

Houston Independent School District
283 Garcia Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics 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 from 69 to 38, low student attendance (96% average) as identified in the 2019-2020 PEIMS reports. Garcia has met state standards on STAAR for four consecutive years (2016, 2017, 2018, and 2019), but on grade level student achievement and attendance remain significant challenges. Therefore, the campus will continue to focus on effective first instruction and early targeted interventions in all contents with an emphasis on writing. Due to COVID-19 Pandemic, we will also integrate remediation instruction during our tiered interventions. The comparison data from 2018 to 2019 show again in writing achievement of 12 percentage points, a loss of 1% in math, and remain the same in reading. The student group ratings on all tests from 2018 to 2019 changed as follows: Hispanic went from 59% to 63%, African American from 28% to 47%, Economically Disadvantaged remained 60%, ELL from 70% to 69%, Special Education from 0% to 10%. Even though we gained 12 percentage points, writing is still significantly below the state's target. The writing student group data changed as follows: Hispanic from 30% to 44%, African American from 20% to 33%, Economically Disadvantaged from 27% to 41%, ELL from 33% to 58%, Special Education remains 0%. The campus met Domain 3 with a scaled score of 61. We lost 3 percentage points in science from 74% in 2018 to 71% in 2019. In student progress, we lost 14 percentage points from 78% in 2018 to 64% in 2019. The new state EL accountability standard had a significant impact on the overall campus performance. Because of the current COVID-19 Pandemic, we do not have EOY data for 2021. Additionally, the consequences of COVID-19 require us to include targeted remediation for all students. Therefore, we will use the Ren360 BOY data to drive needed remediation, Tier 2 and Tier 3 Interventions.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The priority needs are: 1. Ensure all students perform at grade or above grade-level reading and math 2. Reduce the number of Tier 2 and Tier 3 students 3. Ensure the ELs advance a minimum of one composite level each year 4. Identify and extend the learning for underperforming gifted and talented students. **Root Cause:** The root causes for priority needs are: 1. The high mobility rate of both students and teachers 2. Teacher capacity in terms of effectively utilizing data to drive instruction 3. Differentiating instruction to accommodate all learners (Tier 1, 2, and 3, ELs and Special Education) 4. Some novice teachers lack classroom and discipline management skills necessary to implement effective lessons

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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR - By the end of the 2021-2022 school year, 75% of the students will meet standard and 15% of students will master standards in 3rd - 5th grade on the 2022 STAAR.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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.	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 The Literacy Group best practices for thinking strategies, critical textual clues, to analysis the interpretation of the text, and Balanced Literacy-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 Dr. Campanaro-The Literacy Group P.D. with a focus on Comprehension throughout the year and are being trained by Melene Golding- Balanced Literacy P.D. with a focus on word study.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Professional Development - 1991010004 - General Fund - State Comp Ed - 6200 - Contracted Services - \$15,000, Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000

Measurable Objective 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Utilizing data tracking systems to regrouping Tier II & II small group interventions based on assessment data and Collaborative literacy planning sessions (PLC).

Strategy's Expected Result/Impact: Reduction in the number of students needing Tier II and Tier III intervention.

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

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.

Title I Schoolwide Elements: 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By the end of the 2021-2022 school year, 75% of our 1-4 grade students will increase student achievement in the writing content on District assessments and STAAR. Evaluation Data Sources: DDI Snapshot and Campus Assessment Data/ STAAR	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 1: Curriculum aligned vertical and horizontal lessons via professional development on instructional delivery across the campus. Re-grouping intervention students, based on progress data. Provided interventions via pull-out and small group intervention block. Providing early RtI and/or IAT Referrals for tier 2 and tier 3 students. Student agendas to Data tracking system.

Strategy's Expected Result/Impact: The expected outcome is effective curriculum alignment lessons; improved instructional practices and increased student achievement.

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

Action Steps: Bi-Weekly Data PLCs with teachers to review the students' data to address the needs of Tier II and III students as well as address the needs of enrichment students.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

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

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022 school year, 85% of all students in 3rd - 5th grade will meet or exceed 2022 approaches grade-level standard, with at least 60% of students at Meet grade Level standard Evaluation Data Sources: Milestone: 100% completing Imagine math benchmark; 75% of students completing on grade level IM lessons; 50% of students at Meet grade level on OnTrack Formative Assessments.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Prescriptive intervention to students in grades 3 to 5 who are in Tier II and Tier III based on the 2021 Spring MOY DLA and RUS 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, computer lab teacher, teacher specialist, Interventionists

Action Steps: All teachers from grades 3 to 5 attend math district training with Vontoure Learning, and complete lesson planning for the first 6 weeks

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
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 IM lessons; 55% of students at Meet grade level on OnTrack Formative Assessments	Formative			Summative
	Nov	Jan	Mar	June





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 practices in math to develop academic vocabulary and content comprehension

Strategy's Expected Result/Impact: The expected outcome is on or above grade level performance on curriculum standards.

Staff Responsible for Monitoring: Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist, DDIS support, Interventionists

Action Steps: All teachers will complete the "Garcia Getting to know your students" data grid, to analyze the students' data in-depth and determine initial intervention groups for small group instruction. via TEAMS.

Title I Schoolwide Elements: 2.4

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: To increase the percentage of students in grades 3 to 5 from 80% to 85% at least Approaching level, and 60% of students at Meeting grade level by the end of the second quarter. Evaluation Data Sources: Milestone: 100% Imagine Math participation; 80% of students completing on grade level IM lessons; 85% of students at Approaching grade level; 60% of students at Meet grade level on STAAR	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Continue with data-based flexible grouping focused on specific and individual Student Expectations not met yet at the expected Level 1 Student: Achievement standard by TEA.

Staff Responsible for Monitoring: Classroom Teacher, IAT liaison, computer lab teacher, teacher specialist, DDIS support, Interventionists

Action Steps: Quarterly training sessions with Vontoure Learning for planning. These sessions include grades Kinder to 2 and grades 3-5.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Board Goal 4: 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 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS: By the end of 2021-2022, 100% of the identified students will meet their IEP goals.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Special Education students progress will be measured by snapshots assessment data, STAAR scores, R360 data, and IEP growth Evaluation Data Sources: ARDS, Resource Teacher, Pull out services, IEP, Accommodations, and Special Education Paraprofessional	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Using students' classroom and testing accommodations, Sped Pull out services,(IEPs), and small group instruction

Strategy's Expected Result/Impact: The expected outcome is to increase student performance on and above grade-level standards on the STAAR assessment.

Staff Responsible for Monitoring: General Education Teacher/Special Education Teacher

Action Steps: Special Education teachers will collaborate with General Ed Teachers to ensure implementation of IEPs

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Ensure that General Education Teachers are effectively implementing accommodations and modifications as well as interventions to help aide progression on IEP goals Evaluation Data Sources: Resource Teacher; IEPs to show what accommodations and modifications should be implemented	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Use accommodation/modification labels on students work samples to show that they are effectively being used

Strategy's Expected Result/Impact: The expected outcome is to increase student performance on and above grade-level standards on the STAAR assessment.

Staff Responsible for Monitoring: General Education Teacher/Special Education Teacher

Action Steps: General Ed Teachers will provide a proper implementation of interventions to meet the needs of IEP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Parent communication and involvement in IEP implementation with General Ed and Special Ed Teacher Evaluation Data Sources: IEP, Full ARD; Resource Teacher	Formative			Summative
	Nov	Jan	Mar	June

<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Keep a documentation log of parent contact and discussions

Strategy's Expected Result/Impact: The expected outcome is to increase parents' awareness of the progress of their child's academic success.

Staff Responsible for Monitoring: General Education Teacher/Special Education Teacher

Action Steps: Documentation and discussion of IEP implementation with all shareholders, (Special Education, General Education, and Parent)

Board Goal 4: 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 2019 to 29% in spring 2024.

Goal 2: By the end of the 2021-2022 school year, 50% of all students in grades 2 to 5 grade make at least one TELPAS year progress. By the end of the 2021-2022 school year, 100% of students identified with Dyslexia will complete and 85% of year 1 Neuhaus program; By the end of the 2021-2022 school year 100% of students K-5 will demonstrate self-directed accountability and will be able to create high-quality authentic products in all contents

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2022-2022 school year, 50% of all English Learners in 2nd to 5th grade will advance at least one TELPAS level; 100% of the students identified with dyslexia will complete and master 85% of year one of the Neuhaus Education programs Evaluation Data Sources: 100% of EL students complete the Imagine Literacy BOY benchmark test by September 24, 2020; By January 11, 2022, the IL MOY benchmark test; by May 27, 2022, the IL EOY benchmark test. Tool: IL Benchmark test; Neuhaus Education Unit Assessments	Formative			Summative
	Nov	Jan	Mar	June

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.

Staff Responsible for Monitoring: Teachers, Computer Lab teacher, LPAC administrator, and SI Coach, Dyslexia Intervention Teacher and Classroom Teacher

Action Steps: Consistent student usage Imagine Literacy to improve all four English language domains, for at least 60 minutes per week

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Imagine Literacy, ELPS, ESL planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS) ; Neuhaus Education Resources Fund line: GF1, TITLE I, II, III Cost: \$1,000 - 1991010006 - General Fund - Bilingual - 6100 - Payroll - \$1,000

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By the end of the 2020-2021 school year, 100% of all English Learners in grades Kinder to 5th grade will demonstrate understanding of the English spoken words and language structure at their grade level (RC 1, 2 Listening and Speaking) Evaluation Data Sources: BOY: 35% of students advanced 1 TELPAS composite level _____ MOY: 45% of students advanced 1 TELPAS composite level _____ EOY: 50% of students advanced 1 TELPAS composite level, meeting the Smart Goal Tool: TELPAS Formative Assessments, TELPAS practice tests, IL lesson progress	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Consistent use of the ELS block, with systematic English language instruction integrated with the Social Studies and Science content, as well as structured time for student independent work in Imagine Literacy

Staff Responsible for Monitoring: Teachers, Computer Lab teacher, LPAC administrator, and SI Coach

Action Steps: Consistent use of Sheltered Instruction practices in the integrated ELS content areas of Social Studies and Science from Pre-K to 5.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Imagine Literacy, ELPS, ESL content specific planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS) Fund line: GF1, TITLE I, II, III Cost: \$0 - 1991010006 - General Fund - Bilingual - 6100 - Payroll - \$0

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By the end of the 2021-2022 school year, 100% of all English Learners in grades Kinder to 5th grade will demonstrate understanding of the English spoken words and language structure and basic understanding of a variety of texts written in English at their grade level, and demonstrate the ability to use language to complete writing tasks (RC 1,2, 3 Reding and RC 1,2 Writing) Evaluation Data Sources: BOY: 35% of students advanced 1 TELPAS composite level _____ MOY: 45% of students advanced 1 TELPAS composite level _____ EOY: 50% of students advanced 1 TELPAS composite level, meeting the Smart Goal Tool: TELPAS Formative Assessments, TELPAS practice tests, IL lesson progress	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Consistent use of the ELS block, with systematic English language instruction integrated with the Social Studies and Science content, using Sheltered Instruction strategies for listening, speaking, reading, and writing as well as structured time for student independent work in Imagine Literacy

Staff Responsible for Monitoring: Teachers, Computer Lab teacher, LPAC administrator and SI Coach,

Action Steps: Use of formative assessments and content-based assessments to measure progress according to TELPAS reporting categories in all 4 EL domains

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Imagine Literacy, ELPS, ESL content specific planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS), SI Coach Fund line: GF1, TITLE I, II, III Cost: \$0 - 1991010006 - General Fund - Bilingual - 6100 - Payroll - \$0

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

Goal 1: ATTENDANCE By the end of the 2021-2022 school year, the overall attendance rate at Macario Garcia Elementary will increase by 3% (95%) to 98%.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

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 2021-2022 School Year.

Staff Responsible for Monitoring: Leadership Team, Parents, Classroom Teachers, WRS, and SDMC

Action Steps: Organize the 2021-2022 Attendance Committee and ensure a teacher from each grade level is a member.





Title I Schoolwide Elements: 3.1, 3.2

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Campus Wide Incentive Plan Implementation Evaluation Data Sources: Six Weeks Cycles and Attendance Reports	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Class and Grade Level Competitions for high percentage of students in attendance

Staff Responsible for Monitoring: Grade Level Teachers

Action Steps: Monthly Campus-Wide Discipline Committee PLCs to ensure activities are aligned and organized as well as assess the effectiveness of the activities via student's weekly and monthly discipline referrals.

Measurable Objective 3 Details	Reviews			
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 Reports for identified students and conference discussion forms	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Mandatory Attendance conferences with parents and students

Staff Responsible for Monitoring: Classroom Teachers, attendance clerk, WRS, and administration

Action Steps: Execute, analyze, monitor, and adjust activities and incentives as needed, the approved activities.

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

Goal 2: DISCIPLINE: By the end of the 2021-2022 school year, 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 Details	Reviews			
Measurable Objective 1: 100% of Stakeholders (Student, Teachers, and Parents) are aware of the characteristics of bullying. Evaluation Data Sources: Classroom observations and decrease in office referrals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Grade Level "Bully Free" assemblies

Staff Responsible for Monitoring: Principal, Leadership Team, Teachers, WRS

Action Steps: Organize the 2021-2022 Campus-Wide Discipline Committee and ensure a teacher from each grade level is a member.

Title I Schoolwide Elements: 3.1, 3.2





Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of staff and students adhere to school rules and district policy. Evaluation Data Sources: Decrease in discipline referrals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implementation of Code of Student Conduct and Campus Discipline and Staff Development

Staff Responsible for Monitoring: Principal, Leadership Team, Teachers, WRS

Action Steps: Monthly Campus-Wide Discipline Committee PLCs to ensure activities are aligned and organized as well as assesses the effectiveness of the activities via student's weekly and monthly discipline referrals.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of the students will demonstrate positive behavior via Report Card Grade of E and/or S. Evaluation Data Sources: Conduct grade and Attendance on report cards	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Bulletin Board to recognize "Excellent Conduct," Attendance, and Grade level TEKS

Staff Responsible for Monitoring: Principal, Leadership Team, Teachers, WRS

Action Steps: Execute, analyze, monitor, and adjust the incentives, celebrations, and approve activities.

Title I Schoolwide Elements: 3.1, 3.2

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

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 Details	Reviews			
Measurable Objective 1: To promote all parent participation via daily/weekly folder checks Evaluation Data Sources: The returned folder with parent signature affixed	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Parents will check their child's Weekly folder, review assignments, review assessments and grades, etc.

Staff Responsible for Monitoring: Principal, Leadership Team, Teachers

Action Steps: Engage the PTO to promote parent participation, collaborate, and support the PTO functions on campus.

Title I Schoolwide Elements: 3.1, 3.2

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: To promote parents involvement in academic activities Evaluation Data Sources: Principal, Leadership Team, Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Academic Nights (Literacy, Math, Science); Meet the Teacher, Open House, meetings with the principal, lunch with students/principal, Ready Rosie for parents of Pre-K and Kinder students

Staff Responsible for Monitoring: Principal, Leadership Team, Teachers

Action Steps: Meet with the PTO each grading cycle to discuss initiatives and progress

Title I Schoolwide Elements: 3.1, 3.2

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: To promote 100% parent participation in PTO Evaluation Data Sources: Sign-in sheets, anecdotal records	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 of 2022; determine needs for the upcoming school year; and gather input from parents for the 2022-2023 School Year.

Title I Schoolwide Elements: 3.1, 3.2





Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

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 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed 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 this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
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, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed 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 this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
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, 2021. 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 this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
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, 2021. Evaluation Data Sources: Screening, 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 this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
Measurable Objective 7: 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: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

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.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals: By the end of the school year, 80% will meet or exceed the 2021- 2022 SY all 5th-grade students will approach grades level standard with 75% at meets or masters level on the STAAR assessment.

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 283 Garcia Elementary School

Total SCE Funds: \$80,688.09

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

SCE funds are used to help maintain student-teacher ratio; extended day tutorials and hourly tutors and consultants to increase student achievement.

Personnel for 283 Garcia Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bolt Jr, John R	Tchr, Third Grade	1
Vacant	Principal, Asst Elem 11M	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: The content leaders and special education chairperson facilitated sessions where teachers analyzed the data, identified goals and objectives, and the SDMC members were involved in the development.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: monitoring checkpoints, tracking student achievement data and will make adjustments as needed.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

The SIP was made available to parents by: Teachers, administrative and SDMC members.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: Student engage in daily intervention sessions during the school day and will begin extended day tutorials in Octoberas identified in formative assessment results.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Enrichment classes (i.e., physical education, music, library, computer and science lab) and after school acitivities such as Robotics, Name that Book and Spelling Bee competitions.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Aurora Villacorta
- Community member - Monica Orange

The PFE was distributed

- On the campus website
- Teams
- Flyers

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Meet the Teacher
- Scheduled parent events such as Math, Science and Literacy Nights
- Fall and Spring Open House
- Parent Compact Meeting
- PTO

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 30, 2021
- Meeting #1 Alternate -October 1, 2021
- Meeting #2 - November 11, 2021
- Meeting #2 Alternate - November 12, 2021
- Meeting #3 - January 27, 2022
- Meeting #3 Alternate - January 28, 2022
- Meeting #4 - April 7, 2022
- Meeting #4 Alternate - April 8, 2022

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
Sub-Total						\$2,000.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Professional Development	6200 - Contracted Services	\$15,000.00
Sub-Total						\$15,000.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	1	Imagine Literacy, ELPS, ESL planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS) ; Neuhaus Education Resources Fund line: GF1, TITLE I, II, III Cost: \$1,000	6100 - Payroll	\$1,000.00
4	2	2	1	Imagine Literacy, ELPS, ESL content specific planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS) Fund line: GF1, TITLE I, II, III Cost: \$0	6100 - Payroll	\$0.00
4	2	3	1	Imagine Literacy, ELPS, ESL content specific planning documents, TELPAS blueprints and educator guide, ESL Digital resources for students and teacher (ELlevation, SI best practices, ELPS), SI Coach Fund line: GF1, TITLE I, II, III Cost: \$0	6100 - Payroll	\$0.00
Sub-Total						\$1,000.00
Grand Total						\$18,000.00

Addendums

SIP APPROVAL 2021-2022

School Name and Campus #: Garcia ES, 283

Principal Name: Linda Bellard

Area Office: Elementary School Office 2

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 09/10/2021 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

09/30/2021
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

9-30-21
Date


SDMC Teacher Representative

9/30/2021
Date


School Support Officer/Lead Principal

10-1-2021
Date


Area Office Superintendent

9-24-21
Date

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

Date