies to enhance the program and make students more aware of the fine arts in education. The success of the program could also result in higher achievement in academics.</p> <p>CNA Page 10</p> <p>Population: Garza Students</p> <p>Timeline: August 2019- May 2020</p>	2.4, 2.4	Administration Dean of Instruction Music teacher/ Art teacher	Formative: lesson plans Summative-performance based. within the school and community				
<p>4) Science Fair Sponsor and Coordinator will be provided with training and materials to promote participation at Garza and at the district level by increasing student awareness of Science Technology, Engineering, and Mathematical concepts building a pathway for STEM and college/ career readiness.</p> <p>Population: Grades 3-5 teachers and students</p> <p>Timeline: August 2019 - December 2020</p>		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>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 2019 - May 2020</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>6) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which Garza will participate.</p> <p>Population: All 3-5th grade students</p> <p>Timeline: November 2019 - February 2020</p>		ELA Specialists Spelling Bee Coordinator	Formative Results: Spelling Bee results for district, Summative Impact: Participation in Spelling Bee by Garza				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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.</p> <p>CNA Page 10</p> <p>Population: 4-5th grade students</p> <p>Timeline: August 2019 - May 2020</p>	2.5, 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, UIL Academics, DI</p> <p>Population: Grades K-5 teachers and students (especially G/T identified students)</p> <p>Transportation may need to be acquired for desired activities.</p> <p>SPP 1, 2, 3</p> <p>Timeline: August 2019 - May 2020</p>	2.5	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. +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 2019 - May 2020</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							


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

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
1) Garza will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: Garza Elementary Timeline: August 2019- June 2020 Need: Board approved goal priority SBDM added 11-29-2017		Campus Administration teachers custodians	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				
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: Garza Elementary Timeline: 2019-2020 school year Need: Board approved goal priority SBDM 11-29-2017 SP 2 Timeline: August 2019-May 2020		Campus Administration	Facilities and maintenance will indicate and prioritization the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
Funding Sources: 199 Local funds - 1550.00							
							

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) Garza Elementary will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments. CNA Page Population: Campus Stakeholders Timeline: August 2019-May 2020 Need: Board approved goal priority SBDM added 11-29-2017		Campus Administration SBDM	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
1) Garza's SBDM committee will create and participate in employee incentives and recognition to improve employee morale and climate. This can include refreshments for in service days and special occasions to recognize the teachers. Population: all Garza faculty and staff PERC 1 Timeline: July 2019 to June 2020	3.2	Campus SBDM Committees	Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
Funding Sources: 199 Local funds - 2000.00							
							

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
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 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority SBDM added 11-29-2017	3.1	PIO Campus Administration	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				
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 CNA Page 9 Timeline: August 2019- June 2020 Need: Decreasing enrollment/ Board approved goal priority	3.1	PIO campus administration TST	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Garza will update websites at least monthly including showcasing student and community activities. CNA Page 9 Population: Campus Stakeholders Timeline: August 2019- June 2020	3.1	PIO Campus Administration	Campus websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				


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
1) Garza Elementary will provide information through various media on the District of Innovation Plan. Population: Garza Stakeholders Timeline: July 2019 - June 2020 Need: Decreasing enrollment/ Board approved goal	3.1	School Administrator Garza Stakeholders	Formative: Academic Calendars Summative: Adopted Academic Calendar				
2) The DEIC Calendar committee will provide multiple options to be considered by the staff at Garza Elementary Population: Garza Stakeholders Timeline: November 2019 - March 2020 Need: Decreasing enrollment/ Board approved goal	3.1, 3.2, 3.2	SBDM Committee	Formative: Academic Calendars for campus Summative: Adopted Academic Calendar for campus				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue


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>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>CNA Page 8</p> <p>Population: Students, parents, staff and community</p> <p>Timeline: August 2019 - June 2020 (Daily)</p>	3.1	Campus Adm., Campus Staff, Parental Involvement	<p>Formative: Training Sign-In Sheets, Signed SCC Acknowledgement Form, Completed Referral Forms</p> <p>Summative: Discipline Referrals</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>CNA Page 9</p> <p>Population: all teachers</p> <p>Timeline: August 2019 to March 2020</p>	2.5	Campus RtI Administrator Campus Teachers 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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020		Campus PIEMS Administrator Safety Coordinator	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.				
4) Positive behavior interventions and supports (PBIS) and the behavioral Rtl tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. CNA Page 9 Population: all students Timeline: August 2019 to June 2020		RTI Administrator, Campus Administration	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				
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: Bullying/harassment, Emergency Operations Plan (EOP)-Safety Procedures CNA page 9 Population: All Students and parents/guardians Timeline: August 2019 to June 2020		Counselor administration	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				
							


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
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.		Administration Counselor security	Formative: Safety Meeting Sign-In Sheets, Summative: Emergency operation plan				
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, 2019 through June, 2020		Campus Administrators, Campus Faculty and Staff,	Formative: Sign-In Sheets, Evaluations, Audits, Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Campus Documentation, Office Log-in Binders, Summative: Evaluation Sheets				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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

Performance Objective 1: There will be a 15% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.





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
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. CNA Page 12 Population: Parents and Students Timeline: August 2019 - June 2020	3.2	Campus Administration, SBDM committee ParentLiaison	Formative: Job Description, Contact Log Summative: Student and Parents attendance rates, Discipline Referrals, State Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Conduct and Comply with Title I A Parental Involvement Compliance Requirements:</p> <p>-- Develop and Disseminate school-parent-students compact</p> <p>--Develop and Disseminate parent involvement policy</p> <p>-- Conduct Annual Title I Meeting</p> <p>--Evaluate Effectiveness of Parental Involvement Program</p> <p>CNA Page 12</p> <p>Population: Stakeholders at Garza</p> <p>Timeline: August 2019-June 2020</p>	3.1, 3.1, 3.2	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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2019-2020</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>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 2019-2020</p>		<p>Administration Parent Liaison Teachers Counselors</p>	<p>Formative: Number of community partners</p> <p>Summative: Observed results from the community partnerships</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>CNA Page 14</p> <p>Population: All Garza stakeholders</p> <p>Timeline: August 2019-2020</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>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 2019 and Spring 2020</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 2019 - June 2020 (Daily)</p>		<p>Parent Liaison Campus adm</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>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 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.</p> <p>LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes</p> <p>Substitutes needed</p> <p>Horizontal lesson planning</p> <p>TELPAS Activities</p> <p>Oral Language skills that increase listening/speaking, reading and writing proficiency</p> <p>New Reading TEKS and financial literacy component in math</p>	2.6	Principals Dean of Instruction PK-5 teachers	<p>The campus will have a 10 percent increase in the number of students meeting phase II passing standard</p> <p>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</p> <p>Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments and checkpoints</p>				
<p>SAA 1,2</p> <p>Timeline: August 2019-May 2020</p>	<p>Funding Sources: 199 Local funds - 1000.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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)</p> <p>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>CNA Page 10, 11</p> <p>Populations all students</p> <p>Timeline: August 2019-May 2020</p>		<p>Principals Dean of Instruction PK-5th teachers</p>	<p>ERO evaluations and feedback The campus will have a 10% increase in the number of students meeting meets and masters standard</p> <p>Formative Assessments: Classroom walkthroughs, fluency tracker Checkpoints Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments Tess</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.</p> <p>Populations: At-Risk, Migrant, ELL, Special Education.</p> <p>CNA Page 10,11</p> <p>Timeline: August 2019 through June 2020</p>		<p>Administration, Teachers, SBDM</p>	<p>Sign-In Sheets Agendas, Time-Sheets, Lesson Plans, Walk-Throughs</p> <p>Formative assessment: lesson plans, observations</p> <p>Summative assessment: STAAR test results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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.</p> <p>CNA Page 10</p> <p>Population: PK-3 to 4 faculty and staff</p> <p>Timeline: August 2019 to June 2020</p>		<p>PK 3 and PK4 teachers Garza Administration</p>	<p>Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>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.</p> <p>Population: all K-5 students and teachers</p> <p>Timeline: August 2019 - June 2020</p>	2.5	<p>Music teacher Art teacher Principal Dean</p>	<p>Formative Results: Sign in sheets, PDS evaluations, student performance</p> <p>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.</p> <p>CNA Page 13</p> <p>Population: faculty and staff</p> <p>Timeline: August 2019 - June 2020 (Daily)</p>		<p>Migrant Funded: Teachers Principal Dean</p>	<p>Timely placement into Interventions</p> <p>formative: report card every six weeks</p> <p>Summative: progress to next grade level</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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:</p> <ul style="list-style-type: none"> -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 <p>CNA Page 6</p> <p>Population: Elementary risk Students</p> <p>Timeline: August 2019- June 2020</p>	2.6, 2.6	Principals, Deans of Instruction Homeless Youth	<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</p> <p>Summative Impact: increased STAAR/EOC and At-risk Retention</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 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>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, Study Island, Prodigy Math, and 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 2019-June 2020 (daily)students, faculty</p>		Campus Adm PK-5 teachers	<p>The campus will have a 10% increase in the number of students in the meets and masters standards</p> <p>formative: six weeks report card</p> <p>Summative: Staar outcome</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>CNA page 13</p> <p>Population: Garza students, faculty members and parents</p> <p>Timeline: August 2019 - June 2020 (Daily)</p>	3.1	Principals Dean of Instruction Campus lead teachers PK-5 teachers	<p>Formative: monitoring of the use of technology</p> <p>Summative: The campus will have a 10% increase in the number of students in the meets and exceeds standards on the state assessment.</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>CNA Page 13</p> <p>Population: All Students and teaching faculty</p> <p>Timeline: June 2019 to May 2020</p>		Campus Adm TST	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training <p>Summative Impact:</p> <ol style="list-style-type: none"> 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 2019 - June 2020</p>		Tech. Services Administrator Principals	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report 				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Third, Fourth and Fifth grade students will be provided with electronic tablets/desktops/printers 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. SAA 1,2 Population: all BISD 5th grade students Timeline: August 2019 to June 2020		Teachers, Campus Adm 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				
Funding Sources: 211 Title I-A - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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


Performance Objective 1: Increase the 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 CNA Page 6 Timeline: August 2019-June 2020 (Daily)	2.6	Principal, Dyslexia teacher,	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 2019-June, 2020 (Daily)	2.6	Principal Assistant Principal	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports, CPM (BOY and MOY) Summative: CPM (EOY)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>CNA Page 6</p> <p>Population: Garza Elementary staff and students</p> <p>Timeline: August 2019 through June 2020</p>	2.6, 2.6	Principal Assistant Principal	<p>0% increase in at-risk student achievement on STAAR</p> <p>5% increase in at risk student Graduation Rates</p> <p>5% decrease in Retention Rates</p> <p>5% decrease in Dropout Rates</p> <p>Formative: ERO Session Evaluation Report Benchmark Scores Student Progress Reports</p> <p>Summative: STAAR Scores Retention Rates</p>				
<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>CNA Page 7</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2019 June 2020</p>		Campus Principal	<p>Formative Evaluation Job Description/Evaluation Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports TAIS, TPRS</p> <p>Summative Evaluation State, local and campus assessment increase 10% or greater for At-risk students</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>CNA Page 7, 10</p> <p>Population: Title I, At-Risk, and PK</p> <p>Timeline: August 2019 - June 2020</p>		<p>PK Teachers Principal 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, , and/or court notifications as needed.</p> <p>CNA Page 12</p> <p>Population: all BISD students PK to 5th grade</p> <p>Timeline: August 2019 to June 2020</p>		<p>Campus Administration Data entry</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>				
							


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>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.</p> <p>CNA Page 7</p> <p>Population: All Students Timeline: August 2019 -June 2020</p>	2.5, 2.5	Principal, Dean of Instruction, assistant Principal,	<p>Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR</p>				
<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.</p> <p>Population: Homeless and youth Timeline: August 2019 through June 2020</p>		Campus Homeless Youth Coordinator Principal	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Benchmark Scores</p> <p>Student Progress Reports</p> <p>Summative: STAAR Scores Attendance Rates Graduation Rates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2019 - June 2020(Daily)</p>		Principal Teachers Counselor Dean	<p>No 1st grade retained</p> <p>Formative: monitor on report card every six weeks.</p> <p>Summative: Progress to next grade.</p>				
<p>4) 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 Timeline: August 2019- June 2020(Daily)</p>	2.6	Campus Principal Dean of Instruction Classroom teachers	<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>				
							





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
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 CNA Page 13 Population: All students, Staff and Parents Timeline: August 2019- June 2020		PK-5 grade teachers, CATCH rep. Parent Liaison CATCH Team	Formative Assessments: Number of parent/family parent focus workshops and programs offered. Summative: Observed results from the conferences. Participation results from workshops.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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>CNA Page 7</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2019-2020</p>	2.6	Para-professionals (PK, Kinder, 1st-5th , librarian, Nurse, safety coordinator, health services Principal	<p>Formative Evaluation: Improvement on PK CPM tests 5% improvement on state assessments (STAAR/TPRI/Tejas LEE/CPM</p> <p>Summative Evaluation: Attendance increase, minimal health concerns and less accidents</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>							

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) , data analysis of formative and summative assessments. Pearson Reading Adoption ELA TEKS SIOP ELPS strategies/LPAC Circle Components & OWL Math & Science Pearson Sharon Wells Math Revised Math TEKS Financial literacy component at every grade-level conceptual learning PD Technology DOK questioning Science Fair Spelling Bee Write For Success target reading and math Brownsville Kids Vote Brainsville Extended Day\ Destination Imagination Board approved literacy plan will be implemented. Including special education needs and supplies. SPP 2, 3 Population: Garza Elementary Timeline: August 2019 - June 2020(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, and 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, Tango Central/Tango , Best Buy, Office Depot, GF Educators, Lonestar Learning Products for At-Risk TTM , GPSelectronically, and Target Math Electronically Students in order to practice and support strategies and new reading TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper. TPRI/Tejas Lee SAA 1,2 Population: Garza Elementary Timeline: August 2019-June 2020 (daily)
1	1	3	Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every week meetings with RtI Core team/teachers to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs. CNA Page 9 Population: Garza Elementary Timeline: August 201-June 2020 (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. CNA Page 6 Population: Title I and At Risk Students Timeline: September through May (every 3 weeks) 2019-2020
1	1	6	As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, in Reading, Math, and Science for 3rd-5th grade students and extended day in different subjects for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. Supplies/material will help aid in this endeavor. SPP 1,3 Population: Title I and At-Risk Students Timeline: August 2019- June 2020 (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. CNA Page 10,11 Timeline: August 2019 through June 2020
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, Study Island, Prodigy Math, and Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers. CNA Page: 13 Population: Garza Timeline: August 2019-June 2020 (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. CNA Page 7 Population: All Students Timeline: August 2019 -June 2020
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. CNA Page 7 Population: Title I and At-Risk Students Timeline: August 2019-2020

State Compensatory

Personnel for Garza Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Hernandez	PK 4 teacher	State Comp	.50
Laura Carpio	PK 3 teacher	State Comp	.50
LORETTA J DICKINSON	Dean	State Comp	1.00
San Juanna De Leon	PK 4 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 2019-2020 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. 2019 TELL Survey results will be shared with staff members and used by SBDM to further assess areas of need. Garza offered the survey to all parents, students and teachers and looking at the current needs based on the new survey needs worked together as a SBDM to continue the needs of the campus. We met as a team to update any current needs and continue the meeting to close out the meeting on May 27, 2019

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) Garza SBDM met for final plan on May 27, 2019 with the appropriate committee in the end of the plan.

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.

The sbdm meetings for this year are:

May 27, 2019

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

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.

2.4: 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 workshpops 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 wit Local State Compensatory, State Bilingual, State Special Edare used to purchas supplemental instructional materials, media, and library resurces 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 desgned to reduce the educational disruptons 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 prents 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 s 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 kep 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 indentified 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) The family engagement meeting was completed during the May 27, 2019 to update and revise. The plan was given out by paper copies, given out at parent meetings as well as electronically on the school website. The policy was given in both Spanish and English.

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) We offer several flexible times for parents to gain access to school information as needed. Open house, literacy day for parents and parent meetings every Wednesday in the school. Meetings are also held for fifth grade parents in order to look at requirements for passing to the next grade level.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Flor Ortiz	Library Aide	Federal Program	1.00
Maria Garcia	Parent Liaison	Federal Program	1.00
Martha De Luna	Nurse	Federal Program	.40
Norma Vasquez	Kinder Aide	Federal Program	1.00
Rosario Ortiz	Pre-K Aide	Federal Program	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 (Y2)
Classroom Teacher	Sandra Medina	Kinder Teacher (Y2)
Classroom Teacher	Rocio Perez	First grade teacher (Y2)
Classroom Teacher	Yolanda Wommack	Second GradeTeacher (Y1)
Classroom Teacher	Alma Garcia	Third grade Teacher (Y2)
Classroom Teacher	Perla Serrato	Fourth Grade Teacher (Y1)
Classroom Teacher	Maria H	Fifth grade Teacher (Y1)
Classroom Teacher	Rowena Capistrano	Special Education-Resource Teacher (Y2)
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
Classroom Teacher	Laura Carpio	PK 3 Teachers (Y1)

District 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 devlopement	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	\$5,870.00
1	1	2	office supplies for teachers	19923639900124y99000y	\$1,697.00
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	\$1,000.00
7	1	1	travel for professional devleopment	19923641123124y99000y	\$1,000.00
Sub-Total					\$20,867.00
Budgeted Fund Source Amount					\$20,867.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	copy paper	16211639600124y30000	\$415.00
1	1	6	Professional Extra Duty Pay	16211611800124y30000y	\$25,472.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Professional extra duty pay-extended day	16211611800124y30aspy	\$24,900.00
Sub-Total					\$50,787.00
Budgeted Fund Source Amount					\$50,787.00
+/- 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		\$2,480.00
Sub-Total					\$2,480.00
Budgeted Fund Source Amount					\$2,480.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplementals for PK-5 curriculum		\$0.00
1	1	2	General Supplies	21111639900124y30Of2	\$259.00
1	1	6	Extra duty pay with fringes		\$43,462.00
8	1	5	Desktop computers	21111639862124y300f2y	\$0.00
Sub-Total					\$43,721.00
Budgeted Fund Source Amount					\$43,721.00

211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0
199 G/T Advanced Academics						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$10.00
					+/- Difference	\$10.00
212 Title I-C (Migrant)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$10.00
					+/- Difference	\$10.00
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Supplemental materials	263	\$5,055.75	
					Sub-Total	\$5,055.75
					Budgeted Fund Source Amount	\$5,290.00
					+/- Difference	\$234.25
					Grand Total	\$128,200.75

Addendums

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	78%	79%	-	79%	-	-	-	-	-	79%
	2017	75%	76%	69%	-	69%	-	-	-	-	-	69%
Reading	2018	74%	74%	76%	-	76%	-	-	-	-	-	76%
	2017	72%	71%	65%	-	65%	-	-	-	-	-	65%
Mathematics	2018	81%	85%	83%	-	83%	-	-	-	-	-	83%
	2017	79%	82%	69%	-	69%	-	-	-	-	-	69%
Writing	2018	66%	71%	*	-	*	-	-	-	-	-	*
	2017	67%	74%	63%	-	63%	-	-	-	-	-	63%
Science	2018	80%	82%	93%	-	93%	-	-	-	-	-	93%
	2017	79%	80%	84%	-	84%	-	-	-	-	-	84%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	49%	44%	-	44%	-	-	-	-	-	45%
	2017	45%	45%	39%	-	39%	-	-	-	-	-	39%
Reading	2018	46%	44%	36%	-	36%	-	-	-	-	-	36%
	2017	44%	41%	34%	-	34%	-	-	-	-	-	34%
Mathematics	2018	50%	55%	49%	-	49%	-	-	-	-	-	50%
	2017	46%	50%	39%	-	39%	-	-	-	-	-	39%
Writing	2018	41%	45%	*	-	*	-	-	-	-	-	*
	2017	36%	41%	30%	-	30%	-	-	-	-	-	30%
Science	2018	51%	51%	69%	-	69%	-	-	-	-	-	70%
	2017	49%	48%	64%	-	64%	-	-	-	-	-	64%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	21%	19%	-	19%	-	-	-	-	-	19%
	2017	20%	18%	20%	-	20%	-	-	-	-	-	20%
Reading	2018	19%	17%	15%	-	15%	-	-	-	-	-	15%
	2017	19%	15%	19%	-	19%	-	-	-	-	-	19%
Mathematics	2018	24%	28%	25%	-	25%	-	-	-	-	-	26%
	2017	22%	23%	20%	-	20%	-	-	-	-	-	20%
Writing	2018	13%	13%	*	-	*	-	-	-	-	-	*
	2017	11%	12%	10%	-	10%	-	-	-	-	-	10%
Science	2018	23%	19%	27%	-	27%	-	-	-	-	-	28%
	2017	19%	16%	31%	-	31%	-	-	-	-	-	31%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	71	76	-	76	-	-	-	-	-	75
Reading	2018	69	69	74	-	74	-	-	-	-	-	74
Mathematics	2018	70	72	77	-	77	-	-	-	-	-	76

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	44%	52%	-	52%	-	-	-	-	-	51%
	2017	35%	39%	35%	-	35%	-	-	-	-	-	35%
Mathematics	2018	47%	57%	69%	-	69%	-	-	-	-	-	68%
	2017	43%	49%	39%	-	39%	-	-	-	-	-	39%
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	85%	85%	-	85%	-	-	-	-	-	85%
Students Requiring Accelerated Instruction												
	2018	21%	15%	15%	-	15%	-	-	-	-	-	15%
STAAR Cumulative Met Standard												
	2018	84%	90%	89%	-	89%	-	-	-	-	-	88%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	94%	95%	-	95%	-	-	-	-	-	94%
Students Requiring Accelerated Instruction												
	2018	15%	6%	*	-	*	-	-	-	-	-	*
STAAR Cumulative Met Standard												
	2018	90%	96%	96%	-	96%	-	-	-	-	-	96%



Accountability Data Performance Participation Attendance and Graduation

Postsecondary Readiness Profile KG Readiness Postsecondary Outcomes

Finance Data

Search

Texas Education Agency 2019 Accountability Ratings Overall Summary GARZA EL (031901124) - BROWNSVILLE ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		78	C
<u>STAAR Performance</u>	51	78	
<u>College, Career and Military Readiness</u>			
<u>Graduation Rate</u>			
School Progress		88	B
<u>Academic Growth</u>	77	83	B
<u>Relative Performance (Eco Dis: 99.0%)</u>	51	88	B
<u>Closing the Gaps</u>	85	80	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

**Texas Education Agency
2017-18 School Report Card
GARZA EL (031901124)**

District Name: **BROWNSVILLE ISD**
Campus Type: **Elementary**

Total Students: **423**
Grade Span: **EE - 05**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	84
Student Achievement	Met Standard	75
School Progress	Met Standard	84
Closing the Gaps	Met Standard	84

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Science

Comparative Academic Growth

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	95.9%	95.8%	95.7%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.6%
Hispanic	100.0%	98.6%	52.4%
White	0.0%	1.0%	27.8%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.2%	4.4%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.0%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	95.7%	95.8%	58.8%
English Learners	52.7%	32.5%	18.8%
Special Education	12.5%	11.2%	9.1%
Mobility Rate (2016-17)	17.5%	14.9%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.8	19.0	18.7
Grade 1	17.1	17.9	18.8
Grade 2	17.0	17.6	18.8
Grade 3	19.5	21.8	19.0
Grade 4	19.5	22.1	19.2
Grade 5	13.9	19.9	21.2

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	59.1%	64.4%
Instructional Expenditure Ratio	n/a	62.2%	63.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,124	\$10,168	\$9,503
Instruction	\$5,943	\$5,444	\$5,338
Instructional Leadership	\$126	\$142	\$149
School Leadership	\$604	\$518	\$555



Accountability Data Performance Participation Attendance and Graduation

Postsecondary Readiness Profile KG Readiness Postsecondary Outcomes

Finance Data

Search

Texas Education Agency 2019 STAAR Performance Data Table GARZA EL (031901124) - BROWNSVILLE ISD

Calculation Table

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	173	174	54	63	-	464	
Approaches GL or Above	138	141	35	58	-	372	80
Meets GL or Above	65	98	15	45	-	223	48
Masters GL	33	52	5	27	-	117	25
Total Percentage Points Component Score							153 51

[Download Excel](#)

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
All Subjects																
Percent of Tests % at																
Approaches GL Standard or Above	80%	-	80%	-	-	-	-	-	80%	73%	79%	53%	100%	81%	73%	
% at Meets GL Standard or Above	48%	-	48%	-	-	-	-	-	48%	41%	47%	34%	80%	48%	48%	
% at Masters GL Standard	25%	-	25%	-	-	-	-	-	25%	22%	26%	32%	20%	26%	20%	
Number of Tests # at																
Approaches GL Standard or Above	372	-	372	-	-	-	-	-	370	161	245	40	5	343	29	
# at Meets GL Standard or Above	223	-	223	-	-	-	-	-	222	91	145	26	4	204	19	
# at Masters GL Standard	117	-	117	-	-	-	-	-	116	48	81	24	1	109	8	
Total Tests	464	-	464	-	-	-	-	-	462	221	310	76	5	424	40	
ELA/Reading																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Reading															
Percent of Tests % at															
Approaches GL Standard or Above	80%	-	80%	-	-	-	-	-	80%	72%	79%	41%	*	81%	67%
% at Meets GL Standard or Above	38%	-	38%	-	-	-	-	-	38%	27%	37%	31%	*	38%	33%
% at Masters GL Standard	19%	-	19%	-	-	-	-	-	19%	12%	19%	31%	*	20%	13%
Number of Tests # at															
Approaches GL Standard or Above	138	-	138	-	-	-	-	-	137	61	92	12	*	128	10
# at Meets GL Standard or Above	65	-	65	-	-	-	-	-	65	23	43	9	*	60	5
# at Masters GL Standard	33	-	33	-	-	-	-	-	33	10	22	9	*	31	2
Total Tests	173	-	173	-	-	-	-	-	172	85	117	29	*	158	15
Mathematics															
Percent of Tests % at															
Approaches GL Standard or Above	81%	-	81%	-	-	-	-	-	81%	76%	80%	63%	*	82%	73%
% at Meets GL Standard or Above	56%	-	56%	-	-	-	-	-	56%	51%	55%	40%	*	57%	53%
% at Masters GL Standard	30%	-	30%	-	-	-	-	-	29%	26%	30%	33%	*	31%	20%
Number of Tests # at															
Approaches GL Standard or Above	141	-	141	-	-	-	-	-	140	65	94	19	*	130	11
# at Meets GL Standard or Above	98	-	98	-	-	-	-	-	97	44	65	12	*	90	8
# at Masters GL Standard	52	-	52	-	-	-	-	-	51	22	35	10	*	49	3
Total Tests	174	-	174	-	-	-	-	-	173	86	118	30	*	159	15
Writing															
Percent of Tests % at															
Approaches GL Standard or Above	65%	-	65%	-	-	-	-	-	65%	50%	65%	38%	*	65%	60%
% at Meets GL Standard or Above	28%	-	28%	-	-	-	-	-	28%	21%	24%	38%	*	24%	60%
% at Masters GL Standard	9%	-	9%	-	-	-	-	-	9%	8%	8%	38%	*	8%	20%
Number of Tests # at															
Approaches GL Standard or Above	35	-	35	-	-	-	-	-	35	12	24	3	*	32	3
# at Meets GL Standard or Above	15	-	15	-	-	-	-	-	15	5	9	3	*	12	3
# at Masters GL Standard	5	-	5	-	-	-	-	-	5	2	3	3	*	4	1
Total Tests	54	-	54	-	-	-	-	-	54	24	37	8	*	49	5
Science															
Percent of Tests % at															
Approaches GL Standard or Above	92%	-	92%	-	-	-	-	-	92%	88%	92%	67%	-	91%	100%
% at Meets GL Standard or Above	71%	-	71%	-	-	-	-	-	71%	73%	74%	22%	-	72%	60%
% at Masters GL Standard	43%	-	43%	-	-	-	-	-	43%	54%	55%	22%	-	43%	40%
Number of Tests # at															
Approaches GL Standard or Above	58	-	58	-	-	-	-	-	58	23	35	6	-	53	5
# at Meets GL Standard or Above	45	-	45	-	-	-	-	-	45	19	28	2	-	42	3
# at Masters GL Standard	27	-	27	-	-	-	-	-	27	14	21	2	-	25	2
Total Tests	63	-	63	-	-	-	-	-	63	26	38	9	-	58	5
Social Studies															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests															
% at															
Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
# at															
Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.