Houston Independent School District

283 Garcia Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Mission Statement

Garcia Elementary educates PK-5 scholars for college through rigorous instruction, demanding work, and a culture of excellence in all we do.

Vision

Garcia Elementary provides an academically and behaviorally rigorous environment with a focus on core math and literacy instruction for the children of North Houston. We provide an intense focus on literacy skills to ensure that each of our students is reading on grade level by the end of second grade. Our intensive core literacy instruction then allows us to meet the individual needs of every Garcia student in the other core content areas.

We believe that to truly prepare each child for the rigors of middle school, high school, and college we must provide them with a joyful and demanding work environment. At Garcia Elementary all students are held accountable for class work, homework, mastery of learning objectives, and behavioral expectations on a daily basis.

Aristotle said that "we are what we repeatedly do. Excellence is not an act but a habit." Students at Garcia Elementary are provided with excellence and taught to have excellence in all they do. This constant pursuit of excellence lives within a culture of mutual respect and drives everything in our school community

Table of Contents

Comprehensive Needs Assessment 4
- Student Achievement 4
- School Culture and Climate 6
- Staff Quality, Recruitment, and Retention 7
- Parent and Community Engagement 10

Priority Problems of Practice 11

Comprehensive Needs Assessment Data Documentation 12

Key Actions 13
- Key Action 1: Build teachers' capacity to improve reading instruction and increase student outcomes. 13
- Key Action 2: Build teachers' capacity to improve math instruction and increase student outcomes. 15
- Key Action 3: Build the capacity of special education teachers to provide high-quality instruction. 18

State Compensatory 20
- Budget for 283 Garcia Elementary School 20
- Personnel for 283 Garcia Elementary School 20

Site-Based Decision Making Committee 21

Addendums 22

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

****Based on a review of last year’s student growth and achievement data, what are the areas of strength?****

- In the 2021-2022 academic year:
  - **Reading**: 41% of students met and 16% mastered the standards, marking it as a notable strength.
  - **Science**: 44% of students met and 27% mastered the standards, indicating another area of strength.

****Where academically did the campus improve over previous years? To what do you attribute the improvement?****

- **Math**:

  - From 2021-2022 to 2022-2023, the percentage of students who did not meet the standards decreased from 46% to 34%. Additionally, there was an improvement in students approaching the standard from 54% to 66%.

- **Reading**:

  - A decrease in the percentage of students meeting and mastering the standards in 2022-2023, and there was a increase students who did not meet the standards from 31% to 37%.

- **Science**:

  - A drop in performance is seen in all categories from 2021-2022 to 2022-2023.

- The improvement in Math is attributed to targeted interventions and enhanced teaching methods.

****Did students excel in any particular area? ****

- In the 2021-2022 academic year:

  - Students excelled notably in **Reading**, with 41% meeting and 16% mastering the standards.

  - They also showed significant prowess in **Science**, with 44% meeting and 27% mastering the standards.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): At Garcia Elementary, standards-aligned instruction is not pervasive school-wide, which manifests as low-rigor instruction and low-rigor academic tasks for students. While there is access to a high-quality curriculum, teachers have not leveraged it effectively, resulting in low academic student achievement, performance, and success. **Root Cause:** PLCs and professional development are not structured in a way that allows for the understanding and use of new curricula against new standards. There were assumptions about Tier I instruction that resulted in a lack of skillful facilitation of instructional planning meetings (PLCs) that included job-embedded professional development that will enhance teacher capacity and the implementation of high

Problem of Practice 2: At Garcia Elementary, classroom instruction is not engaging for all learners. There is not a crystal-clear alignment of the target, task, text, and talk to the test, resulting in a lack of preparedness to provide high-quality instruction for the first time, which has led to student boredom, poor engagement, a low level of learning, and activity without mastery. **Root Cause:** Teacher hiring practices prior to this school year have presented a lack of content knowledge in the classrooms due to teachers being hired who were retired or uncertified. Teachers are not well versed in the implementation of MRS and CFUs and are covering material instead of backward designing lessons. Additionally, teachers are not internalizing lessons or completing lesson rehearsals; therefore

Problem of Practice 3: At Garcia Elementary, there is not a consistent system being utilized to analyze student data to help teachers drive classroom instruction. Leaders and teachers are not looking at proper quantitative and qualitative data to drive instruction. Therefore, it is difficult to consistently interpret student data because instruction is based on teacher discretion, and there is no prioritization of objec **Root Cause:** There were assumptions about Tier I instruction that led to poor facilitation of instructional planning meetings (PLCs) that included job-embedded professional development that would have helped teachers do their jobs better and improve the delivery of high-quality Tier I instruction. In addition, there is a learned helplessness and waiting for DDI to do the work to provide quantitative student da

School Culture and Climate

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: To ensure Garcia Elementary School creates a safe and inviting environment for all stakeholders, we aim to collect feedback from students, parents, and staff using a Google form at the conclusion of each grading cycle. QR codes are in the main office and in common areas for complaints and are pulled weekly and reviewed at the administrator's meeting.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Garcia Elementary, although we have worked to establish consistency with our Tier 1 supports, which include the implementation of PBIS, we inconsistently respond to student behavior, resulting in numerous referrals. Our process to document concerns, request assistance, and respond to higher-level disruptions within the classroom needs attention. **Root Cause:** To ensure Garcia Elementary School creates a safe and inviting environment for all stakeholders, we aim to collect feedback from students, parents, and staff using a Google form at the conclusion of each grading cycle. QR codes are in the main office and in common areas for complaints and are pulled weekly and reviewed at the administrator's meeting.

Problem of Practice 2: Though we have personnel to support attendance and document absences, there has not been a system in place to track attendance or reach out to families when their child is absent consistently. With an added wraparound service provider, this liaison as well as the school counselor can help support making calls to families weekly for high absenteeism. **Root Cause:** Based on the enrollment of EB students who arrive from other countries without proper documentation and a language barrier, the student is not adequately placed in the proper placement for instruction

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Garcia Elementary School highlights fluctuations in student performance across different subjects and years, indicating areas where teacher quality and instructional methods may need attention. In the 2021-2022 academic year, a significant percentage of students did not meet the standards in math (46%), reading (31%), and science (22%). While there were improvements in the following year, with fewer students not meeting the standards in math (34%) and reading (37%), science performance remained a challenge, with 44% of students not meeting the standards. The percentages of students achieving mastery also remained low, particularly in science (5% in 2022-2023). These results emphasize the need for targeted interventions, professional development, and support for teachers, especially in addressing the challenges faced in science education at Garcia Elementary School. Continuous efforts to improve teacher quality and student achievement are essential to ensuring a higher level of academic success for all students.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Garcia ES, there were 21 teachers as of June 1, 2023. Nine teachers left the campus by October 25, 2023, resulting in a turnover rate of 43%. The staff attendance rate was 96%, indicating a strong commitment from our staff. To recruit highly effective staff, we actively facilitate teacher apprenticeships and participate in job fairs, showcasing our proactive approach in attracting exceptionally skilled educators to our school.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.

Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted.

The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes.

To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The data for Garcia Elementary School provides information on the demographic characteristics of the school's teaching staff, including gender distribution and years of experience.

Strengths:

- **Gender Diversity**: The data indicates that Garcia Elementary School has a gender-diverse teaching staff, with 10 female staff members and 3 male staff members. Gender diversity can contribute to a well-rounded and inclusive learning environment, ensuring that students benefit from a range of perspectives and role models.
- **Experience Levels**: The school has a mix of teaching experience levels, with both relatively new teachers (7 staff members with <=5 years of experience) and experienced teachers (6 staff members with >=11 years of experience). This balance suggests that the school values the contributions of both new, enthusiastic educators and experienced, knowledgeable staff members.

Garcia Elementary School demonstrates strengths in gender diversity among its teaching staff, with a balance of female and male educators. The school also maintains a mix of teaching experience levels, including both relatively new teachers and experienced educators. These strengths may suggest the presence of professional development practices focused on diversity and inclusion, mentorship and collaboration, pedagogical training, and leadership development.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Garcia Elementary School grapples with inconsistent student proficiency across different subjects and academic years. While some improvements are evident in math and reading, science education remains a significant challenge, with both high percentages of students not meeting the standards and low percentages achieving mastery. **Root Cause:** The primary cause of inconsistent student proficiency, especially in science, is the inadequate focus on professional development in science education. To address this issue, the school should prioritize targeted professional development and support for science teachers, focusing on effective teaching strategies and pedagogical methods.

Problem of Practice 2: The school is experiencing a high teacher turnover rate of 43% between June 2023 and October 2023. This can disrupt the continuity of education and teacher-student relationships. **Root Cause:** The primary cause of high teacher turnover is the inadequacy of teacher retention strategies. To address this issue, the school should invest in creating a more supportive and engaging work environment to retain experienced and effective educators.

Problem of Practice 3: Garcia Elementary School exhibits gender diversity among its teaching staff, but the challenge is to maximize the benefits of this diversity to create a more inclusive and supportive learning environment for students. **Root Cause:** The primary cause is the underutilization of gender diversity to create a more inclusive and nurturing learning environment. To address this issue, the school should invest in diversity and inclusion training and practices to harness the advantages of a gender-diverse staff for the benefit of students and the overall school culture.

Parent and Community Engagement

Parent and Community Engagement Summary

For 23–24 school years, the parent and community engagement activities include, but are not limited to, the following: Carson Village for grief therapy; G.R.E.A.T. weekly delivery by the Houston Police Department; F.A.C.E. community involvement program Garcia Elementary School has hosted Meet the Teacher, Community Night, Academia Night, Open House, Spring Walkthrough, Technology Night, and Thanksgiving Luncheon, and various teachers have conducted parent-group activities specific to their class in an effort to support student success for upcoming TEKS for support at home. Food distribution, Backpack Buddy, uniforms, and casual clothing distribution

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: The types of services and/or community partnerships that exist to support families, community members, and students are Houston Food Bank, Admore Behavior Community Services, Anchor Community Services, and Salvation Army (both provide homework assistance, transportation, and other resources), Houston Police Department Partnership, and Clothes by Faith

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: During the 2022-2023 school year, the number of successful FACE events increased to Bronze Status in 2022-2023. We must maintain momentum in order to increase campus enrollment and draw students beyond our boundaries through diverse media highlighting school events. **Root Cause:** Lack of a fully developed multi-media presence such as Twitter, Facebook, Class Dojo, TikTok, etc.

Problem of Practice 2: The problem of practice is parent and community engagement. When parents and the community are involved, student enrollment increases. **Root Cause:** Some general considerations to consider when identifying this "problem of practice" include monitoring trends and organizing a schoolwide strategy to improve community engagement and involvement.

Problem of Practice 3: There is a lack of support for community-based programs to implement messaging and education campaigns about the importance of parent and community engagement. Also, there is a lack of a plan that implements measures to ensure effective plans are in place. **Root Cause:** The participation of all stakeholders in community engagement activities on campus ensures that the campus adopts a comprehensive tiered approach for improving community involvement and buy-in with the campus vision. 1) establishing scheduled meetings; 2) filling a tiered pyramid of resources and supports; 3) informing and collaborating by engaging families to develop and deliver positive and cult

Priority Problems of Practice

Problem of Practice 1: At Garcia Elementary, standards-aligned instruction is not pervasive school-wide, which manifests as low-rigor instruction and low-rigor academic tasks for students. While there is access to a high-quality curriculum, teachers have not leveraged it effectively, resulting in low academic student achievement, performance, and success.

Root Cause 1: PLCs and professional development are not structured in a way that allows for the understanding and use of new curricula against new standards. There were assumptions about Tier I instruction that resulted in a lack of skillful facilitation of instructional planning meetings (PLCs) that included job-embedded professional development that will enhance teacher capacity and the implementation of high

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Key Actions

Revised/Approved: October 23, 2023

Key Action 1: Build teachers' capacity to improve reading instruction and increase student outcomes.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By May 2024, the objective is for 80% of reading teachers to attain proficiency or higher in delivering high-quality reading instruction, as assessed by the Teacher Excellence System (TES) evaluation rubric. Initial targets are set for 75% of reading teachers to achieve proficiency or higher in Spot Observations during the first semester, with a goal to enhance this to 85% or more by May 2024. Furthermore, the progress of PK students will be diligently monitored through the Circle Assessment at various intervals--beginning, middle, and end of the year--with an ambition to witness a 25% progress increase from the beginning to the middle of the year and a 50% advancement from the middle to the end of the year.

Indicator 1: 80% of the reading teachers will be proficient or higher in the delivery of high-quality reading instruction as measured by the Teacher Excellence System (TES) evaluation rubric by May 2024.

Indicator 2: 75% of Spot Observations will be proficient or higher for reading teachers in the first semester, increasing to 85% or better by May 2024.

Indicator 3: PK students' progress will be monitored via the Circle Assessment at BOY, MOY and EOY. Student's progress will increase by 25% from the BOY to MOY and 50% from MOY to EOY.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: By May 2024, educational targets include having 80% of reading teachers proficient in high-quality reading instruction, with progressive improvement in spot observations and substantial student progress monitored through various assessments like Circle and NWEA, aiming for significant proficiency improvements in reading skills and STAAR assessments. Additionally, a robust leadership involvement is envisioned, where the team actively engages in professional learning communities (PLCs), conducts regular classroom visits, analytical assessments, and continuous coaching sessions, fostering a supportive and dynamically improving educational environment, ensuring consistent professional development, and thorough instructional oversight and guidance for optimized teaching and learning outcomes. **School Leaders' Actions** The leadership team will schedule and conduct daily classroom visits to provide in-the-moment coaching around campus-wide instructional commitments as aligned to the Spot Observation rubric. The leadership team will complete the PLC pre-work with content lead and meaningfully engage in weekly PLCs planning session 100% of the time.				

The leadership team will analyze assessment data and monitor student progress to guide and/or coach teachers to make data-driven instructional decisions.

Leadership will train and/or provide professional development for teachers in Really Great Reading, Amplify, the Science of Teaching Reading, and NWEA Map.

The principal will support the growth and development of Tier II leaders by conducting weekly leadership calibration walks (team - 4 per cycle and individually- 1 per cycle) using the Spot Observation rubric to streamline feedback and coaching of teachers.

The principal will conduct one-on-one monthly check-ins with each leadership team member to review Leadership Weekly documents for progress and provide coaching support on identified gaps.

The principal will observe in-the-moment coaching, coaching feedback conferences, and PLCs to provide in-the- moment coaching and support to Tier II leaders.

Staff Actions

Teachers will study, internalize, and reflect on the Amplify curriculum to provide effective first instruction to all students.

Teachers will complete the PLC pre-work and actively engage in meaningful data-driven weekly PLCs 100% of the time.

Teachers will use the curriculum map, curriculum resources, and student data to develop lesson plans, differentiated lesson activities, and implement high quality first instruction daily.

Teachers will use Circle, KEA, NWEA and STAAR data to develop grade-level goals and will monitor and chart students' progress.

Teachers will participate in ongoing Really Great Reading, Amplify, the Science of Teaching Reading, and NWEA Map professional development.

Teachers will complete a minimum of one Demonstration of Lesson per grading cycle during PLCs.

No Progress


Accomplished

Continue/Modify

Discontinue

Key Action 2: Build teachers' capacity to improve math instruction and increase student outcomes.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By May 2024, goals include having 85% of math teachers scoring proficient or higher in Spot Observations and 80% proficient in delivering high-quality instruction as per the TES evaluation rubric. Additionally, there's an aim for substantial improvement in the 2024 math STAAR performance metrics and a goal for 75% of K-5 students to achieve or surpass grade level in NWEA math assessments, with significant mid-year progress increments.

Indicator 1: 75% of the scores on math Spot Observations conducted in December will be proficient or higher; by the end of May 2024, this percent will increase to 85% or higher.

Indicator 2: 80% of math teachers will be proficient or higher in the delivery of high-quality math instruction as measured by the Teacher Excellence System (TES) evaluation rubric by May 2024.

Indicator 3: 2024 math STAAR - Domain I - Performance will improve as follows: Meets and masters will increase from 33% to 56%; Approaches will decrease from 45% to 23%; and Did Not Meet will decrease from 24% to 12%.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: By May 2024, the aim is for significant improvements in math instruction proficiency and student performance, facilitated by rigorous leadership oversight, continuous teacher assessments, and dynamic support structures such as in-the-moment coaching, PLC engagement, and leadership development initiatives guided by structured evaluations and feedback mechanisms.				
School Leaders' Actions				
The leadership team will schedule and conduct classroom visits to provide in-the-moment coaching around campus-wide instructional commitments as aligned to the Spot Observation.				
The leadership team will complete the PLC pre-work and meaningfully engage in weekly PLC planning sessions 100% of the time.				
The principal will support the growth and development of Tier II leaders by conducting weekly leadership calibration walks (team - 4 per cycle and individually- 1 per cycle) using the Spot Observation rubric to streamline feedback and coaching of teachers.				
The principal will conduct one-on-one monthly check-ins with each leadership team member to review Leadership Weekly documents for progress and provide coaching support on identified gaps.				
The principal will observe in-the-moment coaching, coaching feedback conferences, and PLCs to provide in-the- moment coaching and support to Tier II leaders.				
Staff Actions				
Teachers will complete the PLC pre-work and meaningfully engage in weekly PLC planning sessions 100% of the time.				
Teachers will study and reflect on the Eureka curriculum and engage in weekly PLCs 100% of the time.				
Teachers will use Eureka end of unit assessments, Circle, KEA, NWEA Math and STAAR data to develop grade-level goals and monitor and chart student progress towards meets and masters performance.				
Using Eureka Unit Assessments and NWEA Math data, teachers will reflect on their daily practices and review the coaching and written feedback provided to refine and improve their instructional practices.				
Teachers will complete a minimum of one Demonstration of Lesson per grading cycle during PLCs.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Key Action 3: Build the capacity of special education teachers to provide high-quality instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By May 2024, goals for special education include enhancing teacher proficiency to 80%, improving student performance across various assessments including NWEA and STAAR, ensuring full implementation of IEP accommodations, and maintaining complete compliance with the Admission, Review, and Dismissal (ARD) process.

Indicator 1: By May 2024, 80% of special education teachers will attain proficiency in Spot Observations and delivery of high-quality reading instruction, as per the TES evaluation rubric.

Indicator 2: A marked progression in special education students' achievements is expected, with targets including a 25-50% increase in NWEA scores, 70% attainment in grade-level reading skills in K-5, and 60% meeting STAAR assessment standards in grades 3-5.

Indicator 3: Full implementation of IEP accommodations and complete compliance with the Admission, Review, and Dismissal (ARD) process are mandatory, ensuring comprehensive support and legal adherence in special education service delivery.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: The leadership and special education teams will collaboratively engage in continuous professional development, focused classroom visits, and rigorous PLC sessions, emphasizing the consistent and effective implementation of IEP accommodations, mastery of the Eureka and Amplify curriculum, and the enhancement of instructional quality and assessment strategies to optimize special education outcomes.				
School Leaders' Actions				
The instructional leadership team will attend and monitor ARD meetings.				
The leadership team will conduct classroom visits to provide in-the-moment coaching to ensure special education students' IEP accommodations are implemented during the first instruction.				
The leadership team will complete the PLC pre-work focusing on special education students' IEP accommodations and meaningfully engage in weekly PLCs planning sessions 100% of the time.				
The principal will train and provide PD to the leadership team on the Admission, Review and Dismissal procedures and laws.				
The principal will conduct grading cycle check-ins with each leadership team member during PLCs to review students' IEP progress reports and report cards.				
Staff Actions				
Special education teachers will complete the PLC pre-work and meaningfully engage in weekly PLCs 100% of the time with general education teachers.				
Special education teachers will study and reflect on the Eureka and Amplify curriculum to follow and provide daily high-quality instruction.				
Teachers will ensure IEP accommodations are appropriate, effective, and implemented on the Eureka and Amplify unit assessments.				
Special education teachers will complete a minimum of one Demonstration of Lesson per grading cycle during PLCs.				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for 283 Garcia Elementary School

Total SCE Funds: $76,369.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Garcia Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 283 Garcia Elementary School

Name	Position	FTE
Cynthia Abram	Tchr, Second Grade	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Axinia Zepeda	Chairperson
Parent	Yessica Rodriguez	Parent
Parent	Virginia Lara	Parent
Community Representative	Officer Tommie B. Cooper	Community Member
Community Representative	Monica Orange	Community Member
Business Representative	Norma Castellanos	Business Representative
Classroom Teacher	Loretta Jones Carlisle	Teacher
Classroom Teacher	Raven Arceneaux	Teacher
Classroom Teacher	Roberto Moratilla-Farinas	Teacher
Classroom Teacher	Kirby Moody	Teacher
Classroom Teacher	Ana Villalobos	Teacher
Classroom Teacher	Sheryl Lewis	Teacher Specialist

Addendums

Garcia Elementary

Campus Profile

Non-NES	A2	B	Shana Perry	Onica Mayers	Leon Scott
NES Status	Unit	2022 Rating	Senior ED	ED	Support ED

SCHOOL LEADERSHIP

Axinia Zepeda	No Match	0
Principal	Years of Experience	Years on Campus

2022 ACCOUNTABILITY INFO

STAAR: Raw Score	STAAR: Scaled Score
38	65

CCMR: Raw Score	CCMR: Scaled Score
N/A	N/A

Grad Rate: Raw Score	Grad Rate: Scaled Score
N/A	N/A

Action Plan URL

QUICK COUNTS

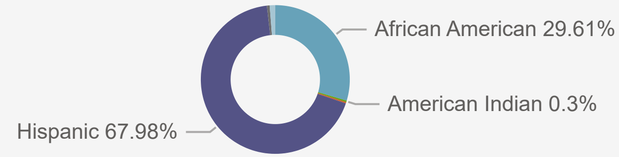
34
Total Staff

331
Count of Student Id

22
Full-Time Teachers

18
Av. Years Tchr. Exp.

DEMOGRAPHICS

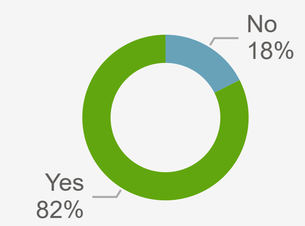


Campus	01	02	03	04	5	K	PK
Garcia ES	49	51	55	44	51	39	42

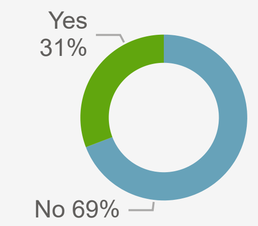
96%
Average Staff Attendance

90%
Average Student Attendance

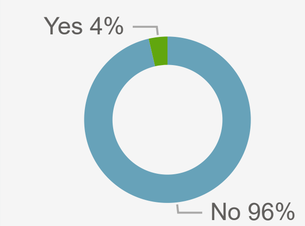
Econ. Disadv.



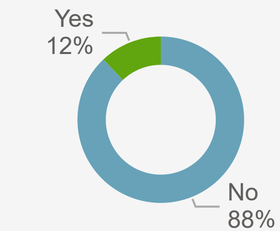
ELs



GT



Special Education



Garcia ES

CSO: Shana Perry
SSO: Angela Milon
TEA Level: ES
School Office: ESO2

Overall

	Scaled Score	Rating
2022 ACTUAL	89	B
"What-If"	88	B
Projected Change	-1	No Change

Domain 1: Student Achievement

	Scaled Score	Rating
2022 ACTUAL	65	NR: SB 1365
"What-If"	65	D
Projected Change	0	Change

Domain 2: School Progress

	Higher Component (HC)	HC Scaled Score	Rating
2022 ACTUAL	Stu Gwth	94	A
"What-If"	Stu Gwth	87	B
Projected Change	No Change	-7	Change

Domain 3: Closing the Gaps

	Scaled Score	Rating
2022 ACTUAL	76	C
"What-If"	90	A
Projected Change	14	Change

Domain 1 Components

STAAR	Raw Score	Scaled Score
2022 ACTUAL	38	65
"What-If"	38	65
Projected Change	0	0
CCMR	**Raw Score**	**Scaled Score**
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A
Graduation Rate	**Raw Score**	**Scaled Score**
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A

Domain 2 Components

Student Growth	Raw Score	Scaled Score
2022 ACTUAL	90	94
"What-If"	82	87
Projected Change	-8	-7
Relative Performance	**D1 STAAR (ES/MS) or STAAR/CCMR Avg (HS) Score**	**Scaled Score**
2022 ACTUAL	38.0	74
"What-If"	38.0	74
Projected Change	0.0	0

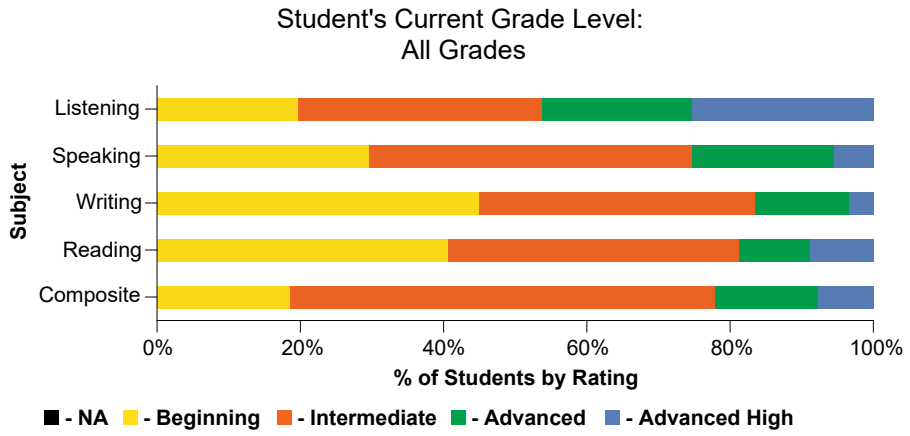
Domain 3 Components			
	Total # Groups/Points	**Percent Met**	**Points**
Academic Achievement			
2022 ACTUAL	14	21	6.3
"What-If"	32	56	16.9
Projected Change	18	35	
Growth or Grad Rate			
2022 ACTUAL	11	100	50.0
"What-If"	32	75	37.5
Projected Change	21	-25	
D1 STAAR or CCMR			
2022 ACTUAL	8	38	3.8
"What-If"	16	56	5.6
Projected Change	8	18	
English Language Proficiency (ELP)		**% Met ELP**	**ELP Points**
2022 ACTUAL		100	10
"What-If"		100	10.0
Projected Change		0	

A note on Domain 3: While weighted scores are higher in Domain 3 in the "What-If" ratings, Domain 3 scaling and methodology is significantly different than it was in prior years. For Domain 3, Points in 2022 were calculated after scaling, and Points in "What-If" were calculated prior to scaling. Therefore, the Points column is not comparable across analyses.

Sources: 2022 CAF; "What-If" Data File published 5/31/2023

Note: "What-If" ratings use 2022 student outcomes and the currently proposed 2022–2023 accountability cycle rules. These are not official ratings. 2022–2023 accountability ratings will be released in September 2023.

TELPAS Rating



Circle Assessment Summary for PK4 - Tested Campus: 2024 **Garcia Elementary (283)**

Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	28	5	18%	0	0		0	0	
Math	English	28	4	14%	0	0		0	0	
Literacy	Spanish	10	1	10%	0	0		0	0	
Math	Spanish	10	0	0%	0	0		0	0	

School	NWEA FALL Math (K-2) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	18088	149.45	0	0%	3992	22.07%	3203	17.71%	3227	17.84%
Garcia Elementary (283)	42	146.05	0	0%	18	42.86%	3	7.14%	7	16.67%

School	NWEA FALL Math (K-2) 23-24				NWEA FALL Spanish Math (K-2) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	3546	19.6%	4120	22.78%	8553	146.02	1	0.01%	2056	24.04%
Garcia Elementary (283)	5	11.9%	9	21.43%	31	146.13	0	0%	8	25.81%

School	NWEA FALL Spanish Math (K-2) 23-24								NWEA FALL Math (2-5) 23-24	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	1937	22.65%	1871	21.88%	1735	20.29%	953	11.14%	48022	189.45
Garcia Elementary (283)	7	22.58%	6	19.35%	10	32.26%	0	0%	155	184.7

School	NWEA FALL Math (2-5) 23-24									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	14254	29.68%	8706	18.13%	7778	16.2%	8842	18.41%
Garcia Elementary (283)	0	0%	69	44.52%	35	22.58%	24	15.48%	20	12.9%

School	NWEA FALL Math (2-5) 23-24		NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	8442	17.58%	434	178.52	0	0%	205	47.24%	78	17.97%
Garcia Elementary (283)	7	4.52%	0	0	0	0%	0	0%	0	0%

School	NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)						NWEA FALL Spanish Math (2-5) 23-24			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	66	15.21%	52	11.98%	33	7.6%	6627	178.81	0	0%
Garcia Elementary (283)	0	0%	0	0%	0	0%	25	183.28	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	1940	29.27%	1503	22.68%	1411	21.29%	1190	17.96%	583	8.8%
Garcia Elementary (283)	6	24%	5	20%	6	24%	5	20%	3	12%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	47	179.72	0	0%	11	23.4%	10	21.28%	15	31.91%
Garcia Elementary (283)	20	168.45	0	0%	6	30%	6	30%	6	30%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)				NWEA FALL Reading (2-5) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	9	19.15%	2	4.26%	52490	184.56	0	0%	17559	33.45%
Garcia Elementary (283)	1	5%	1	5%	153	182.59	0	0%	61	39.87%

School	NWEA FALL Reading (2-5) 23-24								NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	8129	15.49%	8348	15.9%	8811	16.79%	9643	18.37%	337	174.5
Garcia Elementary (283)	34	22.22%	20	13.07%	28	18.3%	10	6.54%	1	180

School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	146	43.32%	63	18.69%	45	13.35%	38	11.28%
Garcia Elementary (283)	0	0%	0	0%	1	100%	0	0%	0	0%

School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)		NWEA FALL Spanish Reading (2-5) 23-24							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	45	13.35%	13471	181.33	0	0%	2552	18.94%	3013	22.37%
Garcia Elementary (283)	0	0%	27	188.48	0	0%	4	14.81%	2	7.41%

School	NWEA FALL Spanish Reading (2-5) 23-24						NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	2443	18.14%	2799	20.78%	2664	19.78%	94	183.56	0	0%
Garcia Elementary (283)	4	14.81%	6	22.22%	11	40.74%	30	178.23	0	0%

School	NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	20	21.28%	9	9.57%	13	13.83%	25	26.6%	27	28.72%
Garcia Elementary (283)	4	13.33%	5	16.67%	2	6.67%	11	36.67%	8	26.67%

School	NWEA FALL Science (2-5) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	53079	186.91	2	0%	16005	30.15%	8752	16.49%	8388	15.8%
Garcia Elementary (283)	180	182.26	0	0%	75	41.67%	42	23.33%	29	16.11%

School	NWEA FALL Science (2-5) 23-24				NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	9016	16.99%	10916	20.57%	449	177.45	0	0%	187	41.65%
Garcia Elementary (283)	24	13.33%	10	5.56%	18	166.11	0	0%	12	66.67%

School	NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)								23-24 HISD Current Students	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg RS
	#	%	#	%	#	%	#	%		
Houston ISD	84	18.71%	60	13.36%	52	11.58%	66	14.7%	183130	1
Garcia Elementary (283)	3	16.67%	0	0%	2	11.11%	1	5.56%	323	1

Kindergarten

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	10787	303.52	0	0%	4612	42.76%	1711	15.86%	1638	15.18%
Garcia Elementary (283)	12	278.42	0	0%	7	58.33%	4	33.33%	1	8.33%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	2826	26.2%	53	10784	21.46	0	0%	4840	44.88%	1575
Garcia Elementary (283)	0	0%	47	12	11	0	0%	9	75%	3

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	14.6%	4369	40.51%	0	0%	51	10785	6.48	0	0%
Garcia Elementary	25%	0	0%	0	0%	39	12	5.58	0	0%

School	mCLASS DIBELS BOY 23-24											
	Letter Names - LNF								Phonemic Awareness - PSF			
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined	
	%		#	%	#	%	#				#	%
(283)												

School	mCLASS DIBELS BOY 23-24									
	Phonemic Awareness - PSF									Letter Sounds NWF-CLS
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	3690	34.21%	2504	23.22%	3003	27.84%	1587	14.71%	45	7173
Garcia Elementary (283)	4	33.33%	3	25%	3	25%	2	16.67%	45	8

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS									
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#
Houston ISD	21.76	0	0%	5590	77.93%	1263	17.61%	2135	29.76%	1796
Garcia Elementary (283)	15.88	0	0%	7	87.5%	2	25%	2	25%	1

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS		Decoding NWF-WRC							
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	25.04%	56	7173	1.95	0	0%	0	0%	8951	124.79%
Garcia Elementary (283)	12.5%	51	8	0.5	0	0%	0	0%	11	137.5%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC					Word Reading - WRF				
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	1833	25.55%	0	0%	23	7161	5.6	0	0%	0
Garcia Elementary (283)	1	12.5%	0	0%	11	6	21.17	0	0%	0

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Vocabulary	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	0%	7780	108.64%	3004	41.95%	0	0%	36	372	13.21
Garcia Elementary (283)	0%	6	100%	6	100%	0	0%	92	0	0

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						RAN			
	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark	
	#	%	#	%	#	%			#	%
Houston ISD	155	41.67%	78	20.97%	139	37.37%	312	97.91	67	21.47%
Garcia Elementary (283)	0	0%	0	0%	0	0%	0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN				Lexile	Risk Indicator Level				
	Below Benchmark		At or Above Benchmark		# Tested	# Tested	At Risk		Low Risk	
	#	%	#	%			#	%	#	%
Houston ISD	33	10.58%	212	67.95%	10787	298	33	11.07%	265	88.93%
Garcia Elementary (283)	0	0%	0	0%	12	0	0	0%	0	0%

Grade 1

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	11895	332.39	0	0%	5389	45.3%	1664	13.99%	2549	21.43%
Garcia Elementary (283)	26	330	0	0%	9	34.62%	6	23.08%	10	38.46%

School	mCLASS DIBELS BOY 23-24										
	Composite			Letter Names - LNF							
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	#	%	#			#	%	#	%	#	
Houston ISD	2296	19.3%	45	11896	33.19	0	0%	5599	47.07%	1861	
Garcia Elementary (283)	1	3.85%	47	26	46.77	0	0%	8	30.77%	4	

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	15.64%	4438	37.31%	0	0%	42	11897	18.51	0	0%
Garcia Elementary (283)	15.38%	14	53.85%	0	0%	56	26	23.38	0	0%

School	mCLASS DIBELS BOY 23-24											
	Letter Names - LNF								Phonemic Awareness - PSF			
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested	Avg SS	Not Determined	
	%		#	%	#	%	#				#	%

School	mCLASS DIBELS BOY 23-24									
	Phonemic Awareness - PSF									Letter Sounds NWF-CLS
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	6376	53.59%	2793	23.48%	2246	18.88%	483	4.06%	35	11895
Garcia Elementary (283)	8	30.77%	7	26.92%	11	42.31%	0	0%	45	26

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS									
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#
Houston ISD	29.91	0	0%	6314	53.08%	1007	8.47%	2430	20.43%	2147
Garcia Elementary (283)	49.46	0	0%	12	46.15%	4	15.38%	9	34.62%	1

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS		Decoding NWF-WRC							
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	18.05%	43	11895	6.16	0	0%	5362	45.08%	2028	17.05%
Garcia Elementary (283)	3.85%	43	26	2.92	0	0%	20	76.92%	2	7.69%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC					Word Reading - WRF				
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	2882	24.23%	1626	13.67%	36	11896	14.75	0	0%	5338
Garcia Elementary (283)	3	11.54%	1	3.85%	15	26	13.23	0	0%	7

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Reading Accuracy ORF-Accu	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	44.87%	1370	11.52%	2251	18.92%	2939	24.71%	47	10326	52.54
Garcia Elementary (283)	26.92%	5	19.23%	11	42.31%	3	11.54%	51	22	50

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	5782	55.99%	1545	14.96%	4246	41.12%	325	3.15%
Garcia Elementary (283)	0	0%	12	54.55%	4	18.18%	9	40.91%	1	4.55%

School	mCLASS DIBELS BOY 23-24										
	Reading Accuracy ORF-Accu	Reading Fluency - ORF									
	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
	#			#	%	#	%	#	%	#	
Houston ISD	50	10326	23.15	0	0%	5331	51.63%	1351	13.08%	2727	
Garcia Elementary (283)	48	22	14.77	0	0%	10	45.45%	7	31.82%	6	

School	mCLASS DIBELS BOY 23-24									
	Reading Fluency - ORF				Error Rate - ORF		Vocabulary			
	At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg SS	# Tested	Avg SS	Well Below Benchmark	
	%	#	%	#					#	%
Houston ISD	26.41%	2489	24.1%	48	10326	7.02	1001	17.18	433	43.26%
Garcia Elementary (283)	27.27%	3	13.64%	46	22	7.77	0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	Vocabulary				RAN					
	Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	165	16.48%	403	40.26%	773	67.23	238	30.79%	129	16.69%
Garcia Elementary (283)	0	0%	0	0%	0	0	0	0%	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN		Lexile	Spelling						
	At or Above Benchmark		# Tested	# Tested	Avg SS	Well Below Benchmark		Below Benchmark		At or Above Benchmark
	#	%				#	%	#	%	#
Houston ISD	406	52.52%	11898	906	25.6	407	44.92%	91	10.04%	408
Garcia Elementary (283)	0	0%	26	0	0	0	0%	0	0%	0

School	mCLASS DIBELS BOY 23-24					
	Spelling	Risk Indicator Level				
	At or Above Benchmark	# Tested	At Risk		Low Risk	
	%		#	%	#	%
Houston ISD	45.03%	846	287	33.92%	559	66.08%
Garcia Elementary (283)	0%	0	0	0%	0	0%

Kindergarten

School	mCLASS Lectura BOY 23-24					
	Composite					
	# Tested	Avg SS	Not Determined		Well Below Benchmark	
			#	%	#	%
Houston ISD	4366	299.33	0	0%	840	19.24%
Garcia Elementary (283)	11	274.82	0	0%	2	18.18%

School	mCLASS Lectura BOY 23-24									
	Composite							Nombrar letras - FNL		
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined
	#	%	#	%	#	%	#			#
Houston ISD	500	11.45%	1823	41.75%	1203	27.55%	51	4366	15.17	0
Garcia Elementary (283)	4	36.36%	5	45.45%	0	0%	37	11	9.55	0

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	Not Determined	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#
Houston ISD	0%	925	21.19%	467	10.7%	1633	37.4%	1341	30.71%	51
Garcia Elementary (283)	0%	1	9.09%	4	36.36%	6	54.55%	0	0%	41

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	Not Determined	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	4366	19.63	0	0%	1600	36.65%	902	20.66%	1340	30.69%
Garcia Elementary (283)	11	9.91	0	0%	8	72.73%	3	27.27%	0	0%

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS			Conciencia fonologica - QQ						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	524	12%	53	779	2.46	779	100%	0	0%	0
Garcia Elementary (283)	0	0%	31	9	1.56	9	100%	0	0%	0

School	mCLASS Lectura BOY 23-24										
	Conciencia fonologica - QQ						Sonidos de letras - FSL				
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%		#	%	#	%	#			#	%
Houston ISD	0%		0	0%	0	0%	65	4366	12.05	0	0%
Garcia Elementary (283)	0%		0	0%	0	0%	62	11	8.91	0	0%

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras - FSL									Sonidos de letras FSL K-Inicio
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	1248	28.58%	381	8.73%	1784	40.86%	953	21.83%	53	761
Garcia Elementary (283)	1	9.09%	2	18.18%	8	72.73%	0	0%	50	10

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras FSL K-Inicio						Decodificacion - LSS			
	Avg SS	Avg Percentile	No Pass		Pass		# Tested	Avg SS	Not Determined	
		#	#	%	#	%			#	%
Houston ISD	16.14	164	21.55%	597	78.45%	58	4366	3.55	0	0%
Garcia Elementary (283)	15.6	0	0%	10	100%	46	11	1.73	0	0%

School	mCLASS Lectura BOY 23-24									
	Decodificacion - LSS									Lectura de palabras - FEP
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	0	0%	2930	67.11%	554	12.69%	882	20.2%	68	1562
Garcia Elementary (283)	0	0%	8	72.73%	2	18.18%	1	9.09%	66	9

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	6.04	0	0%	0	0%	3327	213%	302	19.33%	737	
Garcia Elementary (283)	1.78	0	0%	0	0%	8	88.89%	1	11.11%	2	

School	mCLASS Lectura BOY 23-24							
	Lectura de palabras - FEP		Risk Indicator Level					
	Above Benchmark	Avg Percentile	# Tested	At Risk		Low Risk		
	%	#		#	%	#	%	
Houston ISD	47.18%	52	4366	547	12.53%	3819	87.47%	
Garcia Elementary (283)	22.22%	36	11	0	0%	11	100%	

Grade 1

School	mCLASS Lectura BOY 23-24		
	Composite		
	# Tested	Avg SS	Not Determined
			#
Houston ISD	4744	358.52	0
Garcia Elementary (283)	21	353.38	0

School	mCLASS Lectura BOY 23-24									
	Composite									
	Not Determined	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile
	%	#	%	#	%	#	%	#	%	#
Houston ISD	0%	2004	42.24%	331	6.98%	1503	31.68%	906	19.1%	48
Garcia Elementary (283)	0%	10	47.62%	2	9.52%	5	23.81%	4	19.05%	43

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	4744	27.12	0	0%	1771	37.33%	372	7.84%	1723	36.32%
Garcia Elementary (283)	21	27.86	0	0%	9	42.86%	1	4.76%	3	14.29%

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%

School	mCLASS Lectura BOY 23-24									
	Nombrar letras - FNL			Conciencia fonologica - FSS						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	878	18.51%	48	4744	28.05	0	0%	1951	41.13%	609
Garcia Elementary (283)	8	38.1%	51	21	34.29	0	0%	5	23.81%	3

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - FSS						Conciencia fonologica - QQ			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	12.84%	1660	34.99%	524	11.05%	50	702	2.12	702	100%
Garcia Elementary (283)	14.29%	9	42.86%	4	19.05%	63	2	2.5	2	100%

School	mCLASS Lectura BOY 23-24									
	Conciencia fonologica - QQ									Sonidos de letras - FSL
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested
	#	%	#	%	#	%	#	%	#	
Houston ISD	0	0%	0	0%	0	0%	0	0%	68	4744
Garcia Elementary (283)	0	0%	0	0%	0	0%	0	0%	75	21

School	mCLASS Lectura BOY 23-24									
	Sonidos de letras - FSL									
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#
Houston ISD	23.31	0	0%	2114	44.56%	547	11.53%	1482	31.24%	601
Garcia Elementary (283)	23.95	0	0%	11	52.38%	1	4.76%	4	19.05%	5

School	mCLASS Lectura BOY 23-24										
	Sonidos de letras - FSL		Sonidos de letras FSL K-Inicio							Decodificacion - LSS	
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Avg Percentile	No Pass		Pass		# Tested	
	%	#			#	#	%	#	%		
Houston ISD	12.67%	49	477	18.75	151	31.66%	326	68.34%	61	4744	
Garcia Elementary (283)	23.81%	48	1	6	1	100%	0	0%	10	21	

School	mCLASS Lectura BOY 23-24										
	Decodificacion - LSS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	16.64	0	0%	2086	43.97%	299	6.3%	1448	30.52%	911	
Garcia Elementary (283)	12.71	0	0%	12	57.14%	3	14.29%	3	14.29%	3	

School	mCLASS Lectura BOY 23-24											
	Decodificacion - LSS			Lectura de palabras - FEP								
	Above Benchmark	Avg Percentile		# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		
	%	#				#	%	#	%	#	%	
Houston ISD	19.2%	50		4744	12.81	0	0%	2093	44.12%	234	4.93%	
Garcia Elementary (283)	14.29%	41		21	9.95	0	0%	14	66.67%	0	0%	

School	mCLASS Lectura BOY 23-24										
	Lectura de palabras - FEP					Fluidez en la lectura - FLO					
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark	
	#	%	#	%	#			#	%	#	
Houston ISD	1367	28.82%	1050	22.13%	51	2600	26.86	0	0%	2369	
Garcia Elementary (283)	4	19.05%	3	14.29%	44	7	35.14	0	0%	14	

School	mCLASS Lectura BOY 23-24									
	Fluidez en la lectura - FLO								Precision en la lectura FLO-Prec	
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%		#	%	#	%	#	%	#		
Houston ISD	91.12%		127	4.88%	1102	42.38%	1146	44.08%	49	2600	82.56
Garcia Elementary (283)	200%		0	0%	3	42.86%	4	57.14%	60	7	90.57

School	mCLASS Lectura BOY 23-24									
	Precision en la lectura FLO-Prec									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	2312	88.92%	171	6.58%	2261	86.96%	0	0%
Garcia Elementary (283)	0	0%	14	200%	0	0%	7	100%	0	0%

School	mCLASS Lectura BOY 23-24										
	Precision en la lectura FLO-Prec	Comprension basica - CP									
	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
	#			#	%	#	%	#	%	#	
Houston ISD	52	547	0.87	547	100%	0	0%	0	0%	0	
Garcia Elementary (283)	55	0	0	0	0%	0	0%	0	0%	0	

School	mCLASS Lectura BOY 23-24									
	Comprension basica - CP				Correct Responses - CP		Incorrect Responses - CP		Risk Indicator Level	
	At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg RS	# Tested	Avg RS	# Tested	At Risk
	%	#	%	#						#
Houston ISD	0%	0	0%	72	547	4.2	547	11.48	4744	1335
Garcia Elementary (283)	0%	0	0%	0	0	0	0	0	21	8

School	mCLASS Lectura BOY 23-24			
	Risk Indicator Level			
	At Risk		Low Risk	
	%		#	%
Houston ISD	28.14%		3409	71.86%
Garcia Elementary (283)	38.1%		13	61.9%

Incident Management

Incident Counts by Behavior

Date Range: Prior School Year 8/22/2022 to 5/31/2023

Incident Element: Behavior

4	21 - Violation of Student Code of Conduct^	1	26 - Terroristic Threat^
2	CLDL - Derogatory/abusive lang or gest to student	1	CLET - Excessive talking/yelling
1	CLMA - Misuse of materials	1	CLRP - Refusal to participate/work
7	CLSI - Inappropriate physical contact (student)	1	CMSA - Safety rules violation
4	SC21 - Inappropriate physical contact (student)	1	ST21 - Stealing (non-criminal)

STAAR 2-Year Comparison
Performance Results by Subject

*Source: A4E (8/15/23)

School Name	School ID	Year	Subject	# of Students	Did Not Meet (% of Students)	Approaches (% of Students)	Meets (% of Students)	Masters (% of Students)
Garcia Elementary	283	2021-2022	**Math**	191	46%	54%	25%	12%
Garcia Elementary	283	2021-2022	**Reading**	191	31%	69%	41%	16%
Garcia Elementary	283	2021-2022	**Science**	64	22%	78%	44%	27%
Garcia Elementary	283	2022-2023	**Math**	147	34%	66%	35%	13%
Garcia Elementary	283	2022-2023	**Reading**	149	37%	63%	27%	7%
Garcia Elementary	283	2022-2023	**Science**	57	44%	56%	21%	5%

Campus Needs Analysis Agenda
Campus: Garcia Elementary
Date: 10/25/2023
Time: 3:30-4:30

I. Introduction — 5 minutes

II. Campus SWOT Analysis — 35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions — 20 minutes

IV. Notes Section

TRUE NORTH
WHEN YOU KNOW
—YOU KNOW—

Campus Needs Analysis Minutes
Campus: Garcia ES
Date: 10/25/2023
Time: 3:30-4:30

I. Introduction — 5 minutes

II. Campus SWOT Analysis — 35 minutes

Strengths

- Teachers working together to get work done for lesson plans, supporting parents
- Non-Academic Family Engagement Activities

Weaknesses

- Parents not reaching out to teachers for support in helping their child with academics
- Inconsistent family participation in Academic Family engagement nights
- VIPS- Need a clear purpose, protocols, and systems in place for volunteers to check in and check out
- Systems on all levels- Instruction, hallway, PTO, etc.

Opportunities

- Afterschool help/support with academics for students
- Parent workshops on how to support their child
- School committees (Academic and non-academic)
- SEL Training for staff and Parents
- Development of a flowchart for discipline and what levels should be sent to the office for an administrative-level offense
- Incentives- a means to acknowledge and motivate students who have good attendance, good behavior, and high academic success.
- PD for staff on Tech- how to use the smartboard
- Tech upgrades- new Clevertouch boards that teachers can use as an interactive board
- PTO development and growth
- Grade-level friendly competitions to focus on what we expect (highest attendance, acts of kindness)

Threats

- Discipline system- all students going to the front office and being overwhelmed with discipline issues, with students being sent to the main office
- Lack of classroom management PD
- Consistency in checking in parents and checking their IDs. This is a safety concern.

III. Questions — 20 minutes

- None

IV. Minutes Section

Minutes are in the notes taken for the SWOT.

Members present completed campus-level CNA online Google Form. Data can be compiled in an excel form to document the feedback they have to give.

School Name Garcia ES
Sign In Sheet
Date 10/25/2023
Time : 3:30-4:30
Day 1

Name	Role – Principal, teacher, parents, etc.	Signature
Kirby Moody	Teacher	
Loretta Carlisle	Teacher	Loretta Carlisle
Axinia Zepeda	Principal	
Monica Orange	PTO / Volunteer	
Amy Barba	Secretary	
Raven Arceneaux	Teacher	
Roberto Farinas	Teacher	