

Houston Independent School District

School Improvement Plan

2020-2021



Campus Name: Garcia ES
 Campus Number: 283
 Principal Name: Linda Ballard
 School Support Officer Name: Lysette Cooper
 Area Superintendent Name: Staci Taylor
 Area School Office: North

Mission Statement

Our Mission is to educate prekindergarten through fifth grade students for college and career readiness through rigorous instruction, demanding work, and a culture of excellence in all we do.

School Profile

Macario Garcia Elementary School is a Title I school that is located in north Houston and will serve 485 students in grades Prekindergarten through fifth grade. One hundred percent of the students benefit from the additional Title I federal funds. Ninety-nine percent of the student population is socio-economically disadvantaged. The student demographics are 79% Hispanic American, 20% African American, 1% White, 83% at-risk, 11% special education, 42% English language learners. The 2019-2020 average attendance is 95% with 22% student mobility. The specialized programs are Bilingual, ESL, Special

Shared Decision Making

The Campus Intervention Team (CIT) is based on 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. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state Improvement Required sanctions or federal sanctions as a Focus or Priority campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. 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 CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

Membership Composition of the SDMC

| Number of Classroom Teachers | 6 | Number of Parents (at least 2) | 2 |
|--|---|--|---|
| Number of School-based Staff (Half the number of classroom teachers) | 2 | 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) | |
| Loretta Carlisle Jones | | Classroom Teacher | |
| Election | | Classroom Teacher | |
| Kimberly Steele | | School-Based Staff Member | |
| Election | | Business Partner | |
| Monica Orange | | Community Member | |
| Veronica Bravo | | Parent | |
| Linda Ballard | | Principal | |

This information is from 2019-2020 SY. It may change if the Board adopts new goals

Mission

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Goal 1

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

Goal 4

The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

Strategic Priorities

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

School waivers from Board Policy/Guidelines

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2020-2021.

No

If you checked "Yes", the Waiver section below must be completed.

#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 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 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.

No

| | |
|----------------------|--------------|
| Rationale for Waiver | Description: |
| Metrics of Success | Description: |

CUSTOM WAIVERS – Complete for any custom waivers that were approved.

| |
|-------------------------|
| Title of Custom Waiver: |
| Description: |

No

| | |
|----------------------|--------------|
| Rationale for Waiver | Description: |
| Metrics of Success | Description: |

| |
|-------------------------|
| Title of Custom Waiver: |
|-------------------------|

| |
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| Description: |
|--------------|

No

| | |
|----------------------|--------------|
| Rationale for Waiver | Description: |
| Metrics of Success | Description: |

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Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year.

Domain 1 Reflection

| | | |
|---------------------------|---|----|
| Domain 1 Scale Score | Garcia EL 2018-19 accountability rating was a D. During the past years, Domain 1 has been our challenge, missing the mark every year. Our efforts are continuously geared | 64 |
| Distance from 70 | | -6 |
| Domain 1 Goal Scale Score | | 80 |

Consider the following questions to determine the goal for this Domain:

What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?

| Level | 2019 Values | New Value |
|------------|-------------|-----------|
| Approaches | 60 | 80 |
| Meets | 29 | 50 |
| Masters | 11 | 25 |

What changes to CCMR and/or graduation rate will you need to see to achieve your goal?

| Component | 2019 Values | New Value |
|---------------------------|-------------|-----------|
| CCMR Raw Score | | |
| Graduation Rate Raw Score | | |

Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?

Our data PLC from the BOY will be focused on supporting the students to master "grade level" standards from very early in the school year through effective first instruction, remediation and tiered interventions. We will continue taking the pulse of student progress through the use of school and district developed formative assessments and benchmarks. We must dedicate special attention to small group intervention (remediation when necessary) for on level skills during the content instructional blocks. Our rationale is that if at least 80% of our students are consistently mastering on grade level skills and meeting the grade level cut scores, consequently the same percentage will

| Domain 2 Reflection | | |
|---|---|-------------------------------|
| Domain 2a Scale Score | | 65 |
| Distance from 70 | | -5 |
| Domain 2a Goal Scale Score | | |
| Domain 2b Scale Score | | 63 |
| Distance from 70 | | -7 |
| Domain 2b Goal Scale Score | | 75 |
| Consider the following questions to determine the goal for this Domain: | | |
| What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal? | | |
| 2019 Value | New Value | |
| 65 | 80 | |
| How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score? | | |
| Goal academic growth raw score | Approximate total number of assessments | growth points |
| 80 | 320 | 256 |
| What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal? | | |
| Approximate value needed for this goal | | Difference from current value |
| STAAR | 80 | 16 |
| CCMR | N/A | 0 |
| If you achieve your goal in Domain 1, will you meet your goal in Domain 2b? | | |
| YES | | |
| Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3? | | |
| We must provide urgent intervention to the campus African American population progress in both reading and math, as the percentage of African American students showing academic growth, decreased from 2018 to 2019 in both subjects. Additionally, though our EL population has barely met academic progress in both subjects, we still need to increase the ELs academic growth to a solid score of at least 75% or above. The 2019 English Language proficiency target was 35%, short 9 percentage points from the 46% target, which resulted in the loss of 10% of the Domain 3 score. We will continue implementing Sheltered Instruction across all contents, using the Digital tools such as IL and | | |

| Domain 3 Reflection | | |
|--|--|--|
| Domain 3 Scale Score | | 61 |
| Distance from 70 | | -9 |
| Domain 3 Goal Scale Score | | 75 |
| Consider the following questions to determine the goal for this Domain: | | |
| In each component, how many targets would you need to meet to achieve your Domain 3 goal? | | |
| Component | Which 2-3 student groups had the largest gaps? | Number of targets needed to meet Domain 3 goal |
| Academic Achievement Status (ELA/Reading) | African American and Hispanic | 4 |
| Academic Achievement Status (Math) | African American and Hispanic | 5 |
| Growth Status (ELA/Reading) | African American and Hispanic | 6 |
| Growth Status (Math) | African American and Hispanic | 3 |
| Graduation Rate Status | | |
| English Language Proficiency Status | | |
| Student Success Status | African American and Hispanic | 1 |
| School Quality Status | | |
| In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met? | | |
| Six of the thirteen indicators evaluated were met (46%). | | |
| How will meeting your Domain 1 or 2 goals impact the All Students column? | | |
| The Domain 3 rating is determined by the students' performance in Domains 1 and 2, thereby having a direct impact on it. Domain 3 evaluates the achievement of each student group individually using their overall performance in Domains 1 and 2. The groups include students of the same race, income level or special education status. | | |
| Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2? | | |
| Domain 3 accountability is to ensure each student group (race, income level, special education including TELPAS) approach, meet or master the standards, which is determined by Domains 1 and 2 performance. Higher grades are awarded if all groups of students are doing well in terms of academic growth and student achievement. | | |

| ATTENDANCE - Closing The Student Gaps | | | | | DISCIPLINE - Closing The Student Gaps | | | | | | | |
|---------------------------------------|-------|-------|-------|----------------------|---------------------------------------|----------|----------|----------|----------|----------|----------|--------|
| Student Groups | 2018 | 2019 | 2020 | Trends | Student Groups | 2018 OSS | 2019 OSS | 2020 OSS | 2018 ISS | 2019 ISS | 2020 ISS | Trends |
| African American | 95.77 | 94.18 | 95.78 | PK attendance affect | African American | | 11 | 8 | | 21 | 14 | |
| Hispanic | 94.95 | 95.29 | 96.08 | | Hispanic | | 12 | 7 | | 25 | 9 | |
| White | 99.65 | 93.32 | 98.21 | | White | | * | * | | * | * | |
| American Indian | 79.24 | 94.12 | * | 1 students | American Indian | | * | * | | * | * | |
| Asian | 96.89 | 94.51 | 94.61 | | Asian | | * | * | | * | * | |
| Pacific Islander | * | * | * | | Pacific Islander | | * | * | | * | * | |
| Two or More Races | 97.27 | 96.81 | 98.07 | | Two or More Races | | * | * | | * | * | |
| Special Ed | 93.3 | * | * | | Special Ed | | | | | | | |
| Eco. Disadv. | 95.3 | 96.24 | 96.83 | | Eco. Disadv. | | 23 | 15 | | 46 | 23 | |
| Special Ed (Former) | n/a | * | * | | Special Ed (Former) | | * | | | | | |
| EL | 95.8 | 95.9 | 96.68 | | EL | | | | | | | |
| Cont. Enrolled | | | | | Cont. Enrolled | | | | | | | |
| Non-Cont. Enrolled | | | | | Non-Cont. Enrolled | | | | | | | |

| HB3 Early Literacy | | | | | | | | | | | | | | |
|--|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| Yearly Target Goals | | | | | | | | | | | | | | |
| 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | | |
| XX% | | XX% | | XX% | | XX% | | XX% | | XX% | | | | |
| Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | | |
| Grade Level | Assessment | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

| HB3 Early Literacy | | | | | |
|---|--|---|--|------------------------------|---|
| SMART Goal: By the end of the 2020-2021 school year, 85% of all students in Kindergarten - 2nd grade will score 75% or above on district assessments. | | | | | |
| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
| To increase district assessments in reading from 60% to 75%, by the end of the first semester. | Rtl Logs, IAT Referral Logs, Student Intervention Kits, and Small Group Interventions for Tier II & III students; Neuhaus intervention strategies; | Teachers, Content Leaders, DDIS, Interventionist, IAT Liaison, Dyslexia Interventionist, and Teacher Specialist | Dr. Campanaro-The Literacy Group P.D., Melene Golding-Balanced Literacy P.D., Dyslexia Intervention Kits, | September 2020-December 2020 | Tier Movement on Renaissance 360 and DRA level (BOY and MOY), Student Snapshot and DLA assessment data. |
| To increase district assessments in reading from 75% to 85%, by the end of the second semester. | Utilizing data tracking systems to regrouping Tier II & II small group interventions based on assessment data and Collaborative Literacy | Teachers, Content Leaders, DDIS, Interventionist, IAT Liaison, Dyslexia Interventionist, and Teacher Specialist | Dr. Campanaro-The Literacy Group P.D., Melene Golding-Balanced Literacy P.D., Dyslexia Intervention Kits, | January 2021 - May 2021 | Tier Movement on Renaissance, DRA level (MOY and EOY), Snapshots and DLA assessment data. |
| By the end of the 2020-2021 school year, 85% of our Kindergarten-2nd grade students will increase student achievement in the writing 50% - 85% | Curriculum aligned lessons vertically and horizontal via professional development on instructional delivery across the campus. Re-grouping | Teachers, Content Leaders, DDIS, Interventionist, IAT Liaison, and Teacher Specialist | Microsoft TEAMS, TEA TEKS Standards, HUB-Instructional Design, Curriculum Blueprints, Mountain Language and Thinking | September 2020-May 2021 | DDI Snapshot and Campus Assessment Data/ STAAR |

| HB3 Early Literacy Action Plan | | | |
|--------------------------------|---|--|---------------------------------------|
| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
| | All teachers will have ongoing reading trainings with Dr. Campanaro-The Literacy Group P.D. with a focus on Comprehension throughout the year and are being trained by Melene Golding- Balanced Literacy P.D. with a focus of word study. | The Literacy Group document, the Literacy Group website www.readingdeply.com, TEAMS | August 25, 2020 and September 3, 2020 |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | Teachers will complete a data grid "Getting to know your students" to analyze, which will allow the teacher to group the students accordingly for interventions and small group instruction via Microsoft TEAMS and face-to face. | HUB, OnTrack, Ren360 reports, Microsoft TEAMS, Data grid, Lead4ward Leadership Report and Field guides, IAT Tier II and III reports. | 28-Sep-20 |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Bi-Weekly Data PLC's with teachers to review the students data to address the needs of Tier II and III students as well as address the needs of enrichment students. | HUB, OnTrack, Ren360 reports, Microsoft TEAMS, Data grid, Lead4ward Leadership Report and Field guides, IAT Tier II and III reports. | Every two weeks through 6/11/2021 |

| HB3 Early Literacy Progress Monitoring Tool | |
|---|-----------|
| Date of Review | Fall |
| Major intervention(s) | 13-Nov-20 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Mid-Year |
| Date of Review | 8-Jan-21 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Spring |
| Date of Review | 30-Apr-21 |
| Major intervention(s) | |
| Data reviewed | |

| | |
|-----------------------|-------------|
| Achievements? | |
| Challenges? | |
| On Track? | |
| | End of Year |
| Date of Review | 11-Jun-21 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

| HB3 Early Math | | | | | | | | | | | | | | |
|--|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| Yearly Target Goals | | | | | | | | | | | | | | |
| 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | | |
| XX% | | XX% | | XX% | | XX% | | XX% | | XX% | | | | |
| Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | | |
| Grade Level | Assessment | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| | | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

| HB3 Early Math | | | | | |
|--|---|--|---|---|--|
| SMART Goal: By the end of the 2020-2021 school year, 85% of all students in K-2nd grade will meet or exceed the 2021 approaches grade level standard on district assessments. | | | | | |
| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
| By the end of the 2020-2021 school year, 85% of all students in K - 2nd grade will meet or exceed the 2021 approaches grade level standard, with at least 60% of students at Meet grade Level standard | Prescriptive intervention to students in grades K - 2nd who are in Tier II and Tier III based on the 2020 Spring MOY DLA, RUS report, and IAT tier reports | Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist | Teacher TEAMS small group, HUB digital resources, specifically Imagine Math, DDIS support, HISD formative assessments , Vontoure Learning math planning and lesson delivery PD grades | End of First quarter | Milestone: 100% completing Imagine math benchmark; 75% of students completing on grade level IM lessons; 50% of students at Meet grade level on OnTrack Formative Assessments. |
| To increase percentage of students in grades K to 2nd from 75% to 80% at least Approaching level, and 55% of students at Meeting grade level 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 intervention. use of Sheltered | Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist | Teacher TEAMS small group, HUB digital resources, specifically Imagine Math, DDIS support, HISD formative assessments, Vontoure Learning math planning and lesson delivery PD grades | End of second quarter | Milestone: 100% Imagine Math participation; 80% of students completing on grade level IM lessons; 55% of students at Meet grade level on OnTrack Formative Assessments |
| To increase percentage of students in grades K to 2nd from 80% to 85% at least Approaching level, and 60% of students at Meeting grade level by the end of the second quarter. | Continue with data-based flexible grouping focused on specific and individual Student Expectations not met yet at the expected Level 1 Student: Achievement standard by TEA. | Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist | Teacher TEAMS small group, HUB digital resources, specifically Imagine Math, DDIS support, HISD formative assessments, Vontoure Learning math planning and lesson delivery PD grades | End of third quarter | Milestone: 100% Imagine Math participation; 80% of students completing on grade level IM lessons; 85% of students at Approaching grade level; 60% of students at Meet grade level on STAAR |
| HB3 Early Math Action Plan | | | | | |
| Strategy 1-Action Plan | Action Steps | | Resources | Deadlines | |
| | All teachers will complete the "Garcia Getting to know your students" data grid, to analyze the students data in depth and determine initial intervention groups for small group instruction via TEAMS. | | A4E, HUB, RUS reports, IAT Tiers reports for intervention, TEAMS, Data grid, Lead4ward Leadership report , Lead4ward Field guides | ongoing | |
| Strategy 2-Action Plan | Action Steps | | Resources | Deadlines | |
| | Building teacher capacity at the foundational grades: Teachers are scheduled to attend quarterly training sessions with Vontoure Learning for planning. These sessions include grades Kinder to 2 cohort and grades 3-5 cohort. | | Vontoure Learning, HUB planning guides and digital resources, Lead4ward Field guides | October 24/20, December 12/20, January 16/20 (dates to be confirmed with Vontoure Learning) | |
| Strategy 3-Action Plan | Action Steps | | Resources | Deadlines | |
| | Bi-weekly Data driven PLC meetings, including teachers specific actions for remediation , tier 1 small groups for on level quick fixes and re-teaching of grade level objectives, tier 2, and tier 3 groups intervention | | HUB, Digital resources, IAT intervention resources, prescribed ELlevation lessons for S.I. | Ongoing Bi-weekly PLC meetings | |
| HB3 Early Math Monitoring Tool | | | | | |
| Date of Review | Fall | | | | |
| Major intervention(s) | 13-Nov-20 | | | | |
| Data reviewed | Data-driven PLC, Vontoure Learning math PD for lesson planning, including preparation of resources for learning | | | | |
| Achievements? | REN 360 BOY | | | | |
| Challenges? | High number of Pre-K and Kindergarten students participating face-to-face and remotely. | | | | |
| On track? | Students loss of skills due to school closure or inconsistent attendance during the first semester of the pandemic, one Kindergarten class with substitute teacher. | | | | |
| Modifications? | N | | | | |
| | Constant communication with parents | | | | |
| Date of Review | Mid-Year | | | | |
| Major intervention(s) | 1/8/2021 | | | | |
| Data reviewed | A regular Kinergarten teacher transferring to our campus, leadership team conducting classrooms environment audit and calibration, according to campus | | | | |
| Achievements? | REN 360 MOY and progress monitoring | | | | |
| Challenges? | Pre-K and Kindergarten teachers collaboration, high attendance in the lower grades. | | | | |
| | Kinder Bilingual teacher retiring, class with T.A. | | | | |

| | |
|-----------------------|---|
| On track? | Y |
| Modifications? | Thrid grade bilingual teacher assigned to Kindergarten starting February 2021 |
| | Spring |
| Date of Review | 4/3/2021 |
| Major intervention(s) | AT BATS collaboration session 1: Introduction to AT BATS and lesson demonstration; session 2: focused on gradual release model, language and learning objective, and |
| Data reviewed | REN 360 |
| Achievements? | Teachers collaboration and understanding of the gradual release model, students engagement through exploration and pair-share or group sharing of problem solving |
| Challenges? | Still more work to do with some teachers, regarding the use of the planning guide, effectively planning activities for the learning objective; not all the teachers attending |
| On Track? | Y |
| | End of Year |
| Date of Review | 6/11/2021 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

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| | | | | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

| CCMR Progress Measure 3 | | | | | | | | | | | | | |
|--|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|
| EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024. | | | | | | | | | | | | | |
| Yearly Target Goals | | | | | | | | | | | | | |
| 2020 | 2021 | | | 2022 | | | 2023 | | | 2024 | | | |
| XX% | XX% | | | XX% | | | XX% | | | XX% | | | |
| Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| 2020 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2021 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2022 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2023 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |
| 2024 | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% | xx% |

| CCMR Targeted Professional Development Plan | | | | | |
|---|--------------|---------------------------------|-----------|-----------|----------------------------|
| SMART Goal: | | | | | |
| Progress Measure | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
| | | | | | |
| | | | | | |
| | | | | | |
| CCMR Action Plan | | | | | |
| Strategy 1-Action Plan | Action Steps | | | Resources | Deadlines |
| | | | | | |
| Strategy 2-Action Plan | Action Steps | | | Resources | Deadlines |
| | | | | | |
| Strategy 3-Action Plan | Action Steps | | | Resources | Deadlines |
| | | | | | |
| CCMR Progress Monitoring Tool | | | | | |
| Date of Review | Fall | | | | |
| Major intervention(s) | | | | | |
| Data reviewed | | | | | |
| Achievements? | | | | | |
| Challenges? | | | | | |
| On track? | | | | | |
| Modifications? | | | | | |

| | |
|-----------------------|-------------|
| | Mid-Year |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Spring |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| | End of Year |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 1 Reading English Language Arts

Problem of Practice/Root Cause: Due to the COVID-19 pandemic and school closures interrupted regular best practices on campus. Our students faced challenges with content vocabulary development to increase their proficiency through structural analysis to the meaning of words. They also struggled with constructing properly written sentences that would communicate academic knowledge and ideas in written form.

Board Goal Alignment: To close the student achievement gaps and to increase the level of achievement on district and state assessments.

SMART Goal: By the end of the 2020-2021 school year, 70% of the students will meet standard and 15% of students will master standards in 3rd - 5th grade on the 2021 STAAR.

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|---|--|---|--|------------------------------|--|
| To increase STAAR Student Achievement in reading from 60% to 75%, by the end of the first semester. | RTI Logs, IAT Referral Logs, Student Intervention Kits, and Small Group Interventions for Tier II & III students, Neuhaus intervention strategies, | Teachers, Content Leaders, DDIS, Interventionist, IAT Liaison, Dyslexia Interventionist, and Teacher Specialist | Dr. Campanaro-The Literacy Group P.D., Melene Golding-Balanced Literacy P.D., Dyslexia Intervention Kits, | September 2020-December 2020 | Tier Movement on Renaissance 360 and DRA level (BOY and MOY), Student Snapshot and DLA assessment data. |
| To increase STAAR Student Achievement in reading from 75% to 85%, by the end of the second semester. | Utilizing data tracking systems to regrouping Tier II & II small group interventions based on assessment data and Collaborative literacy | Teachers, Content Leaders, DDIS, Interventionist, IAT Liaison, Dyslexia Interventionist, and Teacher Specialist | Dr. Campanaro-The Literacy Group P.D., Melene Golding-Balanced Literacy P.D., Dyslexia Intervention Kits, | January 2021 - May 2021 | Tier Movement on Renaissance and DRA level (MOY and EOY), Snapshots and DLA assessment data, and STAAR Student Achievement standards |
| By the end of the 2020-2021 school year, 85% of our 1-4 grade students will increase student achievement in the writing content on District | Curriculum aligned lessons vertically and horizontal via professional development on instructional delivery across the campus. Re-grouping | Teachers, Content Leaders, DDIS, Interventionist, IAT Liaison, and Teacher Specialist | Microsoft TEAMS, TEA TEKS Standards, HUB-Instructional Design, Curriculum Blueprints, Mountain Language and Thinking | September 2020-May 2021 | DDI Snapshot and Campus Assessment Data/ STAAR |

Goal Area 1 Reading English Language Arts Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|--|--|---------------------------------------|
| | All teachers will have ongoing reading training with Dr. Campanaro-The Literacy Group P.D. with a focus on Comprehension throughout the year and are being trained by Melene Golding- Balanced Literacy P.D. with a focus of word study. | The Literacy Group document, the Literacy Group website www.readingdeeply.com , TEAMS | August 25, 2020 and September 3, 2020 |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | Teachers will complete a data grid "Getting to know your students" to analyze, which will allow the teacher to group the students accordingly for interventions and small group instruction via Microsoft TEAMS and face-to-face. | HUB, OnTrack, Ren360 reports, Microsoft TEAMS, Data grid, Lead4ward Leadership Report and Field guides, IAT Tier II and III reports. | 28-Sep-20 |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Bi-Weekly Data PLC's with teachers to review the students data to address the needs of Tier II and III students as well as address the needs of enrichment students. | HUB, OnTrack, Ren360 reports, Microsoft TEAMS, Data grid, Lead4ward Leadership Report and Field guides, IAT Tier II and III reports. | Jun-21 |

Goal Area 1 Reading English Language Arts Progress Monitoring Tool

| | Fall |
|-----------------------|-------------|
| Date of Review | 13-Nov-20 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Mid-Year |
| Date of Review | 8-Jan-21 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Spring |
| Date of Review | 30-Apr-21 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| | End of Year |
| Date of Review | 11-Jun-21 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 1 Math

Problem of Practice/Root Cause: In addition to considerations to continuity of the academic year during the Spring, due to the current pandemic, the problem of practice for our campus is the commitment of all grade level teachers to first, build number fluency and computational fluency in the four basic operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions; secondly, promote the use academic language

Board Goal Alignment: "Among the students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and math from 57 percent in spring 2017 to 66 percent in spring 2020."

SMART Goal: By the end of the 2020-2021 school year, 85% of all students in 3rd - 5th grade will meet or exceed the 2021 approaches grade level standard, with at least 60% of the students on Grade Level

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|--|---|--|---|-----------------------|--|
| By the end of the 2019-2020 school year, 85% of all students in 3rd - 5th grade will meet or exceed the 2021 approaches grade level standard, with at least 60% of students at Meet grade Level standard | Prescriptive intervention to students in grades 3 to 5 who are in Tier II and Tier III based on the 2020 Spring MOY DLA and RUS report | Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist | Teacher TEAMS small group, HUB digital resources, specifically Imagine Math, DDIS support, HISD formative assessments, GF \$2500, Vontoure PD | End of First quarter | Milestone: 100% completing Imagine math benchmark; 75% of students completing on grade level IM lessons; 50% of students at Meet grade level on OnTrack Formative Assessments. |
| To increase percentage of students in grades 3 to 5 from 75% to 80% at least Approaching level, and 55% of students at Meeting grade level 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 | Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist, DDIS support | Teacher TEAMS small group, HUB digital resources, specifically Imagine Math, DDIS support, HISD formative assessments, Vontoure PD GF \$3000 | End of second quarter | Milestone: 100% Imagine Math participation; 80% of students completing on grade level IM lessons; 55% of students at Meet grade level on OnTrack Formative Assessments |
| To increase percentage of students in grades 3 to 5 from 80% to 85% at least Approaching level, and 60% of students at Meeting grade level by the end of the second quarter. | Continue with data-based flexible grouping focused on specific and individual Student Expectations not met yet at the expected Level 1 Student: Achievement standard by | Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist, DDIS support | Teacher TEAMS small group, HUB digital resources, specifically Imagine Math, DDIS support, HISD formative assessments, Vontoure PD GF \$2000 | End of third quarter | Milestone: 100% Imagine Math participation; 80% of students completing on grade level IM lessons; 85% of students at Approaching grade level; 60% of students at Meet grade level on STAAR |

Goal Area 1 Math Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|---|---|---|
| | All teachers from grades 3 to 5 attend math training with Vontoure Learning, and complete lesson planning for the first 6 weeks | HUB Planning guides and resources, Vontoure Learning resources for best practices and lesson planning template, HUB digital resources | 2-Sep-20 |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | All teachers will complete the "Garcia Getting to know your students" data grid, to analyze the students data in depth and determine initial intervention groups for small group instruction via TEAMS. | A4E, HUB, RUS reports, IAT Tiers reports for intervention, TEAMS, Data grid, Lead4ward Leadership report, Lead4ward Field guides | 9/18/2020 |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Quarterly training sessions with Vontoure Learning for planning. These sessions include grades Kinder to 2 and grades 3-5 | HUB Planning guides and resources, Vontoure Learning resources for best practices and lesson planning template, HUB digital resources | October 24/20, December 12/20, January 16/20 (dates to be confirmed with Vontoure Learning) |

Goal Area 1 Math Progress Monitoring Tool

| Fall | |
|-----------------------|------------------|
| Date of Review | November 13/2020 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Mid-Year | |
| Date of Review | 8-Jan-20 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Spring | |
| Date of Review | 4/30/2021 |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| End of Year | |
| Date of Review | 6/11/2021 |
| Major Intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 1 "Other" (Science, Social Studies)

Problem of Practice/Root Cause: Though our 5th grade students had met standards in STAAR at 70 or above, is imperative to vertically align instruction to build up skills and academic vocabulary in science, so at least 65% of our students can reach the Meets or Masters level.

Board Goal Alignment: Transforming Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to

SMART Goal: By the end of the 2020-2021 school year, 85% of all students in 3rd - 5th grade will meet or exceed the 2021 approaches grade level standard, with at least 65% of the students at Meets or above.

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|---|--|---|---|-----------------|--|
| By the end of the first semester, 75% of all students in 5th grade will meet or exceed the 2021 approaches grade level standard, with at least 50% of | Prescriptive intervention to students 5th grade students, based on the BOY Science assessment. | Classroom Teacher, Science Lab support, teacher specialist, DDI TDS | Teacher TEAMS small group, HUB digital resources, HISD formative assessments, STAR released items, Lead4ward Field guides | January 4, 2021 | Milestone: 75% of 5th graders at approaching level, 50% at meets or above. Tool: DLA - Benchmark |
| By the end of the first semester, 80% of all students in 5th grade will meet or exceed the 2021 approaches grade level standard, with at least 60% of | Prescriptive intervention to students 5th grade students, based on the BOY Science assessment. | Classroom Teacher, Science Lab support, teacher specialist, DDI TDS | Teacher TEAMS small group, HUB digital resources, HISD formative assessments, STAR released items, Lead4ward Field guides | March, 20201 | Milestone: 80% of 5th graders at approaching level, 60% at meets or above. Tool: STAAR release practice test |
| By the end of the 2020-2021 school year, 85% of all students in 5th grade will meet or exceed the 2021 approaches grade level standard, with | Prescriptive small group intervention to 5th grade students, based on the cumulative formative assessments | Classroom Teacher, Science Lab support, teacher specialist, DDI TDS | Teacher TEAMS small group, HUB digital resources, HISD formative assessments, STAR released items, Lead4ward Field guides | June, 2021 | Milestone: 75% of 5th graders at approaching level, 50% at meets or above. Tool: DLA - Benchmark |

Goal Area 1 "Other" (Science, Social Studies) Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|--|--|-----------|
| | | | |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | | | |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Bi-Weekly Data PLC's with teachers to develop project based activities that will address the needs of Tier II and III students as well as build on the strengths of enrichment students. | HUB, OnTrack, Microsoft TEAMS, Data grid, Lead4ward Leadership Report and IAT Tier II and III reports. | Jun-21 |

Goal Area 1 "Other" (Science, Social Studies) Progress Monitoring Tool

| Date of Review | Fall |
|-----------------------|---------------|
| Major intervention(s) | Nov. 13, 2020 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Mid-Year |
| Major intervention(s) | 1/8/2021 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Spring |
| Major intervention(s) | 4/30/2021 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| Date of Review | End of Year |
| Major intervention(s) | 6/11/2021 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 2 *Attendance

Problem of Practice/Root Cause: Student: Monitor student attendance for all grade levels.

Board Goal Alignment: To increase student attendance in order to improve academic performance.

SMART Goal: By the end of the 2020-2021 school year, the overall attendance rate at Macario Garcia Elementary will increase by 3% (95%) to 98%.

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|---|--|--|---|---|--|
| To increase student attendance from 97% to 98% from Pre-K to 5. | Monitor student attendance for all grade levels | Leadership Team, Parents, Classroom Teachers, WRS, and SDMC | PowerSchool Reports | September 8, 2020 - June 11, 2021 | Monthly attendance reports, progress reports, report cards and 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. | September 8, 2020 - June 11, 2021 | Six Weeks Cycles and 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, WRS and administration | PowerSchool, District Attendance Contract; State Law and District Attendance Policy/Promotion Standard Awareness; WRS | Daily - September 8, 2020 - June 11, 2021 | Weekly Attendance Reports for identified students and conference discussion forms |

Goal Area 2 Attendance Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|---|---|---|
| | Organize the 2020-2021 Attendance Committee and ensure a teacher from each grade level is a member. | PowerSchool, Activity Funds and SEL/WRS Departments | October 16, 2020 December 4, 2020 January 28, 2021 March 12, 2021 April |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | Monthly Campus-Wide Discipline Committee PLCs to ensure activities are aligned and organized as well as assess the effectiveness of the activities via student's weekly and monthly discipline referrals. | PowerSchool Reports, SEL/WRS Departments | October 16, 2020 December 4, 2020 January 28, 2021 March 12, 2021 April 30, 2021 June 11, 2021 |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Execute, analyze, monitor and adjust activities and incentives as needed, the approved activities. | PowerSchool Reports, SEL/WRS Departments | October 16, 2020 December 4, 2020 January 28, 2021 March 12, 2021 April 30, 2021 June 11, 2021 |

Goal Area 2 Attendance Progress Monitoring Tool

| Date of Review | Fall |
|-----------------------|-------------|
| 13-Nov-20 | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Mid-Year |
| 8-Jan-21 | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Spring |
| 30-Apr-21 | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| Date of Review | End of Year |
| 11-Jun-21 | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

| 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 | | | | | |
| Problem of Practice/Root Cause: Decrease discipline referrals to promote a safe environment for all students. | | | | | |
| Board Goal Alignment: Improve School Climate and increase student self-management | | | | | |
| SMART Goal: By the end of the 2020-2021 school year, to decrease the number of in-school and out-of-school suspension at Macario Garcia Elementary by 3%. | | | | | |
| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
| 100% of Stakeholders (Student, Teachers, and Parents) are awareness of characteristics of bullying. | Grade Level "Bully Free" assemblies | Principal, Leadership Team, Teachers, WRS | On-line courses and guest speakers \$1,500 Fund GF1 and Title 1 | September 2020 - June 2021 | Classroom observations and decrease in office referrals |
| 100% of Staff and students adhere to school rules and district policy. | Implementation of Code of Student Conduct and Campus Discipline and Staff Development | Principal, Leadership Team, Teachers, WRS | WRS and staff; Title I \$2,000 | September 2020 - June 2021 | Decrease in discipline referrals |
| 100% of 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 | Principal, Leadership Team, Teachers, WRS | Grade level incentives (movie, educational field trips, movie night, etc.) GF1- \$3,000 | September 2020 - June 2021 | Conduct grade and Attendance on report cards |

| Goal Area 2 Student Discipline Action Plan | | | |
|--|---|---|--|
| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
| | Organize the 2020-2021 Campus-Wide Discipline Committee and ensure a teacher from each grade level is a member. | PowerSchool, Activity Funds and SEL/WRS Departments | October 16, 2020 December 4, 2020 January 28, 2021 March 12, 2021 April |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | Monthly Campus-Wide Discipline Committee PLCs to ensure activities are aligned and organized as well as assesses the effectiveness of the activities via student's weekly and monthly discipline referrals. | PowerSchool, Activity Funds and SEL/WRS Departments | October 16, 2020 December 4, 2020 January 28, 2021 March 12, 2021 April 30, 2021 June 11, 2021 |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Execute, analyze, monitor and adjust the incentives, celebrations and approve activities. | PowerSchool, Activity Funds and SEL/WRS Departments | October 16, 2020 December 4, 2020 January 28, 2021 March 12, 2021 April 30, 2021 June 11, 2021 |

| Goal Area 2 Student Discipline Progress Monitoring Tool | |
|---|-------------|
| Date of Review | Fall |
| Major intervention(s) | 13-Nov-20 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Mid-Year |
| Major intervention(s) | 8-Jan-21 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Spring |
| Major intervention(s) | 30-Apr-21 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| Date of Review | End of Year |
| Major intervention(s) | 11-Jun-21 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 2 *Parent and Community Involvement

Problem of Practice/Root Cause: Increase parent and community involvement

District Strategic Goal Alignment: Improve School Climate and increase student attendance

SMART Goal: To promote 100% parent and community involvement throughout the school year

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|--|--|--------------------------------------|--|--------------------------|--|
| To promote all parent participation via daily/weekly folder checks | Parents will check their child's Weekly folder, review assignments, review assessments and grades, etc. | Principal, Leadership Team, Teachers | Folders, assignments, progress and report cards | September 2020-June 2021 | The returned folder with parent signature affixed |
| To promote parents involvement in academic activities | Academic Nights (Literacy, Math, Science); Meet the Teacher, Open House, meetings with principal, lunch with students/principal, | Principal, Leadership Team, Teachers | Sign-in sheets, teachers, calendars, Ready Rosie usage reports | September 2020-June 2021 | Sign-in sheets; Ready Rosie classroom 12-weeks reports |
| To promote 100% parent participation in PTO | VIPS and PTO | Office Staff, PTO | Sign-in sheets, teachers, calendars | September 2020-June 2021 | Sign-in sheets, anecdotal records |

Goal Area 2 Parent and Community Involvement Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|---|--|--|
| | Engage the PTO to promote parent participation, collaborate and support the PTO functions on campus. | Refreshments and Extra Duty pay for teachers and staff participation | Each six week period 9/8-10/16; 10/19-12/4; 12/7-1/28; 2/13/12; 3/22-4/30; 5/3 |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | Meet with the PTO each grading cycle to discuss initiatives and progress | Coffee, tea or soda and light snack | Each six week period 9/8-10/16; 10/19-12/4; 12/7-1/28; 2/13/12; 3/22-4/30; 5/3/11 |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Evaluate the activities and results of 2021; determine needs for upcoming school year; and gather input from parents for the 2021-2022 School Year. | Coffee, tea or soda and light snack | Each six week period 9/8-10/16; 10/19-12/4; 12/7-1/28; 2/13/12; 3/22-4/30; 5/3/11 |

Goal Area 2 Parent and Community Involvement Progress Monitoring Tool

| Date of Review | Fall |
|-----------------------|-------------|
| Major intervention(s) | 13-Nov |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Mid-Year |
| Major intervention(s) | 8-Jan-21 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Date of Review | Spring |
| Major intervention(s) | 30-Apr-21 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| Date of Review | End of Year |
| Major intervention(s) | 11-Jun-21 |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)

Problem of Practice/Root Cause:

District Strategic Goal Alignment:

SMART Goal:

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|----------------------|----------|---------------------------------|-----------|----------|----------------------------|
|----------------------|----------|---------------------------------|-----------|----------|----------------------------|

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

| Goal Area 2 Coordinated Health Program Action Plan | | | |
|--|--------------|-----------|-----------|
| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
| | | | |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | | | |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | | | |

| Goal Area 2 Coordinated Health Program Progress Monitoring Tool | |
|---|-------------|
| Date of Review | Fall |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Mid-Year |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Spring |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| | End of Year |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 2 *Violence Prevention and Safety

(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

Problem of Practice/Root Cause: Assessing the social and emotional development needs of students

Board Goal Alignment: Decrease referrals and promote a safe environment for all students.

SMART Goal: To provide a 100% safe and secure environment for all students and staff at Garcia Elementary.

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|--|---|--|--|----------------------------|---|
| Awareness of characteristics of bullying. | Grade Level "Bully Free" assemblies | Principal, Leadership Team, Teachers | On-line course and guest speakers \$1,500 Fund, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) WRS/SEL | September 2020 - June 2021 | *Formative Evaluation |
| Staff and students awareness of self-control | Implementation of Code of Student Conduct and Campus Discipline and Staff Development | Principal, Leadership Team, Teachers, | On-line courses and guest speakers \$1,500 Fund GF1 and Title 1; SEL Department/WRS | September 2020 - June 2021 | Classroom observations and decrease in office 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, Wraparound Specialist | Grade level incentives (movie, educational field trips, movie night, etc.) FACE/SEL/WRS departments | September 2020 - June 2021 | Conduct grade and Attendance on report cards October 25, 2019 |

Goal Area 2 Violence Prevention and Safety Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|--|--|---------------------------|
| | Grade Level Assemblies | TEAMS Platform and Code of Student Conduct | 11-Sep-20 |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | Review Campus Expectations Assemblies via Socratic Circles | Relevant Discussion Topic and Socratic Circle Guidelines | End of each Grading Cycle |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Student Lead Discussions | Relevant Discussion Topic and Socratic Circle Guidelines | End of each semester |

Goal Area 2 Violence Prevention Progress Monitoring Tool

| | |
|-----------------------|-------------|
| Date of Review | Fall |
| Major Intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Mid-Year |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| | Spring |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On Track? | |
| | End of Year |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 3 Special Populations: Special Education

Problem of Practice/Root Cause: Close learning gaps withing the special education population

District Strategic Goal Alignment: Implementation of IEP, Pull out services with Resource Teacher, Teachers following Students accommodations.

SMART Goal: 100% of the identified students will meet their IEP goals

| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
|--|--|---|---|-----------------------|---|
| Special Education students progress will be measured by snapshots assessment data, STAAR scores, R360 data, and IEP growth | Using students' classroom and testing accommodations, Sped Pull out services,(IEPs), and small group instruction | General Education Teacher/Special Education Teacher | ARDs, Resource Teacher, Pull out services, IEP, Accommodations and Special Education Paraprofessional | School year 2020-2021 | IEP milestones, Snapshot 3 weeks report and STAAR results |
| Ensure that General Education Teachers are effectively implementing accommodations and modifications as well as interventions to help aide | Use accommodation/modification labels on students work samples to show that they are effectively being used | General Education Teacher/Special Education Teacher | Resource Teacher; IEPs to show what accommodations and modifications should be implemented | School Year 2020-2021 | Bi-weekly turn in of accommodation/modification documentation |
| Parent communication and involvement in IEP implementation with General Ed and Special Ed Teacher | Keep a documentation log of parent contact and discussions | General Education Teacher/Special Education Teacher | IEP, Full ARD; Resource Teacher | School Year 2020-2021 | Weekly log of contact through OSES |

Goal Area 3 Special Populations: Special Education Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|--|--|-------------------------------|
| | Special Education teachers will collaborate with General Ed Teachers to ensure implementation of IEPs | Ongoing Professional Development; | Ongoing 2020-2021 school year |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | General Ed Teachers will provide proper implementation of interventions to meet the needs of IEP | Ongoing Professional Development; Collaborate with interventionist and Resource Teacher/Dept Chair | Ongoing 2020-2021 school year |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Documentation and discussion of IEP implementation with all shareholders, (Special Education, General Education, and Parent) | Sped contact logs, parents, Resource Teacher/Dept Chair | Ongoing 2020-2021 school year |

Goal Area 3 Monitoring Tool

| Fall | |
|-----------------------|---------------------------------------|
| Date of Review | 13-Nov-20 |
| Major intervention(s) | |
| Data reviewed | R360 BOY, Snapshots |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Mid-Year | |
| Date of Review | 8-Jan-21 |
| Major intervention(s) | |
| Data reviewed | Ren360 MOY, Snapshots |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Spring | |
| Date of Review | 30-Apr-21 |
| Major intervention(s) | |
| Data reviewed | Ren360 Progress Monitor and Snapshots |
| Achievements? | |
| Challenges? | |
| On track? | |
| End of Year | |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | Ren360 EOY |
| Achievements? | |
| Challenges? | |
| Goal met? | |

Goal Area 3 Special Populations: ELL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

| Problem of Practice: English Learners not showing adequate progress in grades 2 to 5, being Listening and Speaking the two areas that brought their TELPAS advancement in this grade levels. Differentiation of Instruction that includes Dyslexia student's needs ; To continue supporting our current Gifted and Talented students via project based learning | | | | | |
|---|--|---|--|----------|--|
| District Strategic Goal Alignment: Closing the Achievement Gaps - Goal 4- English Learners vs. non-English Learners progress; Improve students with Dyslexia academic performance; The Implementation of promoting high academic standards by using The ARTS Initiative School Plan, and use of rubrics to evaluate students' authentic products. Teachers will promote this by attending ongoing professional Development. | | | | | |
| SMART Goal: By the end of the 2020-2021 school year, 50% of all students in grades 2 to 5 grade make at least one TELPAS year progress. By the end of the 2020-2021 school year, 100% of students identified with Dyslexia will complete and 85% of year 1 Neuhaus program; By the end of the 2020-2021 school year 100% of students K-5 will demonstrate self-directed accountability and will be able to create high quality authentic products in all contents | | | | | |
| Measurable Objective | Strategy | Staff Members/Title Responsible | Resources | Timeline | Milestones/Evaluation Tool |
| By the end of the 2020-2021 school year, 50% of all English Learners in 2nd to 5th grade will advance at least one TELPAS level; 100% of the students identified with dyslexia will complete and master 85% of year one of the Neuhaus Education program | Motivate all EL students to use Imagine Literacy and closely monitor progress by analyzing Imagine Literacy report every 3 weeks, in all TELPAS domains ; Implementation of Neuhaus Dyslexia to increase student's oral language, written | Teachers, Computer Lab teacher, LPAC administrator and SI Coach;; Dyslexia Intervention Teacher and Classroom Teacher | Imagine Literacy, ELPS, ESL planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS) ; Neuhaus Education Resources Fund line: see below | ongoing | Milestone: 100% of EL students complete the Imagine Literacy BOY benchmark test by September 25, 2020; By January 22, 2021, the IL MOY benchmark test; by May 28, 2021, the IL EOY benchmark test. Tool: IL Benchmark test; Neuhaus Education Unit Assessments |
| By the end of the 2020-2021 school year, 100% of all English Learners in grades Kinder to 5th grade will demonstrate understanding of the English spoken words and language structure at their grade level (RC 1, 2 Listening and Speaking) | Consistent use of the ELS block, with systematic English language instruction integrated with the Social Studies and Science content, as well as structured time for student independent work in Imagine Literacy | Teachers, Computer Lab teacher, LPAC administrator and SI Coach, | Imagine Literacy, ELPS, ESL content specific planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS) Fund line: GF1, TITLE I, II, III Cost: \$0 | ongoing | BOY: 35% of students advanced 1 TELPAS composite level _____ MOY: 45% of students advanced 1 TELPAS composite level _____ EOY: 50% of students advanced 1 TELPAS composite level, meeting the Smart Goal Tool: TELPAS Formative Assessments, TELPAS practice tests, IL lesson progress |
| By the end of the 2020-2021 school year, 100% of all English Learners in grades Kinder to 5th grade will demonstrate understanding of the English spoken words and language structure and basic understanding of a variety of texts written in English at their grade level, and demonstrate ability to use language to complete writing tasks (RC 1,2, 3 Reding and RC 1,2 Writing) | Consistent use of the ELS block, with systematic English language instruction integrated with the Social Studies and Science content, using Sheltered Instruction strategies for listening, speaking, reading, and writing as well as structured time for student independent work in Imagine Literacy | Teachers, Computer Lab teacher, LPAC administrator and SI Coach, | Imagine Literacy, ELPS, ESL content specific planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS), SI Coach Fund line: GF1, TITLE I, II, III Cost: \$0 | ongoing | BOY: 35% of students advanced 1 TELPAS composite level _____ MOY: 45% of students advanced 1 TELPAS composite level _____ EOY: 50% of students advanced 1 TELPAS composite level, meeting the Smart Goal Tool: TELPAS Formative Assessments, TELPAS practice tests, IL lesson progress |

Goal Area 3 Special Populations Action Plan

| Strategy 1-Action Plan | Action Steps | Resources | Deadlines |
|------------------------|---|--|---|
| | Consistent student usage Imagine Literacy to improve all four English language domains, for at least 60 minutes per week | Imagine Literacy | ongoing throughout the school year, with weekly progress monitoring |
| Strategy 2-Action Plan | Action Steps | Resources | Deadlines |
| | Consistent use of Sheltered Instruction practices in the integrated ELS content areas of Social Studies and Science from Pre-K to 5. | Sheltered Instruction best practices, S.I. Coach, Literacy wraparound specialist, Computer Lab teacher (to pull IL students' progress reports) | ongoing throughout the school year, with weekly progress monitoring |
| Strategy 3-Action Plan | Action Steps | Resources | Deadlines |
| | Use of formative assessments and content-based assessments to measure progress according to TELPAS reporting categories in all 4 EL domains | TELPAS formative assessments, content-based Formative assessments, TELPAS practice | every 3 weeks. |

Goal Area 3 Monitoring Tool

| Fall | |
|-----------------------|---|
| Date of Review | 30-Oct-20 |
| Major intervention(s) | All students using Imagine Learning for at least 60 minutes per week. |
| Data reviewed | Imagine Learning benchmark and student progress report |
| Achievements? | 100% of students completing 60 minutes pr week, and passing all on level lessons for their prescribed pathways |
| Challenges? | Students motivation to work independently will be accomplish through intensive student/teacher contact, supported by computer teacher and assigned T.A. |
| On track? | |
| Modifications? | |
| Mid-Year | |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| Modifications? | |
| Spring | |
| Date of Review | |
| Major intervention(s) | |
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| On track? | |
| End of Year | |
| Date of Review | |
| Major intervention(s) | |

| | |
|---------------|--|
| Data reviewed | |
| Achievements? | |
| Challenges? | |
| Goal met? | |

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry and state reporting requirements:
School Nurse (In HR Processing- background check pending).

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **October 24, 2020** (include an estimate of number of students that must be screened):

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 (In HR Processing- background check pending).

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

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 (In HR Processing- pending).

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

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 (In HR Processing- background check pending).

If your campus does not have a certified school nurse or screener please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

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, 2021** (include an estimate of number of students that must be screened):

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis:

School Nurse (In HR Processing- background check pending).

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 2020-2021:

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 (In HR Processing- background check pending).

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 2020-2021 school year (Include the number of AEDs on campus):

2020-2021

School Improvement Plan (SIP) - Schoolwide and Targeted Assistance

SPECIAL FUNDING GOALS

GOAL AREA: Title I, Part A - 3 Required Elements of Schoolwide Planning - Campus Compliance

Note: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance)

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Education Agency (LEA)

• Briefly summarize your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and conclusions/priorities.
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.

• Indicate the programs and resources that are being purchased out of Title I funds.

- 1)The Literacy Project
- 2)Vontoure Math Training
- 3)Motivation Reading, Writing and Math Resource Materials

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised. May 2020 - September 2020

3. **School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies 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.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards 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

• Indicate the locations where the SIP is made available: (Main Office on campus, parent meetings, campus website, etc.)

• Indicate how the SIP was made available to parents: (School Messenger, Virtual Parent Meetings, SDMC Meeting, TEAMS Platform, etc.)

• Indicate the languages in which the SIP was distributed: (English, All campus level parent meetings are translated for in Spanish for parents who need it.)

4. **Parent and Family Engagement:** Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

• Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement 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.
- 3) Parent-Student-Teacher BOY, MOY and EOY Conferences
- 4)Monthly PTO nights and parent classes that meet their needs, for example ESL classes or STAAR information programs.

• List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE):

Sheryl Lewis, Teacher Specialist, Title 1 Coordinator and FAC/CTC

- Indicate how the PFE was distributed: Campus, Garcia ES Website, parent meetings, student-parent handbook
- Indicate the languages in which the PFE was distributed: English and Spanish

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

Meeting #1: September 24, 2020 - 8:30am Alternate Meeting: September 24, 2020 - 4:00pm

Meeting #2: November 19, 2020 - 8:30am Alternate Meeting: November 19, 2020 - 4:00pm

Meeting #3: February 11, 2021 - 8:30am Alternate Meeting: February 11, 2021 - 4:00pm

Meeting #4: April 22, 2021 - 8:30am Alternate Meeting: April 22, 2021 - 4:00pm

Capital Outlay Requested N

If yes, please list the items below. Please note, all capital outlay requests must receive approval from TEA prior to purchase.

-
-
-

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

- Total amount of State Compensatory Education funds:

\$106,736

- Personnel funded with State Compensatory Education funds:

\$66,739

- List names here: John Bolt, Martha Vanegas

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

1

- Brief description of how these funds are utilized on your campus: The funds are used to enhance the Title 1 school Program at our campus.

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

STAAR RESULTS COMPARISON

| Subject | All Students tested | | | | Hispanic | | | | African American | | | | Economically Disadvantaged | | | | ELL | | | | Special Education | | | |
|---------|---------------------|---------------|---------------|----------------------|---------------|---------------|---------------|----------------------|------------------|---------------|---------------|----------------------|----------------------------|---------------|---------------|----------------------|---------------|---------------|---------------|----------------------|-------------------|---------------|---------------|----------------------|
| | STAAR 2017 | STAAR 2018 | STAAR 2019 | 3 year net change | STAAR 2017 | STAAR 2018 | STAAR 2019 | 3 year net change | STAAR 2017 | STAAR 2018 | STAAR 2019 | 3 year net change | STAAR 2017 | STAAR 2018 | STAAR 2019 | 3 year net change | STAAR 2017 | STAAR 2018 | STAAR 2019 | 3 year net change | STAAR 2017 | STAAR 2018 | STAAR 2019 | 3 year net change |
| MATH | 61 | 69 | 68 | 7 | 65 | 64 | 70 | 5 | 43 | 27 | 57 | 14 | 62 | 63 | 68 | 6 | 72 | 69 | 73 | 1 | 18 | 17 | 15 | -3 |
| READING | 54 | 56 | 56 | 2 | 56 | 59 | 60 | 4 | 46 | 28 | 39 | -7 | 54 | 60 | 56 | 2 | 56 | 70 | 66 | 10 | 12 | 0 | 8 | -4 |
| WRITING | 35 | 29 | 41 | 6 | 37 | 30 | 44 | 7 | 26 | 20 | 33 | 7 | 46 | 27 | 41 | -5 | 29 | 33 | 58 | 29 | 0 | 0 | 0 | 0 |
| SCIENCE | 63 | 74 | 71 | 8 | 67 | 74 | 73 | 6 | 42 | 67 | 69 | 27 | 64 | 72 | 71 | 7 | 66 | 70 | 78 | 12 | 25 | 11 | 20 | -5 |

Needs Assessment - Narrative of Data Analysis

Historically, Garcia has endured a high turnover rate of teachers, novice teachers and an average student mobility rate of 21%. The number of in-school and out of school suspension decreased from 69 to 38, low student attendance (96% average) as identified in the 2019-2020 PEIMS reports. Garcia has met state standard on STAAR for four consecutive years (2016, 2017, 2018 and 2019), but on grade level student achievement and attendance remain significant challenges. Therefore, the campus will continue to focus on effective first instruction and early targeted interventions in all contents with emphasis on writing. Due to COVID-19 Pandemic, we will also integrate remediation instruction during our tiered interventions. The comparison data from 2018 to 2019 show a gain in writing achievement of 12 percentage points, a loss of 1% in math, and remain the same in reading. The student group ratings on all tests from 2018 to 2019 changed as follows: Hispanic went from 59% to 63%, African American from 28% to 47%, Economically Disadvantage

Narrative of Priority Needs and Root Causes - Including Special Ed

The priority needs are:

1. Ensure all students perform at grade or above grade level reading and math
2. Reduce the number of Tier 2 and Tier 3 students
3. Ensure the ELs advance a minimum of one composite level each year
4. Identify and extend the learning for underperforming gifted and talented students. The root causes for priority needs are:

1. The high mobility rate of both students and teachers
2. Teacher capacity in terms of effectively utilizing data to drive instruction
3. Differentiating instruction to accommodate all learners (Tier 1, 2 and 3, ELs and Special Education)
4. Some novice teachers lack classroom and discipline management skills necessary to implement effective lessons

Choose the professional development template to complete for your campus professional development plan. Utilize Template 1 for PD plans with topics that will be presented on specific dates throughout the school year. Utilize Template 2 for PD plans with topics that will be presented monthly throughout the school year. Refer to SIP Guidance Document appendix for examples of each template.

| Professional Development Template 1 - PD by Dates | | | | |
|---|-----------|---|--|--|
| PD Dates | PD Format | PD Topic | Resources | SIP Goal Alignment |
| 8/25/2020 | Virtual | Reading: Grades PK-5 Literacy Re-boot and Re-boot Plus | The Literacy Group- Dr. Campanaro | Goal 1 Reading, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| 9/2/2020 | Virtual | Math g. 3-5 Lesson planning - virtual resources instructional best practices first 6 weeks - session 1 | Vonture Learning | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| 9/3/2020 | Virtual | Balanced Literacy Topic: Word Study Routines | Education Muses- Malene Golding, M. Ed | Goal 1 Reading, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| 10/24/2020 | Virtual | Math g. 3-5 Lesson planning - virtual resources instructional best practices second 6 weeks - session 2 | Vonture Learning | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| 12/12/2020 | Virtual | Math Pre-K to 2 session 2 | Vonture Learning | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| 12/12/2020 | Virtual | Math g. 3-5 Planning and Best practices- session 3 | Vonture Learning | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| 1/16/2021 | Virtual | Math Pre-K to 2 session 3 | Vonture Learning | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| 1/16/2021 | Virtual | Math g. 3-5 Planning and Best practices- session 4 | Vonture Learning | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |

| | | | | |
|--------------------------------|---------|-----------------------|--|---|
| 09/22/2020 to 10/09/2020 | Virtual | Sheltered Instruction | Campus SI Coach, ELlevation, SI resources, planning documents | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| | | | | |
| | | | | |
| | | | | |

| Professional Development Plan Template 2 - PD by Month | | | | |
|--|-----------|---|--|---|
| PD Monthly Focus | PD Format | PD Topic | Resources | SIP Goal Alignment |
| August – Pre-Service | N/A | N/A | N/A | N/A |
| September | Virtual | Gr. 3 to 5 cohort - Math training Vonture Learning; Literacy Reboot and Reboot Plus – All grade levels | STAAR release items, Dr. Campanero, Vonture Learning; MUSSES | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| October | Virtual | Vonture, PreK-2 Session 1; Vonture gr. 3-5 session 2; Sheltered Instruction 3-5 | Vonture docs; Planning guide; Lead4ward field guides | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| November | Virtual | Topic: K-4 Writing - Editing and Revision | Education Muses- Malene Golding, M. Ed | Goal 1 Reading, Goal 3 Special Pops- EL, Goal 3 Special Ed |
| December | Virtual | Vonture, Math PreK- 2 Session 1; Vonture Math 3-t Session 3; ELlevation for S.I all grades | Vonture docs; Planning guide; Lead4ward field guides | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| January | Virtual | Math Pre-K to 2 session 3; Math g. 3- 5 Planning and Best practices- session 4 | Vonture docs; Planning guide; Lead4ward field guides | Goal 1 Reading, Goal 1 Math, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| February | Virtual | Reading: Grades PK- 5 Literacy students from noticing key details using the 5WH and FACT! strategies | The Literacy Group- Dr. Campanaro | Goal 1 Reading, Goal 3 Special Pops- EL, Goal 3 Special Ed |
| March | Virtual | Topic: K-4 Writing Editing and Revision | Education Muses- Malene Golding, M. Ed | Goal 1 Reading, Goal 3 Special Pops- EL, Goal 3 Special Ed |

| | | | | |
|-------|---------|--|----------------------------------|---|
| April | Virtual | Reading: Grades PK-5 Students the interpretation and analysis of text. | The Literacy Group-Dr. Campanaro | Goal 1 Reading, Goal 3 Special Pops-EL, Goal 3 Special Ed |
| May | Virtual | Reading: Grades PK-5 Follow-up with students' interpretation and analysis of text. | The Literacy Group-Dr. Campanaro | Goal 1 Reading, Goal 3 Special Pops-EL, Goal 3 Special Ed |