



Campus Name: Macario Garcia Elementary

Campus Number: 283

Principal Name: Linda Bellard

School Support Officer Name: Torrye Hooper

Chief School Officer Name: Yolanda Rodriguez

Area School Office: North

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Macario Garcia Elementary educates PK-5th grade students for college through demanding work, rigorous instruction, and a culture of Excellence in all we do.

SCHOOL PROFILE

Macario Garcia Elementary School is an urban school in the North Houston community. The current enrollment is 644 students in grades Pre-kindergarten through fifth. Garcia is a Title I school and one hundred percent of the students benefit from the additional Title I federal funds. Ninety percent of the student population is socio-economically disadvantaged and 100% of the students receive free breakfast and lunch. The student population is 78.11% Hispanic American, 21.12% African American, 0.47% White, 0.32% other ethnicities; 78.73% At-Risk, 6.83% Special Education, 45.03% English Language Learners, 01.40% immigrant, 41.30% bilingual, and 5.12% gifted and talented. The average attendance rate for 2016-2017 was 95.5%. The current student mobility rate is 21.8%. The following specialized programs are offered each year: Bilingual Education, ESL Education, Special Education, and Gifted/Talented Education. Our goal this year is to meet or exceed the target on all STAAR contents across all grade levels and student groups in Reading, Writing, Math and Science, in all TEA Domains; and to increase TELPAS Composite levels of all English language learners by at least one composite levels.

In 2017-2018, Garcia met standard in Domain 2 – School Progress (Part A) and Domain 3- Closing the Gaps, but did not meet standard in Domain 1- Student Achievement. In order to meet the state academic standard, we have employed teacher specialists who are responsible for providing instructional leadership and support in the areas of Reading/English Language Arts, Math and Science. The primary function of the leadership team is to build teacher capacity, provide coaching on instructional planning and effective lesson delivery, ensure targeted interventions for students who are falling behind and provide extensions for students who are exceeding grade level standards. In addition to the campus level instructional leadership, the district has provided teacher development specialists in the areas of ELA/reading, math and science to assist with building teacher capacity. Additionally, the interventionists will monitor tier movement, provide tier two (push-in) and tier three (pull-out) interventions via targeted assistance for identified students in reading and math.

SHARED DECISION MAKING *(sample language provided – modify as needed)*

Organizational Structure

The Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision-Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	5	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	1	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

Name of SDMC Member	Position (Add Date Term expires)
Jorge Argaez	Classroom Teacher
Irma Chairez	Classroom Teacher
Janie Leos	Classroom Teacher
Donna James	Non-Instructional Staff
Norma Castellanos (Tidwell Professional Pharmacy, Inc.)	Business Member
Monica Orange	Community Member
Linda Bellard	Principal
Griselda Maya	Classroom Teacher
Rashan Robison	Classroom Teacher
TBD	Parent
TBD	Parent

NEEDS ASSESSMENT

Narrative of Data Analysis and Root Causes (causal factors – include % of economically disadvantaged data)

Historically, Garcia has endured a high turnover rate of teachers, novice teachers and an average student mobility rate of 20%, a high in-school and out of school suspension rate as well as low student attendance (96% average). Garcia has met state standard for three consecutive years (2016, 2017, and 2018), but overage student achievement and attendance remains a challenge. Therefore, the campus focus must continue to be on effective first instruction and early targeted interventions in all contents, specifically writing. Compared to 2017, we gained 2 percentage points in overall Reading achievement. The student group ratings for 2018 are as follows: Hispanic 59%, African American 28%, Economically Disadvantage 60%, ELL 70%, Special Education 0%. Writing is also a critical area for improvement. We lost 6 percentage points with 29% in 2018. The writing student group data is as follows: Hispanic 30%, African American 20%, Economically Disadvantage 27%, ELL 33%, Special Education 0%. In Closing the Performance Gaps, the two student groups compared were Economically Disadvantaged and African American. The campus met Domain 3 with a scale score of 74, which is 14% points above the state target of 60. We gained 11 percentage points in science, 2 percentage points in post-secondary readiness and 3 percentage points in student progress. Student in-school and out of school suspensions are down 72 in 2017 to 38 in 2018.

STAAR RESULTS COMPARISON																		
Subject	All Students tested			Hispanic			African American			Economically Disadvantage			ELL			Special Education		
	STAAR 2017	STAAR 2018	+/-	STAAR 2017	STAAR 2018	+/-	STAAR 2017	STAAR 2018	+/-	STAAR 2017	STAAR 2018	+/-	STAAR 2017	STAAR 2018	+/-	STAAR 2017	STAAR 2018	+/-
MATH	61	69	8	65	64	-1	43	27	-16	62	63	1	72	69	-3	18	17	-1
READ.	54	56	2	56	59	3	46	28	-18	54	60	6	56	70	14	12	0	-12
WRITG.	35	29	-6	37	30	-7	26	20	-6	46	27	-19	29	33	4	0	0	0
SCI	63	74	11	67	74	7	42	67	25	64	72	8	66	70	4	25	11	-14

Texas Education Agency
2018 Accountability Ratings Overall Summary
GARCIA EL (101912283) - HOUSTON ISD

	Component Score	Scaled Score	Rating
Overall		78	Met Standard
Student Achievement		58	Improvement Required
STAAR Performance	33	58	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	Met Standard
Academic Growth	74	79	Met Standard
Relative Performance (Eco Dis: 82.3%)	33	59	Improvement Required
Closing the Gaps	70	76	Met Standard

TELPAS PERFORMANCE (TEA waived for 2017-2018)

Narrative of Identified Needs – Include Special Education Needs

- ***WRITING-SCHOOLWIDE***
- ***SPECIAL EDUCATION, Rtl/IAT***

2017 and 2018 School Comparative scores

	Student Achievement 2017: Index I 2018: Domain 1	Student Progress 2017: Index II 2018: Domain 2- Part 1-Student growth	Closing the gaps 2017: Index III 2018: Domain 3
2017	56	41	29
2018	58	77	74

STAAR RESULTS COMPARISON			
Subject	Special Education		
	STAAR 2017	STAAR 2018	+/-
MATH	18	17	-1
READ.	12	0	-12
WRITG.	0	0	0
SCI	25	11	-14

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Domain	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)? (Barely met would be the cut point for a domain score of D.	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	No	Reading	All	School-Wide ELA Plan
II. School Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

All literacy teachers are trained in the district Literacy by 3 instructional practices, DRA, and Renaissance Universal Screening. Ongoing support is provided by the literacy teacher development specialist. Through brief staff development sessions, educators will learn to refine their instructional techniques in content development, critical thinking, student products, data analysis from formative and benchmark assessments. Instructional teams will coordinate their efforts vertically and horizontally across grade levels and contents to bring consistency and predictability of student success. The process of teaching gradually becomes more efficient because teachers develop a common language and common practices throughout the campus.

The staff is also committed to working on content vocabulary development, which will increase the students' proficiency via the use of structural analysis to successfully determine the meaning of words and to effectively construct well written sentences to convey personal and academic ideas in writing. We are fortunate to participate in the district's Thinking Maps initiative. All the teachers received a one day training from a school-based team that attended a Train the Trainer 3 day session. The trainers will engage in additional trainings to continue developing teachers through the year. There is historically a drop in scores between 3rd and 4th grade because of the transition of students from Spanish instruction into English instruction. To support a more effective transition, English language instruction is integrated through science and social studies in grades Kinder to third, and we will have a common Pre-K to 2 grade ESL block. The instructional leadership team will monitor the bilingual/ESL students carefully and transition them to English in third grade when appropriate. The improvement in language acquisition of our English Language Learner will have a direct impact on their academic success in all contents.

Literacy teachers in K-5 will use Renaissance to assess and monitor students' reading levels and to provide appropriate interventions. Additionally, teachers will implement reading inventories to assess students reading fluency and comprehension levels. Some of the basic math concerns in Reporting Category 1 will continue to be addressed by using Every Day Counts (EDC) to support number and operational fluency, while reviewing concepts year-round through formative assessments, checking for understanding tools, snapshot assessments, DLA, and planning resources. We will have Open Lab sessions to support teachers in areas of need. Teachers will also engage in professional development activities that build their capacity to effectively execute the lesson cycle. By using the lesson cycle, teachers are able to informally assess students' basic understanding of the concept being taught. This will also enable the teacher to determine who has mastered the material and who needs immediate interventions and/or extensions.

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2018-2019 school year.

Yes ☐ No ☒

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit/Dual Enrollment/Honors students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit/Dual Enrollment/Honors courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.

Yes ☐ No ☒

Rationale for Waiver	
Metrics of Success	

#2-All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2018-2019 Academic Calendar

This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2018-2019 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.

Yes ☐ No ☒

Rationale for Waiver	
Metrics of Success	

#3-Alternative Schools - PTA/PTO on Campuses with Specialty Instructional Settings Waiver of Local Board Policy GE (LOCAL) and GE1 (REGULATION)

This is a request to waive the requirement for a PTA/PTO program at these unique, highly transitional alternative campuses in HISD. Students attending these campuses are assigned on an individual basis, and many times only assigned for a short duration. Since each child's program is individualized and confidential, individual parent meetings are utilized to discuss student services that meet the needs of every single student. When possible, parents are required to participate in meetings and/or parent conferences to give consent to services rendered. Many times phone conferences are conducted in lieu of parent attendance to

accommodate a particular student status. The impact of this waiver will be measured by the number of individual parent meetings held and its relation to individual student success with the ongoing and self-paced instructional services offered at the campus under the supervision of trained teacher/mentors.

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success

#4-All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)

The purpose of this waiver is to use a nine week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

Yes ☒ No ☐

Rationale for Waiver

Metrics of Success

#5-High Schools - Modified Schedule/State Assessment Days (State General Waiver)

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success

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#6-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E) The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application. Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange student who arrive in the district or who have requested enrollment in the district prior to the waiver approval date. Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Rationale for Waiver	
Metrics of Success	

#7-High Schools – Credits and Curriculum Waiver (School Guidelines, Section VIII) The purpose of this waiver is to allow students to earn the one-half health credit through the designated disciplines of either physical education (PE) or Biology I by embedding health TEKS and aligning them with the designated discipline. The designated discipline teacher must be certified in Health. TEKS integration must be documented and the course syllabus must be submitted to and approved by Curriculum through the Student Health Advisory Committee (SHAC). Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Rationale for Waiver	
Metrics of Success	

SIP Part 2: Goals & Objectives

The SIP requires SMART Goals (which should include a **summative evaluation**, which outlines the factors used to measure the objective at year-end and to determine if it was attained) and measurable objectives based on the Needs Assessment. Campuses **must** address any unmet accountability index and any unmet System Safeguard. Based on the **Data Analysis** and **Needs Assessment**, the following Goals must be addressed. Faced with a priority need, the goal is the changed outcome the campus is planning to accomplish. **All goal areas specific to your campus grade levels must be addressed.**

Goal Area I: Increase Student Achievement (HISD Goal 1)

1. Reading/Language Arts
2. Mathematics
3. Accountability and Federal System Safeguards
4. Index 4 Goals
 - a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
 - b. Ninth Grade Promotion (HS)
 - c. Advanced Course / Dual Credit Enrollment (HS)
 - d. AP/IB Exams Participation and Scores (HS)
 - e. PSAT/SAT/ACT Participation and Scores (HS)
 - f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
- d. Dating Violence Awareness
- e. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- f. Drug, Tobacco, Alcohol Prevention
- g. Suicide Prevention
- h. Parent and Community Involvement

Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations

- a. Gifted & Talented Program
- b. Special Education Program
 - a. STAAR/EOC Participation
 - b. Representation
 - i. Overall
 - ii. African-American
 - iii. Hispanic
 - iv. ELL
 - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
 - a. STAAR/EOC Participation
- d. English Language Learners
 - a. STAAR/EOC Participation
 - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

GOAL AREA 1: Student Achievement: Reading/Language Arts					
Priority Need: Improve Academic Performance		1. Identified schedule, more timely observation and feedback; specific hands-on and experiential learning activities 2. Literacy by 3 and Literature Circles in 4 & 5 3. Prescriptive Professional Development for ELA/Reading 4. Formative and Summative Assessments			
Critical Success Factor(s):		1. By the end of the 2018-2019 school year, 100% of all Grade 1-3 ELL students will advance one – two composite levels as measured by TELPAS performance. 2. By the end of the first semester of the 2018-2019 school year, 75% of all students K-5 will advance at least one tier level as measured by Renaissance Reading level (MOY). 3. By the end of the 2018-2019 school year, 97% of all K-3 student will read on grade level as measured by Fountas and Pinnell Level and Renaissance Reading level (EOY). 4. By the end of the 2018-2019 school year, 97% of all 4-5 will comprehend and demonstrate mastery of grade level literature in all genres. 5. By the end of each grading cycle, 95% of the all students (K-5) will master the grade level reading and language TEKS as identified in the Scope and Sequence. 6. 85% of all students in 3rd -5th Grade will meet the 2019 approaches grade level standard in English and Spanish.			
Goal and Summative Evaluation:		By the end of the 2018-2019 school year, 85% of all students in 3rd - 5th grade will meet or exceed the 2019 grade level standard on STAAR			
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
To increase STAAR Student Achievement in reading from 60% to 70%, by the end of the first quarter.	Rtl Logs, IAT Referral Logs, Intervention Kits, and Interventionist Neuhaus intervention strategies, and Thinking Maps	Teachers, Content Leaders, Interventionist, Librarian, and Administration Team,	Rtl Logs, IAT Referral Logs, Intervention Kits, Renaissance, Interventionist Neuhaus intervention strategies, and Thinking Maps Funds: GF1, TITLE I, II, III Cost: \$ 0	August-September 2018 to May-2019	Tier Movement on Renaissance and DRA level (BOY, MOY, EOY), STAAR Student Achievement standards

	Funds: GF1, TITLE I, II, III Cost: \$ 0				
To increase student achievement in reading from 70% in the first quarter to 80% by the end of the second quarter.	Regrouping intervention students, based on progress data. Provided interventions via pull-out and small group intervention block. Providing early RtI and/or IAT Referrals for tier 2 and tier 3 students. Utilize AVID Elementary Institute strategies, Data tracking system. Collaborative literacy planning sessions	Teachers, Content Leaders, Interventionist, Librarian, and Administration Team	TEKS Standards, Instructional Design, and Curriculum Blueprints	To increase student achievement in reading from 70% in the first quarter to 80% by the end of the second quarter.	Regrouping intervention students, based on progress data. Provided interventions via pull-out and small group intervention block. Providing early RtI and/or IAT Referrals for tier 2 and tier 3 students. Utilize AVID Elementary Institute strategies, Data tracking system. Collaborative literacy planning sessions
To increase student achievement in reading from 80% in the second quarter to 85% by the end of the third quarter.	Renaissance and DRA assessment standards based teaching focus in Reading on all grade-levels (Literacy by 3)	Classroom Teacher, Librarian	Renaissance and DRA Kits, Guided Reading Books, Computers Neuhaus intervention strategies, and Thinking Maps Funds: GF1, TITLE I, II, III Cost: 1,000	August 2018 – May 2019	Tier Movement and Assessment Results
By the end of the 2018-2019 school year, 85% of our 3-5 grade students will meet STAAR state student achievement standards	Curriculum aligned lessons vertically and horizontal via professional development on instructional delivery across the campus. Provides differentiated instruction for students through flexible grouping. Implementation of Rigor Institute strategies, Data tracking system, intervention folders, walk through, District-data trends, STAAR Results	Teachers, TDS, Librarian, Interventionist, Teacher Specialist and Principal	“Getting to Know You Data”, HUB, TEKS, VAM, On-Track, Scope and Sequence, and Planning Calendar Neuhaus intervention strategies, and Thinking Maps Funds: GF1, TITLE I, II, III Cost: 1,000	August 2018 – May 2019	Monthly

By the end of the 2018-2019 school year, 85% of our 1-5 grade students will increase student achievement in writing.	Curriculum aligned lessons vertically and horizontal via professional development on instructional delivery across the campus. Regrouping intervention students, based on progress data. Provided interventions via pull-out and small group intervention block. Providing early Rtl and/or IAT Referrals for tier 2 and tier 3 students. Utilize AVID Elementary Institute strategies, Data tracking system.	Teachers, TDS Content Leaders, Interventionist, Technology Teacher Leader, Librarian, and Teacher Specialist	TEKS Standards, Instructional Design, and Curriculum Blueprints, Mountain Language and Thinking Maps Funds: GF1, TITLE I, II, III Cost: 1,000	September 2018 –April 2019	Snapshot and Campus Assessment Data/ STAAR
By the end of the 2018-2019 school year, 85% of our 4 th grade students will meet STAAR writing state student achievement standards	Curriculum aligned lessons via professional development of implementing instructional delivery. Regrouping intervention students, based on progress data. Provided interventions via pull-out and small group intervention block. Providing early Rtl and/or IAT Referrals for tier 2 and tier 3 students. Utilize AVID Elementary Institute strategies, Data tracking system.	Teachers, TDS Content Leaders, Interventionist, Technology Teacher Leader, Librarian, and Teacher Specialist	TEKS Standards, Instructional Design, and Curriculum Blueprints, and Thinking Maps Funds: GF1, TITLE I, II, III Cost: 1,000	September 2018 –April 2019	Snapshot and Campus Assessment Data/ STAAR

GOAL AREA 1: Student Achievement: Math					
Priority Need: Improve Academic Performance	All learners in Pre-K to 5 th grade will be able to: use numbers efficiently and demonstrate computational fluency in the four basic operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions; use academic language efficiently to comprehend informational texts in problem solving form, as well as to justify solutions orally and in written form.				
Critical Success Factor(s):	<ol style="list-style-type: none"> 1. By the end of each grading cycle, all students in Pre-K to 5th grade will master the grade level math units TEKS, retain, and apply skills to new content learned as identified in the Scope and Sequence. 2. Curriculum alignment 3. Student progress monitoring through data-driven instruction. 4. Improved academic performance through high impact tier 1 instruction. 5. Prescriptive interventions tier 2 and 3 students 6. Tier III IAT timely referrals decision-making 				
Goal and Summative Evaluation:	By the end of the 2018-2019 school year, 85% of all students in 3rd - 5th grade will meet or exceed the 2018 approaches grade level standard				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
To increase STAAR Student Achievement in math from 56% to 70%, by the end of the first quarter.	Prescriptive intervention to grades 3 to 5 Tier III students who did not meet Index 1- Satisfactory Standard on 2018 STAAR, focus on Strand 1- Numeracy and Strand 2- Algebraic Reasoning; Intervention provided during small group block	Math interventionist Math teachers Teacher Specialist	Campus Culture Teacher Leader Instructional Technology Teacher Leader TDS support HISD Snap assessments GO Math, Digital Resources: Imagine Math (TTM), Go Math Thinking Maps, Leap4ward, EDC Kits Funds: GF1, TITLE I, II, III Cost: \$ 1,000	End of first quarter	Universal Screening BOY Snapshots assessments item analysis Cumulative 3-5 student progress at 72% Imagine Math (TTM) benchmark 1 reports at 100% completion EDC components up to October 2018
To increase student achievement in math from 70% in the first quarter to 80% by the end of the second quarter.	Regrouping intervention students, based on progress data, focus on multi-step problem solving. Continuous Intervention provided during built-in small group	Math interventionist, Math teachers, Math lecturer, Teacher Specialist	Campus Culture Teacher Leader Instructional Technology Teacher Leader TDS support HISD snapshot assessments	End of the second quarter	Universal Screening MOY Snap. assessment student progress at 80%. Imagine Math (TTM) benchmark 2 at 100% completion and showing student progress at 80% by the end of January

	intervention, School-wide EDC journals.		GO Math, TTM, Thinking Maps Note-taking strategies, Leap4ward resources GF1, TITLE I, II, III Cost: \$6,000		2019; of EDC components up to January 2019.
To increase student achievement in math from 80% in the second quarter to 85% by the end of the third quarter.	Continue with data-based flexible grouping focused on specific and individual <i>Student Expectations</i> not met yet at the expected Level 1 Student: Achievement standard by TEA.	Math interventionist Math teachers Math lecturer Teacher Specialist	Campus Culture Teacher Leader Instructional Technology Teacher Leader TDS support HISD Snap Assessments GO Math, TTM, Thinking Maps student Note-taking strategies, Leap4ward resources EDC Kits, STAAR preparation materials Funds: GF1, TITLE I, II, III Cost: \$ 1,000	End of the third quarter	Snapshot assessment item analysis 3-5 student progress at 90%; Imagine Math (TTM) reports at 100% completion, and showing student progress at 90% by the end of March 2018; Evidence of EDC cumulative components up to March 2019.
By the end of the 2018-2019 school year, 85% of our 3-5 grade students will meet or exceed grade level goals	Continue with data-based flexible grouping focused on specific and individual <i>Student Expectations</i> not met yet at the expected Level 1 Student Achievement standard.	Math interventionist Math teachers Math lecturer Teacher Specialist	Campus Culture Teacher Leader Instructional Technology Teacher Leader TDS support HISD Snapshot assessments, GO Math, TTM, Thinking Maps note taking Leap4ward resources, EDC Kits Funds: GF1, TITLE I, II, III Cost: \$ 1,000	End of the school-year	Universal Screener EOY STAAR Standards met for 2018-2019 school year

GOAL AREA 1: Student Achievement: Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)

Priority Need:	Students in all groups must meet or exceed the state standards in reading, writing, math, and science as in Domain 1- Student Achievement				
Critical Success Factor(s):	4 th grade students growth in writing, both editing and revising and writing compositions				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
To increase Student Achievement in writing from 60% to 70%, by the end of the first quarter.	Baseline data analysis Backwards content planning, School-wide writing plan across all content areas, timely Rtl	Classroom teachers, Teacher Specialists, Technology lead teacher, Librarian	Schoolwide writing plan, planning guide resources, Mountain Language, Thinking Maps, Leap4ward quick checks, TEKS Scaffold, technology lead teacher, Librarian	August 2018 to May 2019	Snapshot assessments, DLA, Student-teacher data conference
To increase student achievement in writing from 70% in the first quarter to 80% by the end of the second quarter.	Regroup students based on data analysis Backwards content planning, School-wide writing plan across all content areas, timely Rtl	Classroom teachers, Teacher Specialists, Technology lead teacher, Librarian	Schoolwide writing plan, planning guide resources, Mountain Language, Thinking Maps, Leap4ward quick checks, TEKS Scaffold, technology lead teacher, Librarian	August 2018 to May 2019	Snapshot assessments, DLA, Student-teacher data conference
To increase student achievement in writing from 80% in the second quarter to 85% by the end of the third quarter.	Regroup students based on data analysis Backwards content planning, School-wide writing plan across all content areas, timely Rtl	Classroom teachers, Teacher Specialists, Technology lead teacher, Librarian	Schoolwide writing plan, planning guide resources, Mountain Language, Thinking Maps, Leap4ward quick checks, TEKS Scaffold, technology lead teacher, Librarian, STAAR preparation resources	August 2018 to May 2019	Snapshot assessments, DLA, Student-teacher data conference

By the end of the 2018-2019 school year, 85% of our 3-5 grade students will meet STAAR state student achievement standards	Regroup students based on data analysis Baseline data analysis Backwards content planning, School-wide writing plan, timely Rtl	Classroom teachers, Teacher Specialists, Technology lead teacher, Librarian	Schoolwide writing plan, planning guide resources, Mountain Language, Thinking Maps, Leap4ward quick checks, TEKS Scaffold, technology lead teacher, Librarian, STAAR preparation resources	August 2018 to May 2019	Snapshot assessments, DLA, Student-teacher data conference, STAAR
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GOAL AREA 1: Student Achievement: Attendance					
Priority Need: Improve School Climate		Monitor student attendance for all grade levels.			
Critical Success Factor(s):		To increase student attendance in order to improve academic performance.			
Goal and Summative Evaluation:		By the end of the 2018-2019 school year, the overall campus-wide attendance will be 98%.			
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
To increase student attendance from 97% to 98% from Pre-K to 5.	Monitor student attendance for all grade levels	Leadership Team, Classroom teachers, Parents, SDMC	Daily Attendance Report from GradeSpeed	August 27, 2018 through May 31, 2019	Monthly attendance report. 9-week report cards. End of year ADA report.
Campus Wide Incentive Plan Implementation	Class and Grade Level Competitions for high percentage of students in attendance	Grade Level Teachers	Monthly attendance incentives by grade level. Fund GF1 - \$2,000	August 27, 2018 through May 31, 2019	Six Weeks Cycle Attendance Reports
Participation of classroom teachers in the Attendance Intervention Plan for students who are excessively tardy and absent	Mandatory Attendance conferences with parents and students	Classroom Teachers, attendance clerk, truant officer and administration	Grade Speed, District Attendance Contract; State Law and District Attendance Policy/Promotion Standard Awareness; truant officer	Daily August 27, 2018 through May 31, 2019	Weekly Attendance Report for identified students and Conference Discussion Forms

Goal Area 2: Improve Safety, Public Support, and Confidence:					
Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex					
Priority Need: Improve School Climate	Decrease discipline referrals and promote a safe environment for all students.				
Critical Success Factor(s):	Improve School Climate and increase student attendance.				
Goal and Summative Evaluation:	To provide a 100% safe and secure environment for all students and staff at Garcia Elementary.				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Awareness of characteristics of bullying.	Grade Level “Bully Free” assemblies	Principal, Leadership Team, Teachers, Counselor	On-line courses and guest speakers \$1,500 Fund GF1 and Title 1	August 2018-May 2019	Classroom observations and decrease in office referrals
Staff and students awareness of self-control	Implementation of Code of Student Conduct and Campus Discipline and Staff Development	Principal, Leadership Team, Teachers, Counselor	Counselor and staff Title 1- \$2,000	August 2018-May 2019	Decrease in discipline referrals
The students will demonstrate positive behavior via Report Card Grade of E and/or S.	Bulletin Board to recognize “Excellent Conduct,” Attendance, and Grade level TEKS	Teachers, Leadership Team, Counselor	Grade level incentives (movie, educational field trips, movie night, etc.) GF1- \$3,000 Title 1- \$3,000 State Comp Ed- \$3,000	August 2018-May 2019	Conduct grade and Attendance on report cards November 2, 2018 January 11, 2019 March 22, 2019 May 31, 2019

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement					
Priority Need: Improve School Climate	Increase parent and community involvement				
Critical Success Factor(s):	Improve School Climate and increase student attendance				
Goal and Summative Evaluation:	To promote 100% parent and community involvement throughout the school year				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
To promote all parent and community participation at monthly parent nights	Parents will check their children's AVID Binders, learn about the students' progress, and how are they accountable for their own learning	Principal, Leadership Team, Teachers	Binders, pencil pouches with erasers, pencils, post-its, agendas GF1- \$3,000 Title 1- \$3,000 State Comp Ed- \$3,000	August 2018-May 2019	Parent/Community Sign-In Sheets, student authentic work and anecdotal records.
To promote parents involvement in academic activities	Academic Nights (Literacy, Math, Science) Ready Rosie for parents of Pre-K and Kinder students	Principal, Leadership Team, Teachers	Sign-in sheets, teachers, calendars, Ready Rosie usage reports	August 2018-May 2019	Sign-in sheets Ready Rosie classroom 12-weeks reports
To promote parent participation during the school day via meetings with the principal, lunch, and parent night activities	Meet the teacher, monthly parent lunches and academic nights	Principal, Leadership Team, Teachers	Sign-in sheets, teachers, calendars	August 2018-May 2019	Sign-in sheets, anecdotal records
To promote 100% parent participation in PTO	VIPS and PTO	Office Staff, PTO	Raptor System, membership fees	August 2018-May 2019	Raptor Reports and Sign-In Sheets

GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.					
Priority Need: Improve Academic Performance	Differentiation of instruction that includes Dyslexia students' needs.				
Critical Success Factor(s):	Improve students with dyslexia academic performance				
Goal and Summative Evaluation:	By the end of the 2018-2019 school year, 100% of the students identified with dyslexia will complete and master 85% of year one of the Neuhaus Education program.				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
100% of the students identified with dyslexia will complete and master 85% of year one of the Neuhaus Education program.	Implementation of Neuhaus Dyslexia to increase student's oral language, written expression, and reading skills.	Dyslexia Intervention Teacher Classroom Teachers	Neuhaus Education Resources	August 27, 2018 through May 31, 2019	Neuhaus Education unit assessments
Priority Need: Improve Academic Performance	Close learning gaps within the special education population				
Critical Success Factor(s):	Implementation of IEP's, pull-out services with resource teacher, teacher following students' accommodations				
Goal and Summative Evaluation:	100% of the identified students will meet the IEP goals				
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
The Special Education students progress will be measured using Snapshot assessments data, STAAR scores, and IEP growth.	Using students classroom and testing accommodations, special education pull out services, IEP(s), and small group instruction	Special Education Teacher	IEP(s) growth, snap shot data, STAAR data, and grades	2018-2019 school year: IEP Milestones, snapshot 3-weeks reports, STAAR	IEP Milestones, snapshot 3-weeks reports, STAAR results
General Education Teacher	ARDs, Resource Teacher, pull out services, IEP(s), accommodations, Special Education Paraprofessional	August 27, 2018 – May 31, 2019	IEP(s) growth, snap shot data, STAAR data, and grades	General Education Teacher	IEP Milestones, snapshot, 3-weeks reports, STAAR results
Priority Need: Improve Academic Performance	To continue supporting our current Gifted and Talented students via project-based learning				

Critical Success Factor(s):		Taking an inclusive approach to G/T by promotion of high academic standards for the entire student body through the implementation of AVID college readiness principles, Arts Initiative school plan, use of rubrics to evaluate students’ authentic products, teachers professional development.			
Goal and Summative Evaluation:		By the end of the 2018-2019 school year, 100% of students in grades K-5 will demonstrate self-directed accountability for their learning using AVID Principles, and will be able to create high quality authentic products in all contents.			
Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
100% Implementation of AVID Elementary	Student organization, goal setting and data tracking systems using the AVID binders containing agenda, progress chart by subject, 2-column note taking by subject.	Students, teachers AVID Team and Administrators	Thinking Maps, TTM, DRA and district content snapshots self-reflection Fund line: GF1, TITLE I, II, III Cost: \$1,000	August 27, 2018 – May 31, 2019	AVID binders spot-check and student conferences. Snapshot assessments to measure student progress. AVID Rubrics
100% implementation of 2 and/or 3 Column Notes in Grade K-5	Students will learn to take notes using a 2 and/or 3 column note-taking format	Students, teachers AVID Team Administrators	Notebook paper, AVID Binder, pencils, highlighters and markers, AVID Rubrics	August 27, 2018 – May 31, 2019	AVID binders spot-check and conferences.
Project-based activities In all contents, in all classrooms	Students creating authentic products that follow the district standards for Gifted and Talented education.	Students, teachers, GT Coordinator	Resources available on campus. Arts ACCESS partnerships in school.	August 27, 2018 – May 31, 2019	Students products post and collected every 9 weeks. Anecdotal records of arts partners collaborations.

SIP Part 3: Special Funding Goals

Goal Area: Title I, Part A – 10 Required Components of School-wide Planning

1. **Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.

All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.

2. **School wide Reform Strategies** List at least four (4) campus-specific, school wide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.
 - 1) The continued use of the student information system and Universal Screening, and content formative assessments to identify and monitor student growth
 - 2) The continued use of district curriculum documents to ensure aligned instruction
 - 3) The use of grade level and content planning and progress monitoring of instruction (Tiers 1, 2, 3)
 - 4) Vertical and Horizontal plans by content, consistent instructional practices (strategies, data analysis to inform and improve academic achievement
3. **Instruction by Effective Teachers** State the campus' strategies to ensure that 100 percent of your teachers and paraprofessionals are effective teachers. All teachers and paraprofessionals attend research based professional development in assigned content areas, social and emotional development and intervention strategies.
4. **High-Quality and Ongoing Professional Development** Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to implement them.
 - 100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by teacher specialists, teacher development specialists, and their colleagues.
 - Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
 - Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development.
 - The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.

5. **Strategies to Attract and Retain Effective Teachers to High-Need Schools** Describe strategies used to retain and attract effective teachers.
 - **Strategies to retain Effective teachers:** Coaching, teacher development specialists and leadership opportunities and administrative support specific to their needs
 - **Strategies to attract Effective teachers:** Coaching, teacher development specialists and leadership opportunities and administrative support specific to their needs
6. **Strategies to Increase Parental Involvement** Identify at least four (4) strategies specific to your campus to increase parental involvement activities.
 - 1) Family Math, Science and Literacy Nights
 - 2) Open House, frequent telephone contact and weekly folder updates and newsletters are methods for recognizing parents as partners.
Parent-Student-Teacher BOY, MOY and EOY Conferences
 - 3) Monthly PTO nights and parent classes that meet their needs, for example ESL classes or STAAR information programs.
7. **Ensure Smooth Transition for Students (PRIMARY/ES)** Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education).
 - Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration.
 - Newsletters are distributed from receiving elementary schools.
 - Collaboration with middle schools to help transition students and parents via field trips and visits to surrounding schools.
8. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments** In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
9. **Effective, Timely Additional Assistance** Address activities to identify and ensure effective, timely assistance for all students not meeting state standards.
10.
 - 1) The use of formative and summative assessments i.e., district content snapshots, BOY, MOY and EOY Assessments are utilized to identify students who are not meeting standards
 - 2) Individual student progress is monitored at the teacher level, building and administrative district levels so that interventions and
 - 3) Timely assistance will be implemented through targeted interventions during the instructional day and after school tutorial program.

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
<input type="checkbox"/> Parent Engagement Rep <input type="checkbox"/> Tutor, Academic (Hourly) <input type="checkbox"/> Tutor, Associate (Hourly) <input type="checkbox"/> Tutor, Sr. Academic <input checked="" type="checkbox"/> 1 Counselor (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Social Worker (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Psychologist (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Coach, Graduation <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [General] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Math] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Reading] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Science]	<input checked="" type="checkbox"/> 1 Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) <input checked="" type="checkbox"/> 1 *Teacher, Class-Size Reduction [General] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [ESL] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

11. Coordination and Integration of Federal, State and Local Services Programs State the strategies to coordinate programs/services/funds under ESSA to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met.

- At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

Capital Outlay Requested (Y/N)? NO
If yes, please list the items below. Please note, all capital outlay requests must receive approval from TEA prior to purchase. N/A

Indicate "Yes" or "No" below if your campus' Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	No
2. Out-of-State Travel	No
3. Professional Development	No
4. Field Lessons	Yes
5. Contracted Services	No
6. Tutoring	Yes
7. Materials and Supplies	Yes

Goal Area: State Compensatory Education (standard language provided, update data)

Total amount of State Compensatory Education funds: \$57,825

Personnel funded with State Compensatory Education funds: \$55,300

List names here: John Bolt

Total number of FTE's funded with State Compensatory Education funds: 1

Brief description of how these funds are utilized on your campus: These funds are used to provide targeted RtI and instructional materials to enhance learning experiences.

State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE \$00.

For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: **School Nurse**

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

2. Vision Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: **School Nurse**

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

3. Hearing Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: **School Nurse**

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

4. Type 2 Diabetes Screening at Grades: 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: **School Nurse**

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report: **N/A**

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 2, 2018 (include an estimate of number of students that must be screened): [Click here to enter text..](#)

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis: [Click here to enter text.](#)

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2018-2019: **School Nurse**

7. AED (Automated External Defibrillators) Monthly Maintenance Check

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually. **School Nurse**

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2017 – 2018 school year. (Include the number of AEDs on campus: **2**)

School Improvement Plan SharePoint Site Uploads

The following documents are uploaded to the School Improvement Plan SharePoint Site separately:

1. The School Improvement Plan— only upload one time, after your SSO has approved it

Please use the following naming convention:

School name, SIP 2018-2019

2. The Executive Summary - This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

Please use the following naming convention:

School name, Executive Summary 2018-2019

The Executive Summary gives a brief description of the school's culture and ongoing developments by condensing the more detailed reports in the SIP. The following information must also be included:

- The title, school name, principal's name, and administrative District;
- A brief description of the school, students, and community;
- A description of the areas in need of improvement (based on analysis of data in the needs assessment) that will be addressed in the SIP;
- A list of all measurable objectives, which should match those presented in Part 2 of the SIP; and
- A brief description of the major initiatives or strategies that will be implemented.

3. The completed Signature Page – including SSO and Chief's signatures

Please use the following naming convention:

School name, Signature Page 2018-2019

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2018-2019

Below, please provide an executive summary of the School Improvement Plan (SIP) for your campus. This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

Campus Name: Macario Garcia Elementary School

Macario Garcia Elementary School is an urban school in the North Houston community. The current enrollment is 636 students in grades pre-kindergarten through fifth. Garcia is a Title I school and one hundred percent of the students benefit from the additional Title I federal funds. Ninety percent of the student population is socio-economically disadvantaged and 100% of the students receive free breakfast and lunch via the Community Eligibility Provision. The student population is 79.19% Hispanic American, 19.46% African American, and 0.75% White, 77.38% At-Risk, 6.64% Special Education, 45.5% English Language Learners, 0.30% immigrant, 41.15% bilingual, and 6.33% gifted and talented. The average attendance rate for 2016-2017 was 96.3%. The current student mobility rate is 21.8%. The following specialized programs are offered each year: Bilingual Education, ESL Education, Special Education, and Gifted/Talented Education. Our goal this year is to meet or exceed the target in all indices on STAAR and across all grade levels and student groups in Reading, Writing, Math and Science, in all TEA Domains and to increase TELPAS Composite levels of all English language learners one to two composite levels.

In 2017-2018, Garcia met standard in Student Progress, Closing the Performance Gap and Post-Secondary Readiness, but did not meet standard in Student Achievement. Our mission is to prepare each student for academic and social success in middle school, high school, college as well as to compete for executive career positions in the global society. The 2018-2019 goal is to meet or exceed the target in all TEA Domains on STAAR across all grade levels, all student groups, all tested contents, and the TELPAS Composite levels.

Goal I: Increase Student Achievement

1. Reading: 85% of all students in grades 3-5 will meet or exceed the state 2018 Accountability standards in STAAR English and Spanish.
2. Mathematics: 85% of all students in grades 3- 5 will meet or exceed the state 2018 Accountability standards in STAAR English and Spanish.
3. Accountability and Federal System Safeguards: 85% of all African-American and Hispanic students in grades 3-5, will meet or exceed the 2018 state standards.
4. Attendance: By the end of the 2018-2019 school year, the overall campus-wide attendance rate will be 98%.

Goal II: Improve Safety, Public Support, and Confidence

- a. At Garcia Elementary, we will provide a 100% safe and secure environment for all students and staff.
- b. We will promote 100% parent and community involvement throughout the school year.

Goal III: Special Population Goals and Strategies

- a. By the end of the 2018-2019 school year, 100% of students in grades K-5 will demonstrate self-directed accountability for their learning using the AVID principles, and will be able to create high quality products in all contents.
- b. By the end of the 2018-2019 school-year, 100% of the students identified with dyslexia will complete and master 85% of year one of the Neuhaus education program.
- c. By the end of the 2018 school year, 100% of the Special Education students will complete their Individual Education Plan.

Major initiatives include prescriptive Universal Screening, Neuhaus dyslexia program, tier III interventions via built-in intervention block, full time math and bilingual reading interventionists, school wide AVID principles continuous implementation and Every Day Counts, Think Through Math, I-Station, vertical alignment content-planning.

SIP APPROVAL 2018-2019

School Name: Macario Garcia Elementary School

Principal Name: Linda Bellard

This School Improvement Plan (SIP) for **Macario Garcia Elementary School** was developed according to the procedures described in this document. The final draft of the plan was submitted to the Shared Decision-Making Committee (SDMC) on 9/29/2016 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. The plan was presented to the professional staff for a vote of approval by secret ballot on [Click here to enter a date..](#) The plan received at least two-thirds approval. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with [TEC §39.106\(b\)](#) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Principal

Date

Signatures below indicate review and approval of this document.

PTO/PTA or other Parent Representative

Date

SDMC Teacher Representative

Date

School Support Officer

Date

Chief School Officer

Date

Professional Service Provider (for IR, Focus, or Priority Schools)

Date

SIP APPROVAL 2018-2019

School Name: Macario Garcia Elementary School

Principal Name: Linda Bellard

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 8/31/2018 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. The plan will be presented to the professional staff. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with [TEC §39.106\(b\)](#) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.



Principal

09/27/2018

Date

Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

10/1/18

Date



SDMC Teacher Representative

9/27/2018

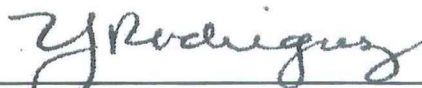
Date



School Support Officer

9/27/2018

Date



Area Superintendent

10/31/18

Date

Professional Service Provider (If appropriate)

Date