

Brownsville Independent School District

Garza Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps



Mission Statement

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

Vision

Recognizing Brilliance in Every Student!

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Comprehensive Needs Assessment

Needs Assessment Overview

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

School Year: 2015-2016

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**
- **2014-2015 SAT 10/Aprenda II**
- **CPALLS AND OWL Inventory**
- **AR Reports**
- **TELPAS**
- **ERO Session Evaluations**
- **Eduphoria Classroom observations (Ttess)**
- **Texas Star Chart**
- **Teacher/Parent/Student CNA Survey**
- **PBMAS**
- **Tango Reports**
- **Benchmarks**
- **LION testing Analysis**
- **RTI review committee**

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
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| <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>Reduce class size in order to increase the performance of all students with HQ student reduction teacher</p> <p>Continue to monitor all subpopulations in regards to attendance, performance and overall health so that they meet the performance standards necessary to be successful by providing additional classified and health services personnel.</p> | <p>What are the priorities for the District, including how federal and state program funds will be used?</p> <p>SCE 162 Amount: \$243,137</p> <p>Strategy and Action Step # 14</p> <p>Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by Campus Facilitator.</p> <p>State Bilingual 163 Amount:\$4,980.00</p> <p>Strategy Action Step # 3 (LPAC substitutes)</p> <p>LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes will be paid for meeting members</p> <p>Title II-A (TPTR) funds Amount:</p> <p>Strategy and Action Step # 10</p> <p>Class-size reduction teacher (CSRT)</p> <p>Special Programs will fund one highly qualified teacher on campus for the purpose of reducing class size in order to increase</p> |

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

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

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

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

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| | Continue the implementation of effective literacy instruction through literacy lines with Lopez cluster. | evidence that writing assessment is being offered in STAAR format addressing expository and personal narrative essays that incorporate 6+1 Writing traits and EW techniques including the campus writing rubric. | <p>Strategy and Action Step # 5</p> <p>Annual training on RtI 3 model for campus staff and bi-weekly meetings to address RtI documentation and early interventions for learning and behavior.</p> |
| <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 be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Garza Elementary.</p> |

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

Demographics Summary

Garza Elementary School is located in Brownsville, Texas. Garza Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1976 with O classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions comprised of a library completed in the 1997-1998 school year. A newly built cafeteria was also completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 523 students it services. The original cafeteria is currently being used as a gymnasium for the students.

Garza Elementary is a Title 1 campus that serves approximately 523 students in grades PK through 5th. According to the 2014-2015 PEIMS Student Data Review of our campus profile, 91% of the student population is Hispanic and 99% are identified as Economically Disadvantaged with 99% identified At-Risk. Only 8.2% are identified Gifted and Talented and 15.1% are receiving special education services. Many of our students are first generation Mexican immigrants, 100% are classified as Limited English Proficient and a majority is English/Spanish bilingual and 2.81% are Immigrants. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance 5.18% are classified Homeless. The Attendance Rate for the 2014-2015 school year was 97.67% for all students and 97.63% for At-Risk students. Moreover, the retention rate was 4% for all students and 4% for At-Risk students.

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

Demographics Strengths

Campus Attendance percentages at state level

5th Grade students met standard on the STAAR at a 91% in Math and a 86% in Reading.

Demographics Needs

Reduce the identification of at-risk students by 25% through academic measurement indicators

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.

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.

Student Achievement

Student Achievement Summary

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

STAAR Summary of 3rd – 5th Grades Tested 2015

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 67%, state %), 4th Grade (campus 69%, state %), 5th Grade (campus 68%, state %)

Writing – 4th Grade (campus 78%, state %)

Math – 3rd Grade (campus 79%, state %), 4th Grade (campus 73%, state %), 5th Grade (campus 76%, state %)

Science – 5th Grade (campus 40%, state %)

Performance Variation Between All Student Groups and All Grades

| | All Students | Hispanic | White | Econ Disadv | At-Risk | Special Ed | ELL |
|--------------|--------------|----------|-------|-------------|---------|------------|-----|
| All Subjects | 65% | % | * | 65% | 49% | 43% | 48% |
| Reading | 68% | % | * | 68% | 54% | 47% | 52% |
| Mathematics | 75% | % | * | 75% | % | 50% | 67% |
| Writing | 78% | % | * | 67% | 67% | 67% | 56% |
| Science | 40% | 70% | * | 69% | 17% | 22% | 17% |

Student Achievement Strengths

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

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

All 3rd-5th grade teachers have access to

Eduphoria Aware and Tango assessment software

90% 3rd-5th Migrant students met phase 2 level II standard

1st and 2nd grade percentages on SAT

10/Aprenda II reflect an increase in % of students at 40% or higher.

Student Achievement Needs

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 and for all sub populations.

Increase hands-on labs and modeled * Science instruction 40% to 60% in 3rd-5th grades

Texas TLI Summer Summit turn around trainings need to address ELA/Reading

student performance

As a TEA listed FOCUS school, Garza Elementary is required to implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELA/Reading and close achievement gaps between student performance groups

and the 75%

School Culture and Climate

School Culture and Climate 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 with O classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions comprised of a library completed in the 1997-1998 school year. A newly built cafeteria was also completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 676 students it services. The original cafeteria is currently being used as a gymnasium for the students.

Garza Elementary is a Title 1 campus that serves approximately 523 students in grades PK through 5th. According to the 2013-2014 PEIMS Student Data Review of our campus profile, 99.85% of the student population is Hispanic and 98.82 % are identified as Economically Disadvantaged with 75.15% identified At-Risk. Only 5.62% are identified Gifted and Talented and 11.24% are receiving special education services. Many of our students are first generation Mexican immigrants, 50.44% are classified as Limited English Proficient and a majority is English/Spanish bilingual and 2.81% are Immigrants. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance 5.18% are classified Homeless. The Attendance Rate for the 2014-2015 school year was 96.65% for all students and 97.63% for AT-Risk students. Moreover, the retention rate was 4% for all students and 4% for AT-Risk students.

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School Culture and Climate Strengths

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.

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

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

Parent survey results reviewed in May and meetings will be changed to 9:00 AM to accommodate parents.

School Culture and Climate Needs

Parent survey results reviewed in May and meetings will be changed to 9:00 AM to accommodate parents.

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 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention 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 with O classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions comprised of a library completed in the 1997-1998 school year. A newly built cafeteria was also completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 676 students it services. The original cafeteria is currently being used as a gymnasium for the students.

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

Staff Quality, Recruitment, and Retention Strengths

All teachers are Highly-Qualified

PK full day program

Establish a calendar for regular recognition of staff achievements and efforts every 6 wks for teacher motivation.

Review teacher assessment scores and student progress results during weekly monthly grade-level meetings and Aware/Tango software available for all teachers.

TLI co-teaches and models district initiative cognitive strategy routines with PK-5th grade teachers twice a week providing individualized trainings as needed.

Staff Quality, Recruitment, and Retention Needs

Leadership team will more effectively provide immediate feedback, teacher support, and intervention to improve Ttess Instructional Domain by 25%

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 K-5th grade will be provided.

Review teacher assessment scores and student achievement monthly to prescribe professional development (to include travel expenses, substitutes and materials from approved vendors) training that support teachers in meeting students' needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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 with O classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions comprised of a library completed in the 1997-1998 school year. A newly built cafeteria was also completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 523 students it services. The original cafeteria is currently being used as a gymnasium for the students.

Garza Elementary is a Title 1 campus that serves approximately 523 students in grades PK through 5th. According to the 2014-2015 PEIMS Student Data Review of our campus profile, 99.85% of the student population is Hispanic and 98.82 % are identified as Economically Disadvantaged with 75.15% identified At-Risk. Only 5.62% are identified Gifted and Talented and 11.24% are receiving special education services. Many of our students are first generation Mexican immigrants, 50.44% are classified as Limited English Proficient and a majority is English/Spanish bilingual and 2.81% are Immigrants. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance 5.18% are classified Homeless. The Attendance Rate for the 2013-2014 school year was 97.67% for all students and 97.63% for AT-Risk students. Moreover, the retention rate was 4% for all students and 4% for AT-Risk students.

Garza Elementary School staff is comprised of 63 staff member. There are 42 teachers, 3 campus administrators, 4 professional support personnel, and 14 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 90 % Hispanic, 7% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85 % female.

Curriculum, Instruction, and Assessment Strengths

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.

Early acquisition of materials and resources delivered to every grade-level the first week of school.

Analysis charts are submitted to track every child's progress in reading fluency and word recognition after every 6 weeks for K-5th grade.

Progress monitoring/running records data to plan tiered instruction in reading and math is done every two weeks through RtI Committee meetings.

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.

Curriculum, Instruction, and Assessment Needs

Supplemental ELA/Reading, Kamico, Motivational (Reading, Math, Writing, & Science) STAAR Master (Rdg, Math, & Science), Building Mathematicians, Esperanza, LEI, & II, Target Rdg, practice books & SIOP Activities 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.

Professional Development that offers a greater emphasis on DOK questioning stems, vocabulary, and GK spelling instruction, & Cognitive Strategies to meet state performance standards and bridge-performance achievement gaps.

Provide students in grades 1st-5th additional novel based instruction by purchasing series sets that will improve fluency, comprehension, excitement, & DOK 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.

Campus will participate in vertical alignment once a 6 weeks in order to review data to drive instruction in the classroom.

Family and Community Involvement

Family and Community Involvement Summary

I. CNA Procedures for Family and Community Involvement:

Our parents and community are active in the parent volunteer Program, Chess team, Adopt A-School Program, UTB Student Teaching Program and Early childhood Field-Based Mentoring Program, Parent-Child Early childhood Fair and numerous school rallies. In addition, our adult community has the opportunity to further their education through the family learning events, computer literacy classes, and Language development classes provided by 21st Century community Learning Centers Program of the Brownsville Independent School District offered on our campus twice a week. The Garza Elementary family is committed to involving parents in every facet of their child's educational year. A parent involvement survey is issued every year and administration reviews results in May to better prepare of the upcoming school year with the data that the parent liaison compiles the SBDM reviews it and determines campus needs to increase parental involvement and community involvement.

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

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback

III. Findings/Analysis Results: The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

IV. Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of Improvement would be addressed:

1. Parent meetings will be held once a week to inform parents of upcoming initiatives and projects. Our hosting site will offer healthy snacks to parents in attendance (CIP 4.1.3).
2. PK-K child sessions will be incorporated twice a year Fall and Spring for parents to learn strategies from campus early childhood PK-K certified teachers. Resource (paper, glue, dye cuts, laminating film, manipulative) will be needed to implement successfully. (CIP 4.1.6)
3. Increase parental volunteers and encourage participation with a beginning of the year recruitment social so that attendance at parent

meetings increases educational updates and strategies can be shared which includes Parental Involvement Policy and School-Parent Compacts (4.1.2). On-site training (weekly and volunteering (daily) at the parent center to support student learning and will take place (CIP 4.1.3).

Student
teacher instruction

4. Include parent survey regarding feedback at every SBDM meeting and review survey results.

To best support campus efforts and meet indentified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2015-16 Campus Improvement Plan.

Family and Community Involvement Strengths

--Parent meetings on campus once a week

--District parent meetings once a month

--Cluster parent meetings once a semester

--STAAR standards and upcoming assessment presented

Family and Community Involvement Needs

Parent trainings will be offered in the morning (9:00 AM) to make monthly meetings more informative, productive and to improve attendance.

STAAR upcoming assessment updates presented to parents more efficiently

--Funds will be allocated for parent involvement program

--Resources will be needed for PK-K Fall/Spring Sessions

--Increase parental volunteers and recruitment

--Include parent survey regarding feedback on Campus Comprehensive Needs Assessment.

School Context and Organization

School Context and Organization Summary

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School Context and Organization Strengths

Master schedules include mandated 90 min reading block

SBDM meets once every 6 weeks

Counseling on campus to meet individualized student needs

Grade-level meetings every Tuesday to discuss weekly assessment, instruction and performance goals.

School Context and Organization Needs

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.

3rd-5th grade team teaching and/or departmentalization

Build communication thru monthly surveys and campus messenger to discuss results regarding Health issues that may be affecting students' academic performance.

Technology

Technology Summary

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Technology Strengths

Hand-held apparatus (I-Pods) provides immediate assessment results

HAC access and guidance provided to parents

Campus website that gives updated information to parents and community

Technology Needs

Additional technology training and up-to-date software is needed to implement TEKS based instruction

Resources (ink cartridges) needed to print student reports to communicate with the parents

Additional professional development on different software programs to be utilized by teachers/students

computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) to support technology TEKS in the classroom,

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 1: A minimum of 80% of At Risk Students at Garza Elementary will achieve a Level II recommended performance on STAAR Reading, Writing, Math and Science assessments. A minimum of 40% of At Risk Students at Garza Elementary will achieve a Level III Advanced Performance on STARR Reading, Writing, Math and Science assessments.

Summative Evaluation: STAAR Scores/Telpas

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments.</p> <p>SIOP</p> <p>ELPS strategies</p> <p>Circle Components & OWL</p> <p>Math & Science Pearson adoption</p> <p>Revised Math TEKS</p> <p>Financial literacy component at every grade-level</p> <p>Inquiry-centered math and conceptual learning PD</p> <p>Technology</p> <p>DOK/Kilgo questioning</p> <p>Science Fair</p> <p>Spelling Bee</p> <p>Review 360</p> <p>Write For Success</p> <p>LWS</p> <p>I station</p> <p>ttm</p> <p>Brownsville Kids Vote</p> <p>Population: Garza Elementary</p> <p>Timeline: August 18, 2016 - June 3, 2017 (Daily)</p> | 2, 4, 5 | Principals Dean of Instruction Campus lead teachers PK-12 teachers C & I specialists Special Ed and Dyslexia teachers | The campus will have a 10% increase in the number students meeting phase II passing standard Weekly tests and 6 weeks unit test results, Campus benchmarks results TPRI and TEJAS LEE 5 % increase (50% MOY and 70% EOY). Walkthroughs indicate applications acquired during professional development Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). *Kamico, Motivational(Rdg, Writing, Math, & Science),STAAR MASTER Reading, Math, and Science, Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier Esperanza LEI & II workbooks, SIOP activities, Target Reading, 6+1 writing traits copies, District approved software Living with Science/EduSmart/Tango Central/Tango , Best Buy, Office Depot, GF Educators(In order to improve comprehension and oral expression of PK through 1st grades, listening stations will be used to supplement Tier II instruction),Forde-Ferrier, Lonestar Learning Products for At-Risk TTM electronically, and Target Math Electronically Students in order to practice and support strategies and new math TEKS, empowering writers will be utilized to strengthen the writing program</p> <p>Population: AR, TI, MI, LEP Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | <p>2, 9, 10</p> | <p>Teachers Administration District Specialist Administrator for State Compensatory C and I specialist</p> | <p>The campus will have a 10% increase in the number students meeting phase II passing standard through weekly tests and 6 weeks unit test results, Campus & District benchmarks results 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: Federal Bilingual - \$7175.00, State Bilingual - \$4575.00, State Compensatory - \$1425.00, Local - \$13500.00, SPED - \$2132.00</p> | | | | | | | |






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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Professional Development that supports ELA/Reading comprehension and Math instruction for all subpopulations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students. LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes Vertical/Horizontal lesson planning TELPAS Activities Oral Language skills that increase listening/speaking, reading and writing proficiency New Math TEKS and financial literacy components Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations Second language learning acquisition Empowering writers will be attended by fourth grade writing teacher to strengthen program</p> <p>Population: Garza Elementary Staff Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 4, 8 | Principals Dean of Instruction Campus lead teachers PK-12 teachers C & I specialists Special Ed and Dyslexia teachers Bilingual Lead teacher | <p>The campus will have a 10 percent increase in the number of students meeting phase II passing standard Identify exemplary classrooms per campus.</p> <p>TELPAS fall and winter progress percent increase and reflect growth</p> <p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments</p> | | | | |
| <p>Funding Sources: State Bilingual - \$1200.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Build Instructional Capacity through the use of cohort groups of team leaders and provide teachers with job-embedded staff development. TOT trainings on campus by selected teachers (kinder, 4th grade and 5th grade teacher selected) Data Informed Plan College observations where teacher will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading and increase level II and III STAAR % for 2nd-5th grade</p> <p>Population: Garza Elementary Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 4, 8 | Principals Dean of Instruction Campus lead teachers PK-12 teachers C & I specialists Special Ed and Dyslexia teachers Bilingual Lead teacher | <p>ERO evaluations and feedback</p> <p>The campus will have a 10% have a 10% increase in the number of students meeting phase II passing or exceeding standards</p> <p>Formative Assessments: Classroom walkthroughs, Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments Ttess</p> | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every third week meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs.</p> <p>Population: Garza Elementary Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 4, 5, 9 | Principals Dean of Instruction Campus lead teachers PK-12 teachers C & I specialists, Special Ed and Dyslexia 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) Summative Assessments: STAAR Results, Intervention Decisions, RTI Tracking</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Promote Physically and Emotional Healthy Students CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implantation of the district initiatives as well as the polices such as those on Dating Violence and sexual abuse of children.</p> <p>Population: All students, Staff and Parents Timeline: August 22, 2016 - June 5, 2017</p> | 2, 5, 10 | Administration Campus lead teachers, PK-5 grade teachers, CATCH rep. PE specialist, Parent Liaison | <p>Formative Assessments: Number of parent/family parent focus workshops and programs offered.</p> <p>Summative: Observed results from the conferences.</p> <p>Participation results from workshops.</p> | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) 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 between home and school.</p> <p>Population: Title I and At-Risk Students Timeline: August 22, 2016 - June 6, 2017</p> | 3, 5, 6 | TI-A Para-professionals (PK, Kinder, 1st-5th), librarian, Nurse, safety coordinator, health services Specialist administrator federal programs | <p>Formative Evaluation: Improvement on PK CPALLS tests 5% improvement on state assessments (STAAR/TPRI/Tejas LEE/CPALLS)</p> <p>Summative Evaluation: Attendance increase, minimal health concerns and less accidents</p> | | | | |
| Funding Sources: Title I-A - \$19583.00 | | | | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, extended and Saturday academies in Reading, Math, and Science for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. This will include purchasing capital outlay, supplies and ink with the focus money to enrich the students learning to be successful in the classroom on the evaluations before them. Supplies/material and computer ink will help aid in this endeavor.</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 22,2016 - June 6, 2017 (Daily)</p> | 3, 9 | Campus Principal Dean of Instruction Classroom teachers | <p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation</p> <p>State, local and campus assessment increase 10% or greater for At-risk students</p> <p>Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments</p> | | | | |
| <p>Funding Sources: State Compensatory - \$31433.00, Title I-A - \$25330.00, Title I-A - \$6000.00, State Compensatory - \$22403.00, State Compensatory - \$5509.00, TLI - \$20000.00</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>9) 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. 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 processional development.</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2,2016 - June 26, 2017</p> | 4 | Campus Principal | <p>Formative Evaluation</p> <p>Job Description/Evaluation</p> <p>Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports</p> <p>TAIS, TPRS</p> <p>Summative Evaluation</p> <p>State, local and campus assessment increase 10% or greater for At-risk students</p> | | | | |
| <p>Funding Sources: State Compensatory - \$58291.00</p> | | | | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) 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 by providing phonological and language development skills using hands-on approaches in order to meet APK guidelines and CIRCLE components. State Comp funds .50 of this salary.</p> <p>Population: Title I, At-Risk, and PK</p> <p>Timeline: August 22,2016 - June 6, 2016</p> | <p align="center">3</p> | <p>PK Teachers CIRCLE consultants Early childhood specialist Principal Bilingual dept Dean of Instruction</p> | <p>Formative Evaluation: Classroom observations Review Data BOY/MOY/EOY for PK and K.</p> <p>Summative Evaluation: Attendance Rates MOY and EOY CPALLS results</p> | | | | |
| <p>Funding Sources: State Compensatory - \$51116.00</p> | | | | | | | |






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| <p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>11) FOCUS Progress Status: For the next year, Garza Elementary will implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELA/Reading and close achievement gaps between student performance groups and the 75% federal target. The plan will be monitored by quarterly reports and monthly adjustments made with district assessment personnel, campus data teams and support from Region One Education Service Center.</p> <p>CSF 1: Improve Academic Performance Teachers will participate in Curriculum Alignment (both vertical and horizontal) planning the first two weeks before the academic school calendar to create a logical consistent order of teaching the standards based on content at each grade level and collaboratively monitor student progress once every six weeks on a Saturday.</p> <p>CSF 1: Improve Academic Performance Supplemental resources addressing the TEKS that solely focus on Readiness Standards those students may have missed during whole group instruction, are utilized during afterschool school tutorials (math and reading)</p> <p>CSF 7: Teacher Quality On-going Job Embedded campus specific Professional Development for all teachers. Professional development stipends will be paid to the teachers.</p> <p>CSF 2: Use of Data to Drive Instruction Afterschool remediation and hands-on enrichment lessons during Saturday Academies will be immediately provided to students the 1st 6 weeks of school to improve student performance based on Spring 2014 state performance levels, disaggregated data of special populations, quarterly reports and ongoing communication with individual students regarding their academic achievement.</p> <p>Population: Title I and At-Risk students Timeline: August 22,2016 - June 6, 2017</p> | <p>1, 4, 5, 9</p> | <p>GE teachers, Bilingual teachers, Sp. Ed. Teachers, Dyslexia, SBDM, Principal Dean of Instruction ELA cluster specialist District support team Regional One Education Center Campus data team</p> | <p>Formative Evaluation: ERO evaluations Tutorial and Saturday Academy attendance rosters Classroom observations Summative Evaluation: STAAR scores Subpopulations index 2 and 3 % increase Ttess evaluations</p> | | | | |
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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>12) Assisting preschool children in the transition from early childhood programs to local elementary school-wide program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and head start community to learn strategies from campus early childhood certified teachers. 5th grade students attend a full day orientation at Besteiro MS to help ease the transition to middle school.</p> <p>Population: PK and 5th grade students.</p> <p>Timeline: August 22, 2016 - June 6, 2017</p> | 7 | Administration Parent liaison District parent Coordinator PK, kinder teachers, 5th grade counselors | Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results Session evaluation feedback Formative assessment: observations Summative assessment a written summary of what was accomplished on visit to new school. | | | | |
| Funding Sources: No Funds Required | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>13) As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials and Saturday academies in Reading, Math, and Science for 3rd-5th grade 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.</p> <p>Population: Title I and At-Risk students</p> <p>Timeline: August 22,2016 - June 6, 2017 (Daily)</p> | 9, 10 | Campus Principal Facilitator Classroom teachers | Formative Assessments: Classroom walkthroughs, PDAS Teacher Evaluation Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments | | | | |
| Funding Sources: State Compensatory - \$31433.00, State Compensatory - \$5509.00 | | | | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = 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

Performance Objective 2: A minimum of 80% of students will achieve a Level II Recommended Performance on STAAR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR Scores/TELPAS/TMFSA

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 5</p> <p>1) ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students.</p> <p>Population: Title I and At Risk Students</p> <p>Timeline: September through May (every 3 weeks) 2016-2017</p> | 1, 2, 8 | Administration, Dean, Teachers, Department Chairs, District C & I Personnel, Data Team Personnel | <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>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) ELA, Math, Science, and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent. Populations: At-Risk, Migrant, ELL, Special Education. Timeline: August 2016 through May 2017(monthly)</p> | 1, 2 | Administration, Dean, Teachers, Dept Chairs, District C & I, Personnel, Data Team, Personnel | <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> | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

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

Performance Objective 1: The students at Garza Elementary will participate in activities that involve the areas of fine arts and extra curricular. These events include, but not limited to brainsville, science fair, destination imagination, running club, chess, cheerleaders, choir. These activities will help motivate and drive the success in students.

Summative Evaluation: Performances and tournament activities for each event. Some will have awards and some will be observation only.

Goal 3: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals (office referrals) will decrease by 5%.

Summative Evaluation: Administration and Guidance and Counseling Services will determine the success of each strategy as per recommended documentation, based on 360 dashboard.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|------------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures</p> <p>Population: Students, parents, staff and community</p> <p>Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 1, 2, 3, 6 | Campus Adm., Campus Staff, Parental Involvement, Public Info. | <p>Formative: Training Sign-In Sheets, Signed SCC Acknowledgement Form, Completed Referral Forms</p> <p>Summative: Discipline Referrals</p> | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Develop and maintain an Emergency Operations Plan for Garza Elementary. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system at all campuses. All staff and visitors must display their identification while on campus. Population: All Students Timeline: August, 2016 through June, 2017</p> | <p>1, 2, 3, 4</p> | <p>Campus Administrators, Campus Faculty and Staff, BISD Police and Security, Parental Involvement</p> | <p>Formative: Sign-In Sheets, Evaluations, Audits, Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Campus Documentation, Office Log-in Binders, Security Checks, Log of Sex Offenders Searches, Summative: Evaluation Sheets</p> | | | | |
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






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

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

Summative Evaluation: Garza Elementary will increase a 10% parent participation in monthly meetings and school wide activities as per sign in sheets.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process, increase student achievement and conduct home visits.</p> <p>Population: Parents and Students Timeline: August 22, 2016 - June 6, 2017</p> | 1, 6 | Campus Administration, SBDM committee ParentLiaison | Formative: Job Description, Contact Log Summative: Student and Parents attendance rates, Discipline Referrals, State Assessments | | | | |
| <p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <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> | 6 | Administration, Parent Liaison, Teachers | Formative: Meetings sign-in sheets, teacher contact logs, home visits referrals, campus website Summative: State Assessments results, attendance rate, discipline referrals, Campus CNA and Title A Parent Surveys | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Conduct weekly parent meetings to inform and educate parents on the following:</p> <ul style="list-style-type: none"> --HAC (Home Access Center) --Parent Volunteer Orientation --Health Information --Student Code of Conduct --Emergency Operation Procedures --Homework Strategies --Content Areas Strategies --State and Local Assessments and Expectations <p>Population: staff, students and community</p> <p>Timeline: School year 2016-2017</p> | <p>1, 2, 6</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 align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5 CSF 6</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 art teacher and counselor.</p> <p>Population: students and community members along with staff at Garza</p> <p>Timeline: school year 2016-2017</p> | <p>6</p> | <p>Administration Parent Liaison Teachers Counselors</p> | <p>Formative: Number of community partners</p> <p>Summative: Observed results from the community partnerships</p> | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | | |

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| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>5) A parent newsletter will be sent home on a monthly basis to increase the number of modes of communication used to inform families how to support their student academic growth</p> <p>Population: All Garza stakeholders</p> <p>Timeline: August 2016 - June 2017</p> | 1, 2, 6 | Administration Parent Liaison Teachers | <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> | | | | |
| Funding Sources: Local - \$500.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</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 2016 and Spring 2017</p> | 1, 3, 6 | Administration Parent Liaison PK,K Teachers | <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> | | | | |
| Funding Sources: Local - \$500.00 | | | | | | | |
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Goal 5: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.






Performance Objective 1: K-5th grade migrant students will show 90% mastery in all subject areas. 3rd and 5th grade migrant students will meet performance levels I and II in Math, Reading, Writing, and Science STAAR.

Summative Evaluation: STAAR assessments/TPRI and Tejas Lee/Telpas

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|----------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Garza Elementary 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. PFS migrants students will receive supplemental services before other migrant students Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade Academic progress monitored and strategies shared with parents every six weeks</p> <p>Population: PFS/Migrant Students Timeline: August 22.2016 - June 6, 2017(Daily)</p> | 1, 2, 9 | Special Programs Administrator Campus Principal DMC MSC MIgrant teacher | State, local and campus assessment increase 10% or greater for migrant students Pk-2nd grade test results increase Formative and Summative Assessments | | | | |
| Funding Sources: Title I-C (Migrant) - \$815.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Population: PFS Migrant Students Timeline: August 22.2016 - June 6, 2017(Daily)</p> | 8, 9, 10 | Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC | Fewer PFS students are identified due to increased performance. Formative: observation and documentation of supplemental support. Summative: Final results on testing. | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Population: Migrant Students Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | <p>1, 2, 4, 5, 8, 9, 10</p> | <p>Campus Principals Elementary Teachers Migrant Funded: Teachers .25 FTE MSC</p> | <p>Increase academic performance PBMAS</p> <p>Formative: Pretest</p> <p>Summative: Post test</p> | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 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 Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | <p>1, 2, 4, 5, 8, 9, 10</p> | <p>Migrant Funded: Parent Liaison Recruiters DMC MSC</p> | <p>Academic success for all PK-2nd grade students EOY Promotion Rate.</p> <p>Formative: meeting provided to parents</p> <p>Summative: Academic success at the end of the year.</p> | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) 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 22, 2016 - June 6, 2017 (Daily)</p> | <p>1, 3, 4, 5, 7, 8, 9, 10</p> | <p>Special Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC</p> | <p>No 1st grade retained</p> <p>Formative: monitor on report card every six weeks.</p> <p>Summative: Progress to next grade.</p> | | | | |

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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: PFS Migrant students Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | <p>1, 2, 3, 4, 5, 7, 8, 9, 10</p> | <p>Special Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks DMC MSC</p> | <p>Increased promotion rates & test performance</p> <p>Formative: test performance</p> <p>Summative: Success in summer school</p> | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: PFS/Migrant Students Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | <p>1, 3, 8, 9, 10</p> | <p>Campus Administration Classroom Teacher Migrant Funded: Teacher .25 FTE Tutorial Teacher MSC</p> | <p>Increase promotion rates & test performance.</p> <p>Formative: six weeks report card</p> <p>Summative: Success in passing to next grade level.</p> | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) 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>Population: faculty and staff Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | <p>1, 3, 4, 5, 8, 9, 10</p> | <p>Special Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p> | <p>Timely placement into Interventions</p> <p>formative: report card every six weeks</p> <p>Summative: progress to next grade level</p> | | | | |
| <p>Funding Sources: Title I-C (Migrant) - \$0.00, Title I-C (Migrant) - \$0.00</p> | | | | | | | |






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| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>9) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: Migrant students, parents and faculty Timeline: Spring of 2017</p> | <p>1, 3, 4, 8, 9, 10</p> | <p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p> | <p>Increase on-time graduation</p> <p>Formative: six weeks grades</p> <p>Summative: progress to next grade</p> | | | | |
| <p>Funding Sources: Title I-C (Migrant)</p> | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>10) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population:PFS Migrant Students Timeline: February, 2017</p> | | <p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p> | <p>Increased STAARS Scores for PFS students</p> | | | | |
| <p>Funding Sources: No Funds Required</p> | | | | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 6: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Garza Elementary will be at Advanced Tech level 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

Summative Evaluation: EOY Student grades, Rubric Electronic portfolios, Presentations, Gradebooks/-Tech. Application TEKS STAR Chart 2)STaRchart Survey Results,PDAS,,ERO Summary Report 3)ERO Summary Report, PDAS, STAR Chart Survey 4)Texas STaR Chart Survey Results 5)Fixed Assets inventory Expenditure reports

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|----------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, 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, and Think Through Math. Students will demonstrate strategies in Reading, Math, Science, and writing to peers.</p> <p>Population: Garza students, faculty</p> <p>Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 1, 3, 10 | Principals Dean Campus lead teachers PK-5 teachers C & I specialists Special Ed Dyslexia teachers | The campus will have a 10% increase in the number of students meeting phase II passing or exceeding standards increase participation on state software formative: six weeks report card Summative: Staar outcome | | | | |
| Funding Sources: State Compensatory, Local - \$5000.00 | | | | | | | |






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| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Instructional Technology resources (Ink) will be used for effective communication to district, campus personnel, parent, and teachers to disseminate data reports, progress reports, report cards, and student documents.</p> <p>Population: Garza students, faculty members and parents</p> <p>Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 1, 6, 8 | Principals Dean of Instruction Campus lead teachers PK-5 teachers C & I specialists Special Ed Dyslexia teachers, | Formative: monitoring of the use of technology Summative: The campus will have a 10% increase in the number of students meeting phase II passing or exceeding standards based on effective use of data to drive classroom instruction. | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 7: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.

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

Summative Evaluation: Ttest, Job Description/Evaluations, Post-Test Checklist Results, ERO Session Evaluations

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------------|----------------------------------|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Fine Arts students and teachers will be provided professional development training annually</p> <p>Population: students faculty and staff at Garza</p> <p>Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 1, 2, 3, 4, 5 | Fine Arts teachers Principal | <p>Formative: observation</p> <p>Summative: Performance ratings, attendance, participation numbers</p> | | | | |
| Funding Sources: Local | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances.</p> <p>Choir Keyboarding Estudiantina Art club</p> <p>Population: students at Garza</p> <p>Timeline: August 22, 2016 - June 6, 2017 (Daily)</p> | 1, 2, 3, 5 | Fine Arts teachers Principal | <p>Formative: Lesson plans</p> <p>Summative: performance ratings, audience, student and community reaction or response</p> | | | | |
| Funding Sources: Local | | | | | | | |






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| <p>3) The art teacher and music teacher will purchase supplemental supplies to enhance the program and make students more aware of the fine arts in education. The success of the program could also result in higher achievement in academics.</p> | <p>3, 9</p> | <p>Administration Dean of Instruction Music teacher. Art teacher paraprofessional for the area of concern</p> | <p>Formative: lesson plans Summative-performance based. within the school and community</p> | | | | |
| <p>Funding Sources: Local - \$1025.00</p> | | | | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 8: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Garza Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% and increase the At-Risk Student Attendance Rate by 10%.

Summative Evaluation: STAAR, At-Risk Student Attendance Rate, Retention Rate.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------------------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Population: AR, TI, MI, LEP Students Timeline: October, 2016-June 6, 2017 (At minimum 2x week)</p> | 2, 3, 9 | Principal, Dean of Instruction, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs | Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress report, Benchmark Scores, Student Progress Reports Summative: STAAR | | | | |
| Funding Sources: State Compensatory - \$36000.00 | | | | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, and decrease the retention rates. Population: AR, TI, MI, LEP Students Time: August 22, 2016-June 6, 2017 (Daily)</p> | 1, 2, 3, 4, 5, 8, 9, 10 | Campus Administration, Administration for State Compensatory Education, Administrator for Special Programs | Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate | | | | |
| Funding Sources: State Compensatory - \$58291.00 | | | | | | | |
| <p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Supplemental the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: AR Students, Dyslexic Students Timeline: August 22, 2016-June 6, 2017 (Daily)</p> | 2, 3, 10 | Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for Special Programs | Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports Summative: STAAR | | | | |
| Funding Sources: State Compensatory - \$25673.00 | | | | | | | |

| | | | | | | | |
|--|-------|---|---|--|--|--|--|
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>4) Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically. Population: AR, TI, MI, and LEP Students who meet the Pre-K criteria Timeline: August 22, 2016-June, 6, 2017(Daily)</p> | 3, 10 | Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs | Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY) | | | | |
| Funding Sources: State Compensatory - \$87402.00 | | | | | | | |
| <p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 6</p> <p>5) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>--Identification of at-risk students via state and state and local criteria --Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual --Graduation Cohorts --Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act --Budget and Program Compliance</p> <p>Population: Garza Elementary staff and students</p> <p>Timeline: August 2016 through June 2017</p> | 1, 10 | Administration for State Compensatory Education Admin. for Special Program | 10% increase in at-risk student achievement on STAAR 5% increase in at risk student Graduation Rates 5% increase in at-risk student Completion Rates 5% decrease in Retention Rates 5% decrease in Dropout Rates Formative: ERO Session Evaluation Report Benchmark Scores Student Progress Reports Summative: STAAR Scores Graduation Rates Completion Rates Retention Rates Dropout Rates | | | | |
| <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) A food pantry and clothes closet will be implemented at every 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 rate and dropout rate.</p> <p>Population: Homeless and youth</p> <p>Timeline: August 2016 through June 2017</p> | 1, 10 | Campus Homeless Youth Coordinator Admin for State Compensatory Education Admin. for Special Program | Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Benchmark Scores Student Progress Reports Summative: STAAR Scores Attendance Rates Graduation Rates | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments. SIOP ELPS strategies Circle Components & OWL Math & Science Pearson adoption Revised Math TEKS Financial literacy component at every grade-level Inquiry-centered math and conceptual learning PD Technology DOK/Kilgo questioning Science Fair Spelling Bee Review 360 Write For Success LWS I station ttm Brownsville Kids Vote Population: Garza Elementary Timeline: August 18, 2016 - June 3, 2017 (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). *Kamico, Motivational(Rdg, Writing, Math, & Science),STAAR MASTER Reading, Math, and Science, Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier Esperanza LEI & II workbooks, SIOP activities, Target Reading, 6+1 writing traits copies, District approved software Living with Science/EduSmart/Tango Central/Tango , Best Buy, Office Depot, GF Educators(In order to improve comprehension and oral expression of PK through 1st grades, listening stations will be used to supplement Tier II instruction),Forde-Ferrier, Lonestar Learning Products for At-Risk TTM electronically, and Target Math Electronically Students in order to practice and support strategies and new math TEKS, empowering writers will be utilized to strengthen the writing program Population: AR, TI, MI, LEP Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 1 | 1 | 3 | Professional Development that supports ELA/Reading comprehension and Math instruction for all subpopulations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students. LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes Vertical/Horizontal lesson planning TELPAS Activities Oral Language skills that increase listening/speaking, reading and writing proficiency New Math TEKS and financial literacy components Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations Second language learning acquisition Empowering writers will be attended by fourth grade writing teacher to strengthen program Population: Garza Elementary Staff Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 1 | 1 | 4 | Build Instructional Capacity through the use of cohort groups of team leaders and provide teachers with job-embedded staff development. TOT trainings on campus by selected teachers (kinder, 4th grade and 5th grade teacher selected) Data Informed Plan College observations where teacher will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading and increase level II and III STAAR % for 2nd-5th grade Population: Garza Elementary Timeline: August 22, 2016 - June 6, 2017 (Daily) |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 5 | Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every third week meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs. Population: Garza Elementary Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 1 | 1 | 6 | Promote Physically and Emotional Healthy Students CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implantation of the district initiatives as well as the polices such as those on Dating Violence and sexual abuse of children. Population: All students, Staff and Parents Timeline: August 22, 2016 - June 5, 2017 |
| 1 | 1 | 7 | 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 between home and school. Population: Title I and At-Risk Students Timeline: August 22, 2016 - June 6, 2017 |
| 1 | 1 | 8 | 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. Population: Title I and At-Risk Students Timeline: August 22,2016 - June 6, 2017 (Daily) |
| 1 | 1 | 9 | 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. 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. Population: Title I and At-Risk Students Timeline: August 2,2016 - June 26, 2017 |
| 1 | 1 | 10 | 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 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. Population: Title I, At-Risk, and PK Timeline: August 22,2016 - June 6, 2016 |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 11 | FOCUS Progress Status: For the next year, Garza Elementary will implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELA/Reading and close achievement gaps between student performance groups and the 75% federal target. The plan will be monitored by quarterly reports and monthly adjustments made with district assessment personnel, campus data teams and support from Region One Education Service Center. CSF 1: Improve Academic Performance Teachers will participate in Curriculum Alignment (both vertical and horizontal) planning the first two weeks before the academic school calendar to create a logical consistent order of teaching the standards based on content at each grade level and collaboratively monitor student progress once every six weeks on a Saturday. CSF 1: Improve Academic Performance Supplemental resources addressing the TEKS that solely focus on Readiness Standards those students may have missed during whole group instruction, are utilized during afterschool school tutorials (math and reading) CSF 7: Teacher Quality On-going Job Embedded campus specific Professional Development for all teachers. Professional development stipends will be paid to the teachers. CSF 2: Use of Data to Drive Instruction Afterschool remediation and hands-on enrichment lessons during Saturday Academies will be immediately provided to students the 1st 6 weeks of school to improve student performance based on Spring 2014 state performance levels, disaggregated data of special populations, quarterly reports and ongoing communication with individual students regarding their academic achievement. Population: Title I and At-Risk students Timeline: August 22,2016 - June 6, 2017 |
| 1 | 1 | 12 | Assisting preschool children in the transition from early childhood programs to local elementary school-wide program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and head start community to learn strategies from campus early childhood certified teachers. 5th grade students attend a full day orientation at Besteiro MS to help ease the transition to middle school. Population: PK and 5th grade students. Timeline: August 22, 2016 - June 6, 2017 |
| 1 | 1 | 13 | As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials and Saturday academies in Reading, Math, and Science for 3rd-5th grade 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. Population: Title I and At-Risk students Timeline: August 22,2016 - June 6, 2017 (Daily) |
| 1 | 2 | 1 | ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students. Population: Title I and At Risk Students Timeline: September through May (every 3 weeks) 2016-2017 |
| 1 | 2 | 2 | ELA, Math, Science, and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent. Populations: At-Risk, Migrant, ELL, Special Education. Timeline: August 2016 through May 2017(monthly) |
| 3 | 1 | 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 Population: Students, parents, staff and community Timeline: August 22, 2016 - June 6, 2017 (Daily) |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 3 | 1 | 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 Timeline: August, 2016 through June, 2017 |
| 4 | 1 | 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. Population: Parents and Students Timeline: August 22, 2016 - June 6, 2017 |
| 4 | 1 | 2 | Conduct and Comply with Title I A Parental Involvement Compliance Requirements: -- Develop and Disseminate school-parent-students compact --Develop and Disseminate parent involvement policy -- Conduct Annual Title I Meeting --Evaluate Effectiveness of Parental Involvement Program |
| 4 | 1 | 3 | Conduct weekly parent meetings to inform and educate parents on the following: --HAC (Home Access Center) --Parent Volunteer Orientation --Health Information --Student Code of Conduct --Emergency Operation Procedures --Homework Strategies --Content Areas Strategies --State and Local Assessments and Expectations Population: staff, students and community Timeline: School year 2016-2017 |
| 4 | 1 | 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 art teacher and counselor. Population: students and community members along with staff at Garza Timeline: school year 2016-2017 |
| 4 | 1 | 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 Population: All Garza stakeholders Timeline: August 2016 - June 2017 |
| 4 | 1 | 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. Population: Parents and Students Timeline: Fall 2016 and Spring 2017 |
| 5 | 1 | 1 | Garza Elementary 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. 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 Population: PFS/Migrant Students Timeline: August 22.2016 - June 6, 2017(Daily) |
| 5 | 1 | 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. Population: PFS Migrant Students Timeline: August 22.2016 - June 6, 2017(Daily) |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 5 | 1 | 3 | In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 5 | 1 | 4 | 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. Population: PFS/Migrant parents Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 5 | 1 | 5 | 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. Population: PFS/Migrant first grade students Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 5 | 1 | 6 | Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: PFS Migrant students Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 5 | 1 | 7 | Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: PFS/Migrant Students Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 5 | 1 | 8 | In order to increase awareness of migrant student needs, BISSD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: faculty and staff Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 5 | 1 | 9 | A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant students, parents and faculty Timeline: Spring of 2017 |
| 5 | 1 | 10 | Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population:PFS Migrant Students Timeline: February, 2017 |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 6 | 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, graphing calculators, 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, and Think Through Math. Students will demonstrate strategies in Reading, Math, Science, and writing to peers. Population: Garza students, faculty Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 7 | 1 | 1 | Fine Arts students and teachers will be provided professional development training annually Population: students faculty and staff at Garza Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 7 | 1 | 2 | Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances. Choir Keyboarding Estudiantina Art club Population: students at Garza Timeline: August 22, 2016 - June 6, 2017 (Daily) |
| 8 | 1 | 2 | The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, and decrease the retention rates. Population: AR, TI, MI, LEP Students Time:August 22, 2016-June 6, 2017 (Daily) |
| 8 | 1 | 3 | Supplemental the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: AR Students, Dyslexic Students Timeline: August 22, 2016-June 6, 2017 (Daily) |
| 8 | 1 | 4 | Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically. Population: AR, TI, MI, and LEP Students who meet the Pre-K criteria Timeline: August 22, 2016-June, 6, 2017(Daily) |
| 8 | 1 | 5 | Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. --Identification of at-risk students via state and state and local criteria --Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual --Graduation Cohorts --Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act --Budget and Program Compliance Population: Garza Elementary staff and students Timeline: August 2016 through June 2017 |

State Compensatory

Budget for Garza Elementary :

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|--|---------------------|
| 6100 Payroll Costs | | |
| 162-11-6118-00-124-Y-24-SSI-Y | 6118 Extra Duty Stipend - Locally Defined | \$5,509.00 |
| 162-11-6118-00-124-Y-30-000-Y | 6118 Extra Duty Stipend - Locally Defined | \$22,403.00 |
| 162-11-6118-00-124-Y-30-asp-Y | 6118 Extra Duty Stipend - Locally Defined | \$31,433.00 |
| 162-11-6119-00-124-Y-30-000-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$68,384.00 |
| 162-11-6119-00-124-Y-34-pkk-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$51,116.00 |
| 6100 Subtotal: | | \$178,845.00 |
| 6200 Professional and Contracted Services | | |
| 162-11-6299-62-124-36-lws-y | 6299 Miscellaneous Contracted Services | \$2,800.00 |
| 6200 Subtotal: | | \$2,800.00 |
| 6300 Supplies and Services | | |
| 162-11-6396-0-124-y-30-000-Y | 6396 Supplies and Materials - Locally Defined | \$1,425.00 |
| 162-11-6399-0-124-y-30-000-Y | 6396 Supplies and Materials - Locally Defined | \$6,373.00 |
| 6300 Subtotal: | | \$7,798.00 |

Personnel for Garza Elementary :

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------|---------------------|--------------------|------------|
| Cristiano, Margarita | Pre-K Teacher | State Compensatory | .50 |
| Laura Carpio | Pre-K Teacher | State Compensatory | .50 |
| Loretta Dickinson | Dean of Instruction | State Compensatory | 1 |

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM Committee conducted a comprehensive needs assessment (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 2015-2015 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. 2014 TELL Survey results will be shared with staff members and used by SBDM to further assess areas of need. (CIP 1.2.1) (CIP 1.2.1) (CIP3.1.1)

2: Schoolwide Reform Strategies

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)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grades levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, highly qualified teachers will be provided with training and knowledge of core reading programs.

Garza will hire only highly qualified teachers.

(CIP 1.1.8)

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

Garza Elementary provides high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs.

Professional development will be conducted both at the school and the education service center as well as district conferences, campus webinars and workshops which will be intensive and sustained. Professional development will concentrate on the following areas: STAAR, TELPAS, TEKS updates, higher order questioning techniques, content area intervention strategies and bully free schools. **(CIP 1.1,3)(1.1.5) (1.2.2)**

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, explaining the paying stipends for attainment of a Master's Degree that our district offers, as well as the district's plan for paying stipends for math, science and social studies. Garza Elementary hiring committee consists of representation from teachers, special programs, specialized area representative, instructional staff and administration. The hiring committee standard procedures for scoring interviewees and provides recommendations to the principals for finalists. **(CIP 1.1.1) (1.1.6) (1.1.12)**

6: Strategies to increase parental involvement

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

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

Garza Elementary will coordinate with early childhood center director a visit to the campus so that we can assist preschool children in the transition to our campus. Parent liaison will coordinate biweekly meetings to distribute information to parents regarding community service, TLI initiatives for students age 0 to school entry and Child Find opportunities. **(CIP 1.1.13)**

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual

students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessment to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, TPRI/Tejas Lee, CPALLs, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

(CIP 1.1.3) (CIP 1.1.4) (CIP 6.1.2)

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily 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. **(CIP 1.1.5) (CIP 1.1.9) (CIP 1.1.12) (CIP 1.1.14)**

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I funds, e.g., after school tutorial programs. Professional Development activities are also paid from Title, I Parts A and C, and Local Funds. Title I Funds along with Local State Compensatory, State Bilingual, State Special Ed are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

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

computer based instruction; counseling's services and or referrals to nurse for needed assistance or services.

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

Garza Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting in January 2014. Tutorials will be after school for 1.5 hours on Monday and Tuesday in Fall 2015 and Monday, Tuesday, and Wednesday in Spring 2015. 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 acadeimic 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 qulify for special education must receive services in accordance with a properly developed Individualized Educaiton 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)

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------|----------------------|----------------|------------|
| Bocanegra, Annabeth | Nurse | | .40 |
| Garcia, Maria Ofelia | Parent Liaison | | 1.00 |
| Hernandez, Alicia | Title I-A Pre-Aide | | 1.00 |
| Juarez, Maria A. | FP Computer Aide | | 1.00 |
| Solis, Rosario | Title I-A Pre-K Aide | | 1.00 |
| Vasquez, Norma | Library Aide | | 1.00 |

2016-2017 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|----------------------------|---------------------|---------------------|
| Administrator | Ricardo Torres | Principal |
| Administrator | Elizabeth Castileja | Assistant Principal |
| Administrator | Loretta Dickinson | Dean of Instruction |
| Business Representative | Ricardo Ayala | Ayala Bakery |
| Business Representative | Felipe Cervantes | Dairy Queen Manager |
| Classroom Teacher | John Belleille | Art Teacher |
| Classroom Teacher | Rowena Capistrano | Sped |
| Classroom Teacher | Irma Cervantes | Third |
| Classroom Teacher | Margarita Cristiano | Pre K |
| Classroom Teacher | Aimee Fiscal | Second |
| Classroom Teacher | Enrique Gonzalez | Fifth |
| Classroom Teacher | Diana Matias | Dyslexia |
| Classroom Teacher | Sandra Medina | Kinder |
| Classroom Teacher | Rocio Perez | First |
| Classroom Teacher | Maricela Salazar | Fourth |
| Community Representative | Isabel Jaurez | |
| Community Representative | Olga Pinon | |
| Non-classroom Professional | Laura Estrada | Counselor |
| Paraprofessional | Ofie Garcia | Parent Liaison |
| Paraprofessional | Ana Rivera | LPAC aide |
| Parent | Alma Delia Cepeda | |
| Parent | Martha Maldonado | |
| Student | Aileayn Cepeda | |

Campus Funding Summary

| Local | | | | | |
|---------------------------|------------------|-----------------|---|-------------------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Supplies, Music supplies, copy paper, counselor supplies, library supplies, physical education supplies, Dell software | 199-11-6399-00-124-Y-11-000-Y | \$13,500.00 |
| 4 | 1 | 5 | Monthly Newsletter, Paper, Ink | | \$500.00 |
| 4 | 1 | 6 | Paper, glue, dye cuts, laminating film, manipulatives | | \$500.00 |
| 6 | 1 | 1 | Elmos, Laptops, Projectors | 199 | \$5,000.00 |
| 6 | 1 | 2 | Computer ink | 199 | \$5,000.00 |
| 7 | 1 | 1 | Meals, entry fees, transportation, lodging supplies, materials, awards | | \$0.00 |
| 7 | 1 | 2 | Meals, entry fees, transportation, lodging supplies, materials, awards | | \$0.00 |
| 7 | 1 | 3 | | 199 | \$1,025.00 |
| Sub-Total | | | | | \$25,525.00 |
| Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | Title I-A (fund 211) Classified instructional \$123,457.00 Library Aide 16,673 Campus Nurse \$17,367 Parent Liaison \$16,565, computer lab para | 211-11-6129-06-124-y-32-of2-y | \$19,583.00 |
| 1 | 1 | 8 | extended for certified | 211-11-6118-00-124-y-24-asp-y | \$25,330.00 |
| 1 | 1 | 8 | classified | 211-11-6121-00-124-y-24-asp-y | \$6,000.00 |
| Sub-Total | | | | | \$50,913.00 |
| State Compensatory | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Motivational Materials, Follet classroom sets, Tech Lab licenses, Think Through Math, Living with Science | 162-11-6399-00-124-Y-30-000-Y | \$1,425.00 |
| 1 | 1 | 8 | extended day for paras | 162-11-6118-00-124-y-30-asp-y | \$31,433.00 |
| 1 | 1 | 8 | tutorial | 162-11-6118-00-124-y-30-000-y | \$22,403.00 |
| 1 | 1 | 8 | tutorial ssi | 162-11-6118-00-124-y-24-ssi-y | \$5,509.00 |

| | | | | | |
|------------------|---|----|--|-------------------------------|--------------|
| 1 | 1 | 9 | SCE 162 Amount: \$58,291.00 | 162-13-6119-31-124-Y-30-000-Y | \$58,291.00 |
| 1 | 1 | 10 | SCE Amount: 2.0 at .5 | 162-11-6119-00-124-Y-30-000-Y | \$51,116.00 |
| 1 | 1 | 13 | Tutorial money for teachers | 162-11-6118-00-124-Y-30-asp-Y | \$31,433.00 |
| 1 | 1 | 13 | tutorial for ssi | 162-11-6118-00-124-y-24-ssi-Y | \$5,509.00 |
| 6 | 1 | 1 | TTM, i station, think central, eduphoria living with science | 162-11-6249-62-124-Y-30-000-Y | \$0.00 |
| 8 | 1 | 1 | Extra Duty Pay | 162-11-6118-00-124-Y-30-000-Y | \$36,000.00 |
| 8 | 1 | 2 | 1 FTE | 162-13-6119-31-124-Y-30-000-Y | \$58,291.00 |
| 8 | 1 | 3 | .5 FTE | 162-11-6119-00-124-Y-30-054-Y | \$25,673.00 |
| 8 | 1 | 4 | 1.5 FTEs | 162-11-6119-00-124-Y-34-PKK-Y | \$87,402.00 |
| Sub-Total | | | | | \$414,485.00 |

State Bilingual

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|---|-------------------------------|------------|
| 1 | 1 | 2 | State Bilingual 163 1728.00 (Mentoring Minds), Curriculum Associates 3199.00 | 163-11-6399100-124-Y-25-000-Y | \$4,575.00 |
| 1 | 1 | 3 | State Bilingual 163 LPAC substitutes ELPS, SIOP, PK-2nd Esperanza, Lectura, LE I& II, STAAR training, CIRCLE, Ensela Lectura), RAPS 360 Telpas winter and fall ratings from eduphoria, HMH Unit tests and REACH unit assessments New math and science textbook adoption ELL resources Bilingual transitional model TELPAS rubrics | 163-13-6117-00-124-y25-000-y | \$1,200.00 |
| Sub-Total | | | | | \$5,775.00 |

TLI

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|------------------|--------------|-------------|
| 1 | 1 | 8 | tutorial | 289 | \$20,000.00 |
| Sub-Total | | | | | \$20,000.00 |

Federal Bilingual

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|---|-------------------------------|------------|
| 1 | 1 | 2 | Federal Bilingual 263 \$3,652.00 (Motivational Reading, Science, and Math) | 263-11-6399-00-124-Y-25-000-Y | \$7,175.00 |
| Sub-Total | | | | | \$7,175.00 |

| Title I-C (Migrant) | | | | | |
|----------------------------|------------------|-----------------|---|-------------------------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 1 | NGS Currently Enrolled Report Title I-C \$1035.00 | 212 | \$815.00 |
| 5 | 1 | 8 | | Migrant tutorial | \$0.00 |
| 5 | 1 | 8 | | migrant transportation | \$0.00 |
| 5 | 1 | 9 | | | \$0.00 |
| Sub-Total | | | | | \$815.00 |
| SPED | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Supplies and materials | 166-11-6399-00-124-Y-23-OBO-Y | \$2,132.00 |
| Sub-Total | | | | | \$2,132.00 |
| No Funds Required | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Assessment reports, C & I trainings, mentor teachers, Writing rubrics, Tango Central/Trends, HEB and community volunteers | | \$0.00 |
| 1 | 1 | 4 | TEA writing rubrics District textbook adoption DOK training | | \$0.00 |
| 1 | 1 | 5 | Research based interventions, School readiness Kit (Pre-K) Teacher reading academies, , Elementary grading procedures-Reading Program Standard operating Procedures | | \$0.00 |
| 1 | 1 | 6 | District trainings Parent training site Brochures | | \$0.00 |
| 1 | 1 | 12 | Materials for the orientation, permission slips, community fliers | | \$0.00 |
| 4 | 1 | 4 | Community Partnerships: Texas Roadhouse, Dairy Queen, Luby's, De Ayala's Bakery | | \$0.00 |
| 5 | 1 | 7 | | | \$0.00 |
| 5 | 1 | 10 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$526,820.00 |