

Houston Independent School District

283 Garcia Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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 suspensions decreased to less than 1%, low student attendance (91% average) as identified in the 2021-2022 PEIMS reports. Garcia has met state standards on STAAR for six out of seven years, with the exception being the 2020 (no rating was given due to the COVID-19). Domain 1 – Student Achievement (65%); student and staff attendance remain significant challenges. Therefore, the campus will continue to focus on effective first instruction and early targeted interventions in all contents with an emphasis on early literacy. The comparison data from 2021 to 2022 show an overall gain of 25% (Math 55% to 64%; Reading 61% to 74%; Science 63% to 78%).

2022 Domain – 3 Closing the Gaps scored 76% but remains is a focus area due to the following subgroup data points. The ELAR subgroup performance is as follows: African American 22% did not meet (DNM target); Hispanic scored 47% (exceeded target); continuously enrolled 42% (DNM target); and non-continuously enrolled 37% (DNM target). The overall ELAR target is 44%, we scored is 41%. The math subgroups performance is as follows: African American 17% did not meet (DNM target); Hispanic scored 28% (DNM target); continuously enrolled 26% (DNM target); non-continuously enrolled 24% (DNM target); economically disadvantage 26%, EB/EL 27%. The overall math target is 46%, we scored 26%.

The strengths are ELAR economically disadvantage 33%, EB/EL 29% and Asian 100% met standard and math Special Education.

Demographics

Demographics Summary

Macario Garcia, located in north Houston, serves 390 students in grades Prekindergarten through fifth grade. Ninety-nine percent of the student population is socio-economically disadvantaged, and all students benefit from Title I federal funds. The demographics are 74% Hispanic American, 20% African American, 1% White, 83% at-risk, 9% special education, 43% emergent bilingual, the average daily attendance is 91% with a 22% student mobility rate. The specialized programs are Bilingual, ESL, Special Education and Gifted and Talented.

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 suspensions decreased to less than 1%, low student attendance (91% average) as identified in the 2021-2022 PEIMS reports. Garcia has met state standards on STAAR for six out of seven years, with the exception being the 2020 (no rating was given due to the COVID-19). Domain 1 – Student Achievement (65%); student and staff attendance remain significant challenges. Therefore, the campus will continue to focus on effective first instruction and early targeted interventions in all contents with an emphasis on early literacy.

Demographics Strengths

The comparison data from 2021 to 2022 show an overall gain of 25% (Math 55% to 64%; Reading 61% to 74%; Science 63% to 78%). The strengths are ELAR economically disadvantage 33%, EB/EL 29% and Asian 100% met standard and math Special Education. 2022 Domain – 3 Closing the Gaps scored 76% but remains is a focus area due to the following subgroup data points. The ELAR subgroup performance is as follows: African American 22% did not meet (DNM target); Hispanic scored 47% (exceeded target); continuously enrolled 42% (DNM target); and non-continuously enrolled 37% (DNM target). The overall ELAR target is 44%, we scored is 41%. The math subgroups performance is as follows: African American 17% did not meet (DNM target); Hispanic scored 28% (DNM target); continuously enrolled 26% (DNM target); non-continuously enrolled 24% (DNM target); economically disadvantage 26%, EB/EL 27%. The overall math target is 46%, we scored 26%.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Problem of Practice 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 EBs advance a minimum of one composite level each year 4. Identify and extend the learning for under-performing gifted and talented students. **Root Cause:** Root Cause The root causes for priority needs are: 1. The high mobility of staff and students

Student Learning

Student Learning Summary

Garcia not only met all 2021-2022 STAAR Domain Standards, but also showed significantly gains in each domain. Domain-1 - Student Achievement improved 7% from 58 to 65%; Domain 2A – Academic Achievement improved 29% from 65% to 94% and 2B – Relative Performance improved 9% from 65% to 74% for an overall 94%; and Domain 3 – Closing the Gaps with an improved 15% from 61% to 76%. The overall campus rating increased from 64% to 89%. To improve the overall academic achievement, we continue to employ a teacher specialist and interventionist who are responsible for providing instructional support in the areas of Reading/English Language Arts, Math, Science, Social Studies, music, library, computer lab, science lab and physical education. The instructional leadership team ensures a safe learning environment, teacher development, monitor and evaluate instructional practices including targeted Tier 2 and 3 interventions. Campus and district instructional leadership is leveraged to ensure overall academic achievement and social development. The leadership team includes the principal, assistant, campus teacher specialist, interventionist, special education chair, LPAC and Title I coordinators, district level DDI, IAT teacher specialists and wraparound specialists.

The 2022-2023 goal is to maintain or exceed an overall campus rating of “B” via increased performance in all STAAR Domains and student groups.

Student Learning Strengths

Garcia not only met all 2021-2022 STAAR Domain Standards, but also showed significantly gains in each domain. Domain-1 - Student Achievement improved 7% from 58 to 65%; Domain 2A – Academic Achievement improved 29% from 65% to 94% and 2B – Relative Performance improved 9% from 65% to 74% for an overall 94%; and Domain 3 – Closing the Gaps with an improved 15% from 61% to 76%. The overall campus rating increased from 64% to 89%.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Problem of Practice 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 EBs advance a minimum of one composite level each year 4. Identify and extend the learning for under-performing gifted and talented students. **Root Cause:** Root Cause The root causes for priority needs are: 1. The high mobility and daily attendance of staff and students

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR - By the end of the 2022-2023 school year, 75% of the students will meet standard and 15% of students will master standards in 3rd - 5th grade on the 2023 STAAR.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: To increase STAAR Student Achievement in reading from 52% to 62%, by the end of the first semester.

Evaluation Data Sources: Tier Movement on Renaissance 360 and DRA level (BOY and MOY), Student Snapshot, and DLA assessment data.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: RtI Logs, IAT Referral Logs, Student Intervention Kits, and Small Group Interventions for Tier II & III students, Neuhaus intervention strategies, Dyslexia Intervention, Literacy Practices for Sheltered Instruction, Intervention Groups for HB4545, implement best practices for thinking strategies, critical textual clues to analyze the interpretation of				

the text, and Word Study Routines.

Strategy's Expected Result/Impact: High levels of student engagement in daily learning activities and on or above grade level performance.

Staff Responsible for Monitoring: Teachers, Content Leaders, DDIS, Interventionist, IAT Liaison, Dyslexia Interventionist, and Teacher Specialist.

Action Steps: All teachers will have ongoing reading training with Superior Beginnings, J. Clark consultant with a focus on Comprehension throughout the year. Students will receive intensive small group instruction from Superior Beginnings.

Title I:
2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

Funding Sources: Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000, Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$15,000

0%

No Progress

100%

Accomplished

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Measurable Objective 2: To increase STAAR Student Achievement in reading from 75% to 85%, by the end of the second semester.

Evaluation Data Sources: Tier Movement on Renaissance and DRA level (MOY and EOY), Snapshots and DLA assessment data, and STAAR Student Achievement standards.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing data tracking systems to regroup Tier II & II small group interventions based on assessment data and collaborative literacy planning sessions-PLC (Tues: PK-2 & Thur: 3-5).</p> <p>Strategy's Expected Result/Impact: Reduction in the number of students needing Tier II and Tier III intervention.</p> <p>Staff Responsible for Monitoring: Teachers, Content Leaders, ELA TDS (Tues/Thur), DDIS (Mon), Interventionist, IAT Liaison, Dyslexia Interventionist, and Teacher Specialist</p> <p>Action Steps: 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.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: By the end of the 2022-2023 school year, 90% of the students in grades 1 and 2 will meet standard for the High-Frequency Word Examination.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 90% of the students will meet standard on the High-Frequency Word Examination (HFWE) by the end of the 2022 -2023 School Year.

Evaluation Data Sources: High-Frequency Word Examination (HFWE)

Strategy 1 Details		Reviews			
Strategy 1: Utilizing data to group students for small group interventions. Strategy's Expected Result/Impact: Increase in the percentage of students passing the High-Frequency Word Evaluation (HFWE). Staff Responsible for Monitoring: Teachers, Content Leaders, Reading Interventionist, and Teacher Specialist Action Steps: Students in 1st and 2nd grade will be pulled weekly for small group instruction by the Reading interventionist and/or Teacher Specialist. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By the end of the 2021-2022 school year, 85% of all student in 3rd-5th grade will meet or exceed 2023 approaches grade level standard, with at least 60% of the students on grade level.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year 85% of all students in 3rd-5th grade will meet or exceed 2023 approaches grade level standard with at least 60% of students at Meet grade level standard.

Evaluation Data Sources: Milestone: 100% completing Imaging Math Benchmark, 75% of students completing on grade level Imagine Math lessons; 50% of students at Meet grade level on OnTrack Formative Assessments.

HB3 Board Goal





Strategy 1 Details		Reviews			
Strategy 1: Prescriptive intervention to students in grades 3-5 who are Tier II and Tier III based on the Spring 2022 EOY ITR Report Strategy's Expected Result/Impact: The expected outcome is to increase students' performance on and above grade level STAAR standards. Staff Responsible for Monitoring: Classroom teacher, IAT Liaison, Teacher Specialist, Action Steps: All teachers from grades 3-5 attend math district training, attend weekly PLCs, and have lesson plans complete for first 6 weeks. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
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Measurable Objective 2: To increase the 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.

Evaluation Data Sources: Milestone: 100% Imagine Math participation; 80% of students completing on grade level Imagine Math lessons; 55% of students at Meet grade level on OnTrack Formative Assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 Instruction practice in math to develop academic vocabulary and content comprehension</p> <p>Strategy's Expected Result/Impact: The expected outcome is on or above grade level performance on curriculum standards.</p> <p>Staff Responsible for Monitoring: Classroom teacher, IAT Liaison, Teacher Specialist, DDIS support</p> <p>Action Steps: Teachers will receive the ITR Report from the IAT Liaison that list the Tier II and III students in math. Use of this report will assist in targeting students early to get the needed assistance.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 3: To increase the percentage of students in grades 3-5 from 80% to 85% at least Approaching level, and 60% of students at Meeting grade level by the end of the second quarter

Evaluation Data Sources: Milestone: 100% Imagine Math participation; 80% of students completing on grade level Imagine Math lessons; 85% of students at Approaching grade level; 60% of students at Meet grade level on STAAR

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Continue with data based flexible grouping focused on specific and individual student expectations not yet met at the expected Level 1 student: Achievement standard by TEA Strategy's Expected Result/Impact: 80% of below grade level students will show growth based on flexible grouping. Staff Responsible for Monitoring: Classroom Teacher, IAT Liaison, Teacher Specialist and DDIS support Action Steps: Quarterly training sessions with District Math department grades K-2 and 3-5 Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By the end of the 2022-2023 school year, 75% of the students in STAAR testing grades will perform at the meets level in Domain 1 and EL students will exceed the state's target on TELPAS by increasing a minimum of one composite score

Measurable Objective 1: 75% of all students in grades 3-5 will meet the 2023 Domain 1 accountability on STAAR

Evaluation Data Sources: District and campus assessments, STAAR release tests.

Strategy 1 Details	Reviews			
Strategy 1: Daily focus on teaching and learning results via effective instructional strategies, i.e. Do Now and Exit tickets, 3 part learning objectives including language objectives, Gradual release model and/or 5E instructional lesson model implementation, sheltered instruction, targeted tier 1,2,3, and HB4545 interventions. Strategy's Expected Result/Impact: Incremental student performance gains that will lead to 80% of the students meeting Domain I standard on STAAR Staff Responsible for Monitoring: Classroom teachers, Teacher Specialist, Principal, DDIS support Action Steps: PLCs with focus on effective instructional strategies based on classroom data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2021 to 29% in spring 2024.

Strategic Priorities:

Expanding Educational Opportunities

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 2: CLOSING THE GAPS: By the end of 2022-2023, 100% of the identified students will meet their IEP goals.

Strategic Priorities:

Expanding Educational Opportunities

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE By the end of the 2022-2023 school year, the overall attendance rate at Macario Garcia Elementary will increase by 3%.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To increase student attendance from 97% to 98% from Pre-K to 5.

Evaluation Data Sources: Monthly attendance reports, progress reports, report cards, and End of Year ADA Report.

Strategy 1 Details	Reviews			
Strategy 1: Monitor student attendance for all grade levels. Strategy's Expected Result/Impact: The expected outcome is that campus average yearly student attendance will be 98% or above by the end of the 2022-2023 school year. Staff Responsible for Monitoring: Leadership Team, Parents, Classroom Teachers, WRS and SDMC Action Steps: Organize the 2022-2023 Attendance Committee and ensure a teacher from each grade level is a member.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: Campus Wide Incentive Plan Implementation

Evaluation Data Sources: Weekly attendance reports, six week attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Class and grade level competition for highest percentage of students in attendance Strategy's Expected Result/Impact: Increased attendance and friendly competition among classes and teachers Staff Responsible for Monitoring: Classroom teachers, Attendance committee, Transformation Team, SIR Clerk, parents Action Steps: Bi-weekly meetings to address attendance concerns and motivators, Attendance tracker sent home weekly for parent signature Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: Participation of classroom teachers in the Attendance Intervention Plan for students who are excessively tardy and absent

Evaluation Data Sources: Weekly attendance trackers, attendance reports, documentation of parent communication

Strategy 1 Details	Reviews			
Strategy 1: Mandatory attendance conferences with parents and students Strategy's Expected Result/Impact: Parent will be made immediately aware of the excessive absences and/or tardies via telephone, ClassDojo, parent letter Staff Responsible for Monitoring: Classroom teachers, attendance clerk, Transformation Team, Administration Action Steps: Monitor and adjust activities and incentives as needed. Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: By the end of the 2022-2023 SY, to decrease the number of in-school and out-of-school suspensions at Macario Garcia Elementary by 3%.


Strategic Priorities:


Ensuring Student Health, Safety and Well-Being


Measurable Objective 1: 100% of Stakeholders (Students, Teachers and Parents) are aware of the characteristics of bullying.


Evaluation Data Sources: Classroom observations and decrease in office referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 2: 100% of staff and students adhere to school rules and district policy

Evaluation Data Sources: Decrease in discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Bulletin Board to recognize "Excellent Conduct", Perfect Attendance, and Grade Level TEKS Strategy's Expected Result/Impact: Student pride in seeing their name/face honoring their accomplishments. Teachers sharing that pride and wanting others to be involved Staff Responsible for Monitoring: Classroom teachers, Leadership Team, Principal, Counselor Action Steps: Provide incentives for students with perfect attendance weekly (free dress Friday) Principal's Wall of Fame for those mastering TEKS, Student of the month poster for each grade level based on behavior Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To provide a 100% safe and secure environment for all students and staff at Garcia Elementary

Evaluation Data Sources: Discipline Referrals, Workers Compensation Reports, Safety Drills, Bullying Assemblies

Strategy 1 Details	Reviews			
Strategy 1: Awareness of Characteristics of bullying. Strategy's Expected Result/Impact: No instances of bullying Staff Responsible for Monitoring: All staff(teachers, nurse, wraparound specialist, paraprofessionals, clerks, administrative assistant, student representatives, cafeteria workers, custodians, crossing guards, and administrators. Action Steps: Implementation of the Code of Student Conduct, Student Assemblies, Staff Trainings, Parent Meetings. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 4: SPECIAL EDUCATION

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: 100% of Special Education students will meet their IEP goals.

Evaluation Data Sources: The students IEP, Grades, Assessment, Progress and Report Cards.

Strategy 1 Details	Reviews			
Strategy 1: Using students classroom and testing accommodations, special education pull-out and push-in services, and small group instruction to ensure students mastery of the IEP goals. Strategy's Expected Result/Impact: Consistent incremental growth until goals are attained. Staff Responsible for Monitoring: Classroom, special education teachers and administrators. Action Steps: Special education and general education teachers will implement IEP accommodations and modifications daily; provide and document additional interventions as well as make adjustments via the ARD process as needed.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the 2022-2023, 50% of all students in grades 2 to 5 grade will advance at least on 3 TELLPAS year. 100% of the students with Dyslexia will complete and master 85% of the Neuhaus Education program; Differentiation of instruction to meet the needs of AT risk students; and continue supporting our current Gifted and Talented students via project based learning.

Evaluation Data Sources: Imagine Literacy BOY, MOY and EOY; Neuhaus Unit Assessments and TEPAS practice tests and state test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 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 expression and reading skills.</p> <p>Strategy's Expected Result/Impact: 100% of EL students master the 2023 EOY District Benchmark expectation; Neuhaus Education Unit Assessments.</p> <p>Staff Responsible for Monitoring: Bilingual, ESL Teachers and Dyslexia Specialists</p> <p>Action Steps: Consistent student usage Imagine Literacy to improve all four English language domains, for at least 60 minutes per week.</p> <p>Title I: 2.4, 2.5, 2.6</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

To Promote 100% parent and community involvement throughout the school year.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: To promote all parent participation via daily/weekly folder checks.

Evaluation Data Sources: The returned folder with parent signature affixed.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Measurable Objective 2: To promote parent involvement in academic activities

Evaluation Data Sources: Principal, Leadership Team, Teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 3: To promote 100% parent participation in PTO

Evaluation Data Sources: Sign-in sheets, anecdotal records

Strategy 1 Details	Reviews			
Strategy 1: To promote 100% parent participation in PTO Staff Responsible for Monitoring: Teachers, Office Staff, PTO, and Administration Action Steps: Evaluate the activities and results end of 2023; Determine needs for the upcoming school; and gather input from parents for the 2023-2024 School Year.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5, & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students complete by SCHOOL NURSE:

Strategy 1 Details	Reviews			
Strategy 1: Start earlier in the school year to get parents to take care of the immunizations Strategy's Expected Result/Impact: 100% Immunized Campus Staff Responsible for Monitoring: Nurse Action Steps: At the end of the school year do a check of students needing updated records for the start of school.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for applicable students completed by SCHOLL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: Start vision screenings the second week of school. Strategy's Expected Result/Impact: 100% screened by October Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: IF the school does not have a certified school nurse or screener, steps for completing the requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: Start hearing screenings the second week of school. Strategy's Expected Result/Impact: 100% of students with completed Hearing Screening Staff Responsible for Monitoring: Nurse Action Steps: Create a grade level schedule for students to be screened.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students screened:



Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Diabetes screening was done at the same time as Hearing and Vision screenings. Strategy's Expected Result/Impact: 100% of students in the assigned screening grade level will be screened. Staff Responsible for Monitoring: Nurse Action Steps: Identify a location for the screening. Create a schedule for the students to be screened.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 5: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Crystal Carrie, RN and Corey Washington, Coach

Number of AEDs on campus: 2

Strategy 1 Details		Reviews			
Strategy 1: AEDs are checked monthly Staff Responsible for Monitoring: NURSE		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Rtl Logs, IAT Referral Logs, Student Intervention Kits, and Small Group Interventions for Tier II & III students, Neuhaus intervention strategies, Dyslexia Intervention, Literacy Practices for Sheltered Instruction, Intervention Groups for HB4545, implement best practices for thinking strategies, critical textual clues to analyze the interpretation of the text, and Word Study Routines.
2	1	1	1	Prescriptive intervention to students in grades 3-5 who are Tier II and Tier III based on the Spring 2022 EOY ITR Report
2	1	2	1	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 Instruction practice in math to develop academic vocabulary and content comprehension
2	1	3	1	Continue with data based flexible grouping focused on specific and individual student expectations not yet met at the expected Level 1 student: Achievement standard by TEA
3	1	1	1	Daily focus on teaching and learning results via effective instructional strategies, i.e. Do Now and Exit tickets, 3 part learning objectives including language objectives, Gradual release model and/or 5E instructional lesson model implementation, sheltered instruction, targeted tier 1,2,3, and HB4545 interventions.
5	1	2	1	Class and grade level competition for highest percentage of students in attendance
5	1	3	1	Mandatory attendance conferences with parents and students
5	2	2	2	Bulletin Board to recognize "Excellent Conduct", Perfect Attendance, and Grade Level TEKS

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Prescriptive intervention to students in grades 3-5 who are Tier II and Tier III based on the Spring 2022 EOY ITR Report
2	1	2	1	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 Instruction practice in math to develop academic vocabulary and content comprehension
2	1	3	1	Continue with data based flexible grouping focused on specific and individual student expectations not yet met at the expected Level 1 student: Achievement standard by TEA
3	1	1	1	Daily focus on teaching and learning results via effective instructional strategies, i.e. Do Now and Exit tickets, 3 part learning objectives including language objectives, Gradual release model and/or 5E instructional lesson model implementation, sheltered instruction, targeted tier 1,2,3, and HB4545 interventions.
5	1	2	1	Class and grade level competition for highest percentage of students in attendance
5	1	3	1	Mandatory attendance conferences with parents and students
5	2	2	2	Bulletin Board to recognize "Excellent Conduct", Perfect Attendance, and Grade Level TEKS

State Compensatory

Budget for 283 Garcia Elementary School

Total SCE Funds: \$1,536.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The SCE funds will be used for professional development activities that addresses early literacy proficiency of first and second grade students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joann Flowers	Reading Interventonist	Regular/EB	1.00
Kimberly Steele	IAT/504 Liaison and Math Interventionist	Regular/EB	1.00

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Supplies and Materials	6300 - Supplies and Materials	\$2,000.00
1	1	1	1	Professional Development	6200 - Contracted Services	\$15,000.00
Sub-Total						\$17,000.00

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE 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 Campus 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 Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP 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 campus leaders, paraprofessionals present in the campus, 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. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. 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 campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

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).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

SIP APPROVAL 2022-2023

School Name and Campus #: Garcia Elementary School

Principal Name: Linda Bellard

School Office: ESO2 - North Area

Please print this document and complete.

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 September 29, 2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

09/29/2022
Date


Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

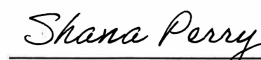
09/29/2022
Date


SDMC Teacher Representative

9.29.2022
Date


School Support Officer/Lead Principal

9/30/22
Date


School Office Assistant Superintendent

9-30-22
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date