

**Donna Independent School District**  
**P.S. Garza Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

## Mission Statement

The mission of P.S. Garza is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students

## **Vision**

# Vision Statement

All P.S. Garza students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

## Value Statement

### P.S. Garza's Number One Goal

To PREPARE ALL students to be READY to graduate per their expected graduation date, ready for college, career or military

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Who are we? With whom are we engaged? With what level of success? How do we know? What: Description of School~School Environment Data~Students Race/Ethnicity~Student Groups~Staff Quality & Data Parents/Guardians/Community Please put your name after the Question you will be answering for the committee. Every person is responsible for answering one question and finding all the data associated with that question.

1. How do we describe our school? What is our story? Ex., size, grade span, age, location, magnet, open enrollment, neighborhood school Patricia S. Garza is a neighborhood school serving the rural community located on the north side of Donna, Texas. Its grade levels span from Pre-kindergarten to the fifth grade and ages range from 3 years to 12 years old. There are 552 students enrolled for the 2022-2023 school year.

2. Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan? Our stakeholders include our students, families, teachers, staff, community partners, and district leaders that all support our school. We prioritize collaboration and engagement with all stakeholders to ensure that the development and implementation of our upcoming improvement plan is inclusive and reflective of the diverse needs and perspectives of our community. Our stakeholders are included in various ways throughout the planning process, including surveys, focus groups, town hall meetings, and other forms of feedback and communication. We also have a dedicated school improvement team, consisting of representatives from different stakeholder groups, who work together to analyze data, identify areas for improvement, and develop action plans. This team ensures that all stakeholders have a voice in the planning process and that their input is considered in decision-making. We believe that strong partnerships with our stakeholders are essential to our school's success, and we are committed to fostering ongoing collaboration and communication to support the academic and social-emotional growth of our students.

3. Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? Ex. Gifted/talented, CTE, Fine Arts Yes, our special programs do align with the needs and desires of all students. P.S Garza has special program teachers that work with students that are migrant, dyslexia, and GT students. The ARTES program is an after school program that assists students that enjoy playing musical instruments. The READY program is also an afternoon school program that teaches students different athletic sports. Students also compete in ACES, Battle of the Books and Spelling Bee.

4. What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs? The percentage of students who are migrant 3.69% (20 students) The percentage of students who are experiencing homelessness 6.83% (37 students) The percentage of students who are served in special education 10.33% (56 students) The percentage of students who are Emergent Bilinguals 70.48% (382 Students) The percentage of students who are at-risks 90.4% (488 students) The percentage of students who are gifted 4.61% (25 students)

5. What are student behavior trends, discipline referral, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning? The student behavior trends are: Aggressive Threatening behavior: 25 counts with 8 referrals, 3 out of school suspension and 8 in school suspensions.

Grades affected 5th with 7, 4th with 5, 3rd with 10, 1st with 1 and Kinder with 1. Insubordination: 12 count with 6 referrals and 2 in school suspensions. Grades affected, 5th with 1, 4th with 1, and 3rd with 10. Disrespectful/Rude: 7 count with 2 referrals and 1 in school suspension. Grades affected, 5th with 5 and 4th with 2.

6. What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility? As per 2021-22 the Student Information Mobility Rate (TAPR) at PS Garza Elementary is as follows:: Total mobile students: 67 14% By Ethnicity: African American 1 0.2% Hispanic: 66 14.4% White , Asian, Two or more races 0 0% Count and Percentage of SPED students who are mobile 8 10.4% Count and Percentage of EB/EL students who are mobile 53 15.0% Count and Percentage of Econ Dis students who are mobile 67 14.8% What systems do we have in place to address the effects of mobility? As per campus, making parent contact and guiding parents. The truancy officer makes home visits.

7. What are dropout rates and which students are dropping out? N/A

8. What are the retention rates for all groups of employees? Retention rate was high for teachers. Only one teacher left because of retirement last year. Teacher assistants also had a high retention rate. Administration retention was at 100%.

9. What is the average class size, student-to-teacher ratio and student-to-support staff ratio? The average class size is 17 students amongst 33 teachers throughout the campus. As grade levels it follows: Pk-3 17:1 Pk-4 16:3 Kinder 17:4 First grade 20:4 Second grade 18:5 Third grade 21:4 Fourth grade 18:4 Fifth grade 22:3 Life skills 15:2

10. What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these? Campus attendance has improved significantly for the 2022-23 school year. For the 2021-22 school year there were 8960 absences reported for P. S. Garza compared to 5913 for the current academic year of 2022-23. In 2021-22 P.S. Garza was at an 89.54 attendance rate compared to 92.3 for the current academic year. Every grade level has shown significant increases for the 2022-23 school year. Teachers and attendance staff make parent contacts when needed to minimize absences. Students are given incentives by teachers as well as administration to encourage attendance.

11. What race/ethnicity/gender percentages make up our student population and how does it differ from the past? For the school year 2022-2023 research shows that P.S Garza Elementary has the following population: 50.37 % students are male and 49.63 are female. Of which, 99.26% are Hispanic; .37% are American Indian/Alaskan; .18% are white; .18% are African American. Population for the previous year was at 48.07% male students which was an increase of 2.3% for this school year. Female population for the previous year was 51.93% which is a decrease of 2.3% for this school year. The Hispanic population for this year increased by .37%. The American Indian/Alaskan population remained the same while African American and White increased by .18%.

12. What percentage of students do we serve in various groups? Ex. economically disadvantaged, ELs/EBs, SpEd, homeless, migrant, GT, AP, at-risk Based on the latest data available from TEA, 22 School Report Card, P.S. Garza serves the following groups: Economically Disadvantaged 99.3% EIS/ EBS 74.1% Sp. Ed. 10.3% Homeless 7.4% Migrant 2.9% GT 3.3% AP n/a At Risk 92.3%

13. Who is our staff and how do their skills align with student needs/demographics? Ex. years experience, capacity levels, certifications, race/ethnicity

Based on the TAPC 2021-2022 report P. S. Garza Elementary (108902113) has the following staff: \*Teachers by Experience: -Beginning Teachers=1 -1-5 Years Experience=6 -6-10 Years experience=10 -11-20 Years Experience=14 -21-30 Years Experience=3 -Over 30=0 \*Teacher by Degree: -Bachelors=82% -Masters=18% -Doctorate=0% \*Capacity Levels: -Pre-K3=1 -Pre-K4=3 -Kinder=4 First Grade=4 Second Grade=5 Third Grade=4 Fourth Grade=4 Fifth Grade=3 -Music=1 -P.E./Health=2 -Inclusion=1

\*Teachers by Ethnicity: -Hispanic=100% 14. Who resides in our com

14. Who resides in our community and what is it like? Ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates?

Based on the U.S. Census Bureau:

Ages:

- Under 5 years: 7.9%
- Under 18 years 31.6%
- 65 years and older: 11.3%

Owners:

- 67.5%

Education Levels:

- High School Graduate or higher: 67.3%
- Bachelors degree or higher: 19.5%

Diversity:

- White: 96.9%
- Black: 1%
- American Indian and Alaska Native: 0.6%
- Asian alone: 1.1%
- Native Hawaiian and Other Pacific Islander: 0.1%
- Two or more races: 0.5%



- Hispanic: 92.6%
- White alone, not Hispanic or Latino: 5.7%

15. How do we interact with the major employers and the universities/community colleges in our community?

- Promote College Bound
- Plan Field Trips to Universities
- Invite major employers to our school for career day

### **Demographics Strengths**

#### **Strengths**

Attendance from last year 89.54% to 92.3 % this year has increased.

Teacher retention rate is high. 90%

Teacher are representative of our student population

Teachers with years of experience and highly qualified teachers.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a need for Community Outreach /Parental Involvement within the parent community. **Root Cause:** The lack of social emotional support for students could be fulfilled with creation of student involvement in clubs .

# Student Learning

## Student Learning Summary

1. HOW DO OUR STUDENTS PERFORM OVERALL COMPARED TO SIMILAR SCHOOL/SCHOOL SYSTEMS? Based on the English RLA Benchmark Assessments taken in January 2023: • English 5th grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 5th grade Garza Elementary English students are 80% better than the rest of the campuses. • English 4th grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 4th grade Garza Elementary English students are doing relatively better than 85% of the other campuses. • English 3rd grade RLA benchmark assessment data confirms that in comparison to other campuses closely related to Garza Elementary student demographics, 3rd grade Garza Elementary English students 20% better than the rest of the campuses leaving this campus 2nd to last.

2. HOW DO OUR STUDENTS PERFORM OVERALL COMPARED TO SIMILAR SCHOOL/SCHOOL SYSTEMS? Based on the Spanish RLA Benchmark Assessments taken in January 2023: • Spanish 5th grade RLA benchmark assessment data confirms that compared to other campuses closely related to Garza Elementary student demographics, 5th grade Garza Elementary Spanish students are not performing to the passing standards needed. • Spanish 4th grade RLA benchmark assessment data confirms that in comparison to other campuses closely related to Garza Elementary student demographics, 4th grade Garza Elementary Spanish students are 45% better than the rest of the campuses. • Spanish 3rd grade RLA benchmark assessment data confirms that in comparison to other campuses closely related to Garza Elementary student demographics, 5th grade Garza Elementary Spanish students are not performing to the passing standards needed are third to last in comparison to other campuses.

3. HOW DO OUR STUDENTS PERFORM OVERALL COMPARED TO SIMILAR SCHOOL/SCHOOL SYSTEMS? Based on the Math Benchmark Assessments taken in January 2023: • 5 th grade Math benchmark assessment data can determine that Garza Elementary does 50% better than the other campuses that share similarly demographics. • 4 th grade Math benchmark assessment data can determine that Garza Elementary does 50% better than the other campuses that share similarly demographics. • 3rd grade Math benchmark assessment data can determine that Garza Elementary does 50% better than the other campuses with similar demographics.

Based on the Benchmark Assessments taken in January 2023: • Garza Elementary is doing, on average, 50% better in English than those other campuses that simulate our demographics, we still need to meet 70% mastery in the grade level and area. In other words, 50% of our students need to be on grade level in reading and language arts. • Garza Elementary Spanish testing students are struggling more so than the English students, and this is not just a campus problem but a district as well. The reports indicate that 60% of Spanish testing students must meet at grade level for reading and language arts. • Garza Elementary is doing on average 50% better than those other campuses that simulate our demographics, we are still not at a meets level of 70% mastery in the grade level and area. In other words, 50% of our students are not on grade level in math.

4. HOW ARE OUR SUBGROUPS PERFORMING? (CONSIDER REACE/ETHNICITY, GENDER, ENGLISH PROFICIENCY, SECTION 504, STUDENTS WITH DISABILITIES, ECONOMIC STATUS) The data utilized to provide input for this question were taken from the 2022 student STAAR scores for 3rd grade math and 4th grade math regarding “Economic Disadvantage,” “Hispanic,” “Currently Emergent Bilingual,” and “Special Ed Indicator.” For the 2022 3rd grade STAAR mathematics: • Economic Disadvantage • approaches: 57.63% • meets: 23.73% • masters: 5.08% • Hispanic • approaches: 57.63% • meets: 23.73% • masters: 5.08% • Currently Emergent Bilingual • approaches: 66.67% • meets: 26.19% • masters: 4.76% • Special Ed. Indicator • approaches: 20% • meets: 20% • masters: 20% For the 2022 4TH grade STAAR mathematics: • Economic Disadvantage • approaches: 49.09% • meets: 12.73% • masters: 1.82% • Hispanic • approaches: 49.09% • meets: 12.73% • masters: 1.82% • Currently Emergent Bilingual • approaches: 47.50% • meets: 12.50% • masters: 2.50% • Special Ed. Indicator • approaches: 42.86% • meets: 0% • masters: 0%

5. ARE INDICATORS AVAILABLE TO SUGGEST INDIVIDUAL STUDENT GROWTH / LONGITUDINAL DATA? WHAT DOES THIS DATA TELL US ABOUT INDIVIDUAL STUDENT LEARNING? • Yes, there are indicators available that suggest individual student growth data. Our campus uses Amplify, I station, and Imagine math for individualized student reports. • This data shows each students individual academic growth. Also, groups students according to their needs and provides them with activities that support their academic achievement.

6. HOW DO FORMATIVE RESULTS COMPARE TO OUR SUMMATIVE RESULTS? • Our formative assessment such as quizzes (weekly/daily), homework, exit slips, graphic organizers, random questioning or writing prompts on google documents are used to identify a skill or concept the students are having difficulty with. • The formative assessments help improve our summative results such as end of course and semester exams. • They allow us to monitor students’ learning progress and give immediate feedback. • Based on the

summative results, it will determine the concepts we would need to spiral in our formative assessments.

7. HOW DO FORMATIVE RESULTS USED TO IMPROVE STUDENT LEARNING AND/OR CLASSROOM TEACHING? Formative results are used to improve student learning and establish a one-on-one relationship with every student and know each student's strengths/shortcomings. • Students Learn how to self-evaluate their own learning and compare their scores to the standards set by their teacher/administrator. • The formative assessments allow teachers to have rigorous data in their hand and can make effective decisions on time such as end of course and semester exams. They allow us to monitor students' learning progress and give immediate feedback. Based on the summative results, it will determine the concepts we would need to spiral in our formative assessments.

8.HOW ARE OUR YOUNGEST LEARNERS (PREK-3 rd) PERFORMING IN ELA AND MATH? Our youngest learners are performing on level when it comes to oral language, print knowledge, phonological processing and math. • In math they are able to count, and some are able to recognize numbers 1-10. • Students are developing the necessary skill needed to learn: • share and cooperate • working together • taking turns • participating in group activities • following simple directions • communicating wants and needs.

9.WHAT PROGRAMS DO WE HAVE IN PLACE TO ADDRESS STRUGGLING OR AT-RISK STUDENTS? DO THESE PROGRAMS MEET THE NEEDS OF OUR STUDENTS WITH DISABILITIES, SECTION 504 STUDENTS, GENERAL EDUCATION STUDENTS NEEDING INTERVENTIONS, AND/OR ABSENT CHRONICLE STUDENT? Section 504 requires recipients to provide students with disabilities with appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. For example, appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, regular classes with supplementary services, and/or special education and related services. • Capturing Kids' Hearts® equips professionals in K-12 education to implement transformational processes focused on social-emotional well-being, relationship-driven campus culture, and student connectedness. • We are making innovative changes to classroom instruction • Connecting families to schools and school activities. • We are maximizing the use of community resources. • We are reorganizing crisis assistance and prevention. • We are improving links to external mental health and behavioral services.

10. WHAT ADDITIONAL HELP DO WE OFFER TO STUDENTS WHO ARE FAILING OR RETAINED? HOW DO WE MEET THE INDIVIDUAL NEEDS OF OUR STUDENTS OF RETAINED STUDENTS AND/OR STUDENTS WHO PERSISTENTLY STRUGGLE WITH ACADEMIC CONTENT? Our campus offers additional help to students who are failing or have been been retained by providing them with intervention strategies based on their needs. • The district has hired well-trained teachers/tutors. • Teachers and tutors work with students one-to-one and also during small group instruction time. • Students that persistently struggle with academic content are placed on the RTI (Response To Intervention Plan) which monitors students in order to guarantee their academic success.

11.HOW IS ACADEMIC SUCCESS MEASURED WITH REGARDS TO OUR LOCAL EDUCATIONAL PROGRAMS? Donna Independent School District creates bundles, six-week tests, and diagnostic tests aligned with the TEKS (Texas Essential Knowledge and Skills). Assessments contain skills spiraled throughout the year. Students that require accommodations are provided with such accommodations to meet their individual needs. Student Learning is assessed through both direct and indirect measures.

12.WHAT PERCENTAGE OF OUR STUDENTS ARE ON TRACK TO GRADUATE ON TIME? According to Benchmark examinations taken in January of 2023 for both reading and math considering only 3rd, 4th, and 5th grade students, it is calculated that an estimated 56.8% of students who passed the Reading STAAR Benchmark test would be on track to graduate on time. Based on students who passed the Mathematics STAAR Benchmark test, 52.6% of students would be on track to graduate on time. Considering only 3rd, 4th , and 5th grade students who took the Reading and Mathematics Benchmark tests and passed, an estimated overall 47.6% of our students would be on track to graduate on time.

13. HOW DO WE PREVENT OUR STUDENTS FROM DROPPING OUT OF SCHOOL? Donna ISD has created CTE Programs that are career focused, providing students with on demand certifications as they graduate from high school. CTE department includes programs such as Welding, Barber Operator, Real Estate Sales Agent, Cosmetology Operator, Medical Coding Specialist, EKG Tech, Pharmacy Tech, Security Officer, Veterinary Assistant, Auto CAD, among many others. These programs allow students to graduate with a certification; therefore, preparing them for the job labor force, as they provide the following: • Higher Graduation Rate- data shows that students who are given a chance to start working toward their career goals and given real-life applications to traditional courses, students are more motivated to succeed. • Teaching in-demand soft skills- “soft skills” such as attention to detail and critical thinking are the most in-demand skills in today’s job market. Because CTE students are taught these competencies as they prepare for the workforce, they will have an advantage. • Hand-On learning- CTE students do an abundance of hands-on learning with real-life applications in traditional math and science classes and are higher than likely to do better in research and critical thinking development than their non-CTE counterparts. • Increase Career Exploration- Too many students graduate without knowing what they want to do. But at its root, CTE is career-focused. This practice of getting these youth to think about their future proves to be beneficial for all students. • CTE addresses the needs of high-growth industries and helps close the skills gap.

14. HOW IS RESPONSE TO INTERVENTION (RTI) BEING IMPLEMENTED? IS THERE DATA TO SUGGEST THE IMPLEMENTATION IS SUCCESSFUL? Interventions are part of a class-wide instruction • Teachers break students into small groups depending on the different skills levels or learning interests. • Students who are not making enough progress work on their skills in a small group with a tutor/teacher • A description of the skills the child struggles with • A description of the research-based intervention the child is getting • Details about how often the intervention will be provided and for what length of time • Details about who will be providing the intervention and in which classroom • A description of how progress monitoring words and how often progress will be measured • The criteria for determining whether the intervention is successful.

15. WHAT DO CLASSROOM OBSERVATIONS REVEAL ABOUT THE CORRELATION BETWEEN STUDENT SUCCESS AND TEACHER EFFECTIVENESS? HOW IS THIS ADDRESSED? Classroom observation checks and adjusts a teachers performance meaning that students get the most out of their lessons, improving their academic performance and thus improving the overall performance of the school. Observations leads to teacher to review their curriculum, assessments and their instructional strategies. The book 7 Steps to Language-rich interactive classroom has helped our teachers incorporate more student engagement, participation, and use of complete sentences and addressed lesson planning, thus leading to student success.

### **Student Learning Strengths**

Students were able to work effectively in a group or team toward a shared goal or outcome.

Students make significant contribution to the achievement of group objectives.

Students respect and support others.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The lack of Parent involvement in student academic learning. **Root Cause:** The lack of enhanced technology programs to better support EB students.

# School Processes & Programs

## School Processes & Programs Summary

### School Process

(2022-2023)

#### **1. What is the process for recruiting and hiring high-quality educators?**

Donna ISD recruits highly qualified educators through job fairs and holding interviews with applicants. At P. S. Garza Elementary all professionals must hold a bachelor's degree in education or must have completed a course through an Alternative Certification Program. Our teacher assistants must have college credited hours as well. P. S. Garza administrators screen all applicants to ensure that highly qualified candidates are hired to improve student success.

#### **2. Are the roles and responsibilities clear?**

As highly qualified candidates are hired, all roles and responsibilities are clear. Each candidate is given the opportunity to ask questions throughout the hiring process. Candidates are also provided with information on job details. Here at P.S. Garza, we ensure each candidate understands the importance of student success.

#### **3. Are educator's strengths matched to classrooms and subjects based on student need?**

Yes, at P.S. Garza educator's strengths are matched to help meet the needs of all our students. Due to the high percentage of Emergent Bilingual Students, most of our teachers are bilingual certified. Paraprofessionals also assist students who require additional support.

#### **4. What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching & learning?**

Instructional leaders attend regular training sessions given by district leaders. Instructional leaders then turn around to provide training and support to teachers. The training targets visual stimuli, the gradual release model and how to create effective exit tickets. The training supports powerful teaching and learning which target the district's goal 1 initiative of focusing on student success.

#### **5. What systems are in place to support new or struggling teachers?**

All new and struggling teachers are assigned a same grade level Mentor teacher to guide and support them in the process of becoming an effective teacher. All teachers can informally visit other classrooms to observe experienced teachers by gathering strategies and instructional ideas to apply in their own classroom. They are also assisted in Grade level weekly planning meetings with data collection and curriculum lesson planning. Staff developments are also provided throughout the year for all professionals.

#### **6. Do teacher evaluation results correlate to summative and formative student data?**

Yes, all student summative and formative data are taken into consideration when conducting teacher evaluations. As a result, there is a direct correlation between the two for most of the teacher evaluations. Campus leaders meet with teachers based on their evaluations and student data, and present feedback necessary to assist in improving student growth.

#### **7. What level of understanding and buy-in does the staff have in regards to continuous improvement and CNA processes?**

The campus staff works together during the process to come to an agreement for the responsibility of the committee. Meetings take place to discuss what the campus has done to achieve its goals and duties. Every year different members are chosen for a new committee to collect input from all staff.

#### **8. What is the process for developing a focused improvement plan that addresses the root causes of low performance?**

At P.S.Garza Elementary we began by understanding the area of low performance. The campus then worked together with district personnel to develop strategies that will be used to target the needs of the campus. Our main focus continues to be student success, therefore as per the Donna ISD our campus put together a leadership team consisting of 4 teachers. These teachers provide additional support and strategies to all teachers. All teachers will then implement these strategies with ongoing support from our district as well as campus leaders. The campus then continues to monitor the progress through data collected throughout the year including summative and formative assessments.

#### **9. How are all stakeholders involved in this process?**

As we develop a focused improvement plan, we work together with all stakeholders to address the root causes of our school's low performances. We develop surveys that are given to all stakeholders to determine the areas that need additional support. We work together with our district personnel to develop strategies that will also target the needs of our students.

#### **10. What systems are in place to address needs and track progress towards intended outcomes of performance objectives?**

P. S. Garza Elementary has a range of different programs that keep track of our students' progress. Depending on the grade level, teachers can use IStation, Imagine Math Amplify progress monitoring, or Circle testing results to measure student progress. Teachers and administrators can also use the more traditional grade monitoring from report cards, RTI meeting information, Success Ed, and Benchmark results. Our campus also has a campus tracker that can keep track of most pertinent testing results and we are also using data walls in our

classrooms and hallways. Our administrators have also referenced back to STAAR and TELPAS prior score data to help improve future testing scores by using data driven instruction based on the areas that show need for improvement. Our administrators are experts at dissecting score information to help improve our overall performance objectives.

**11. How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration?**

Our curriculum and instruction are designed to align with the state standards (TEKS). Therefore, all students are provided with the best instruction to meet the state academic standards. Our curriculum and instruction also provides rigorous and challenging content which allows for differentiation and ensures all students are being challenged based on their needs. Our campus provides an opportunity for students to use different methods and instructional strategies (7 steps to a Language Rich Interactive Classroom and the gradual model of responsibility) to strengthen the academic programs. All teachers ensure to increase the amount and quality of instructional time. We provide all students with programs such as GT, ARTES, READY to provide a well-rounded education.

**12. How well do we coordinate and integrate academic and CTE content, college and career guidance counseling, and blended learning experiences?**

At P. S. Garza Elementary, we coordinate and integrate academic and CTE content by a career day throughout the school year. Students involved in the CTE courses within our district high schools come by and talk to our students all while explaining their experiences within the program. Our campus students are provided with the opportunity to visit UTRGV. Donna ISD has partnered with The University of Grand Canyon University to provide staff members in pursuing higher education. Throughout the school year, teachers use blended learning by providing students with activities with the use of technology using a variety of software programs.

**13. Is lesson planning data driven and include formative assessments and interventions?**

Yes, lesson planning is data driven. Small group instruction and interventions are based on the needs of the students. Formative assessments include exit tickets which target the TEKS being taught at the time. Exit tickets allow teachers to give immediate feedback and teachers are able to see which students don't understand. If the majority of the students didn't understand, the teacher can adjust the lesson planning to reteach the TEK. If only a few of the students didn't understand, the teacher can target the TEK during intervention which all teachers have on their master schedule.

**14. In what ways do we protect and maximize instructional time?**

P. S. Garza Elementary uses purposeful and consistent routines in classrooms and throughout the school. Teachers create weekly lesson plans to prepare for each lesson, and modify them if needed. Master schedules are modified as needed to address the needs of each student. All teachers use technology to maximize instructional time through the use of laptops and one screen devices.

**15. Is there equity of service for all students?**

Yes, at P.S.Garza Elementary, teachers create the opportunity for all students to overcome their disadvantages and become successful. Teachers work diligently to create lessons that cater and work to meet the needs of all students. Due to the high numbers of economically disadvantaged students, Garza Elementary provides students with resources (technology devices, tutors, learning resources, and extracurricular activities). Teachers regularly monitor student performance which shows how their students are performing and provide immediate feedback.

**16. What procedures are in place to support students during transitions from one grade to the next and one campus to the next throughout EC-Elementary-Middle School-High School-Post Secondary?**

Our district helps students help our students have smooth transitions from grade to grade and from elementary to middle and middle school to high school by offering and teaching the necessary curriculum that aligns from grade to grade. Our district offers extra tutoring to struggling students in the areas that they are struggling in.

Schools are providing necessary information for students transitioning to the next campus. The campuses offer field trips to their future students to provide orientation and to showcase the options that are available to them as they progress from elementary to middle school and then to high school.

**17. What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals?**

At P.S. Garza Elementary, most of our teachers present great classroom management which reduces discipline referrals. The campus presents procedures inside and outside of the classroom. Students walk on the correct side of the hallway and walk in a straight line. All teachers review classroom expectations which include the 5B's. Capturing hearts is a program all teachers are implementing in and out of their classrooms, which includes a classroom contract all students signed as should abide by throughout the day. Establishing behavior expectations, reinforcing routines, and recognizing positive behavior are procedures that take place to reduce discipline referrals.



**18.What is the data for bullying, drug, violence, and suicide prevention, as appropriate? Include data on unwanted physical and verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate?**

P. S. Garza Elementary has had 2 reported cases of bullying and 22 offenses classified as aggressive and threatening behavior. As for other offenses listed, our campus has not dealt with any of these incidents throughout the year.

**19. Do the programs we have in place align with our vision, mission, goals, and values?**

Yes, through the programs our students are able to have a meaningful and relevant learning experience that inspires creativity, character development, and critical thinking. Programs we have currently that targets the vision of Donna ISD would be the Artes program, the Ready Program, Communities In Schools, GT, and Dyslexia teachers. All of these programs continue to provide a rigorous and supportive learning environment for all students.

**20. What is our plan for school safety? How do we address safety issues?**

At P. S. Garza Elementary safety is a priority for all students and staff. Every month, we conduct fire drills, lockdown, and shelter in place drills to ensure staff and students understand the importance of an emergency. Each classroom is provided with an evacuation map and Take Action poster. There are also security cameras through the interior and exterior of the school. We have 1 police officer and 1 security officer assigned to our campus. Our security officer consistently checks all entrances and exits to ensure doors are locked. No personnel are allowed to enter campus without proper identification. Student information is never given to anyone over the phone. Our campus is also staffed with a RN and CNA incase of a medical emergency.

Needs:

Campus is still in need of a hiring committee

Campus still lacks safety locks on some classrooms as well as computer lab

Campus is in need of swipe key access features that will allow teachers to enter through A, B, and C wing as they need to re-enter campus

### **School Processes & Programs Strengths**

Campus has a high rate of teacher retention.

Teachers present good classroom management & contribute to build relationships with students on a daily basis.

All stakeholders hold high expectations & work together to increase student success.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Campus wide involvement in hiring committee decision making and safety related issues for staff. **Root Cause:** Lack of formation of the

Campus Hiring Committee . The need to secure all classrooms with safety locks. Lack of staff access into the campus from various campus entrance doors.

# Perceptions

## Perceptions Summary

### PERCEPTIONS

How well do we conduct business?

D= Demographics, SL=Student Learning, PP=Processes and Programs

1. How do students and staff describe the school and learning environment? D ( R. Macias) The survey results showed that 50% of the staff and students on our campus feel secure and comfortable. A small minority of children overall report feeling unsafe, and they blame peer bullying for it.

2. Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline? PP (Y. Ceballos)

After retrieving and reviewing data the following information was determined: 90% of teachers said they do feel supported by administration and 10% said no. 80% of teachers and students feel safe and have a sense of belonging and 20% said somewhat.

3. Do our teachers want to teach at the school? How do you explain staff turnover? PP (R. Torres) 70% of the teachers want to teach at the school. Although a high turnover rate can have a negative impact on a campus, a low turnover signifies a positive and healthy work environment. At Garza Elementary 30% of teachers who decide to leave are replaced as soon as a qualified teacher is hired to fill in the vacancy.

4. Do our teachers feel supported in their daily work, both by administration and by each other?(M. Valero) Based on the data received from the survey 60% of the teachers feel supported by administration. Teachers stated that administration provides encouragement words and feel that they cultivate a positive environment that helps them to provide great achievements to prepare students to succeed. On the other hand, 70% of the teachers reported that they feel more supported by colleagues. Teachers become more effective when they have support from each other. They stated that working with their peers they can improve their lesson plans that assist them to translate more engaging activities.

5. How are we mentoring new teachers and struggling teachers? Is our process working? PP (R. Cisneros) According to district regulations, when a new teacher is hired at our school, they are required to participate in professional development. Administrators also provide any additional assistance by designating a mentor teacher to lead and direct the new teacher. Similar procedures, such as professional development and additional help from curriculum specialists assigned to the campus, are followed when a teacher is having trouble.

6. Do our students want to attend school daily? Do they feel supported and protected? DO they feel challenged and engaged? PP Based on the data 75% of the students desire to attend school daily. While 65% feel supported and protected. Although we have highly qualified teachers with high expectations only 80% feel that they are challenged and engaged throughout their learning.

7. Is there a difference in attendance, discipline, and academic data among varying subgroups of students? SL (J. Ortiz) According to last year's data, 82.5% of our campus students said that they were well behaved, but keep in mind the student to teacher ratio. As of March 2023 our referrals and attendance are down compared to 2021-2022 school year. The referrals and percentages by grade level are as follows for 2022-2023 school year. Kinder, we had 1 referral out of \_\_\_\_ students, with a \_\_\_\_% 1st grade, we had 1 referral out of \_\_\_\_ students, with a \_\_\_\_%. 3rd grade students had a total of 17 referrals out of \_\_\_\_ students, with a \_\_\_\_%. 4th grade students had a total of 10 referrals out of \_\_\_\_, with a \_\_\_\_%. 5th graders, a total of 22 referrals were issued with a \_\_\_\_%. For attendance KG had a total of 777 Full day absences 1st had a total of 910 Full day absences 2nd had a total of 845 Full day absences 3rd had a total of 925 Full day absences 4th had a total of 817 Full day absences 5 th had a total of 658 Full day absences On a positive note, our Pre-K 3, Pre-K 4, 2nd students did not receive any referrals. Our upper grade students received more referrals than our lower grades. It is also a need to mention that the count of referrals and absences are often associated with the same repeated students

8. What is our drop-out rate? How do we explain it? Are there ethnic or race group trends? SL (H. Rodriguez) The drop-out rate is not applicable to elementary, since students are still in the care of their parents. What we do have are withdrawals or unattended which in 2022-2023 we didn't have any.

9. Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the process working? PP (M. Garza) Students feel that teachers are respectful towards them and almost 80% believe they support their academics. -Are the processes working? Yes, students believe classroom expectations are clear, and that challenging materials are implemented by teachers. In addition teachers collect and revise students' work in order to improve the overall learning experience while also rewarding positive behavior.

10. Do we provide conflict resolution among students? Is it working to decrease conflict? (A. Lopez) When there is conflict among students I have witnessed the approach of speaking individually to the student and letting them express their own side to the mediator or principal. Then there is a sit down between the conflicting students and they are given the opportunity to speak to one another about the situation with an adult present.

11. How do our parents and community stakeholders describe our school? Do we feel welcomed into the school? D (O. Perez) According to the ESF Diagnostic survey reflection tool kit, 80% of parents and community stakeholders feel that teachers and administrators at Patricia S. Garza Elementary creates an effective school culture that promotes student learning. 100% of staff and students feel that they are welcomed every morning by school staff who are greeting at the door with motivated music.

12. What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement? PP ( We have been deficient in the area of parental involvement. In 2022–2023, as a campus, we offered a number of events for parents to get engaged, including parent nights, literacy night, and activities where students perform, such as drama, choir, guitar, and extracurricular sports. The level of student participation has somewhat increased this year.

13. How do we consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education? Through the parental center, our campus talks with nearby businesses, businessmen, and organizations. Through flyers, marquee, and social media, parents are encouraged to participate. The school has established a setting that ties family and community members to the school and promotes, welcomes, and supports them

14. What is the level of support from our community? How do we measure participation?( J. Garza) We do receive a good amount of support from our community. We are not at 100% but still finding ways to improve. We measure participation in the community either by sending out email, flyers, or conducting surveys.

15. Do we create pathways to engage and support the community? (T. Gonzalez) To help families and students, numerous community collaborations are in place. Behavioral Solutions is one of the organizations that has visited the school to offer lessons to parents that will help them with their children. ESL lessons for parents to master the English language are provided. There are also other classes offered according to parent interest. A top objective is making certain that every opportunity is educational for both parents and students.

16. How do our parents, students, and community stakeholders describe our school and school administration? How do they describe the climate and culture of our school and school district? (S. Garces). According to a parents survey, they claimed that there is excellent communication and a great working environment between the teachers and the administration. It was also mentioned how well-organized the school is, particularly during drop-off and pick-up times.

17. Do our parents feel their children are safe at school, and on the way to and from school? According to the ESF Diagnostic Survey, 70% of the parents feel that their children are safe to and from school.

18. What strategies do we have in place to address student behaviors and bullying? PP (J. Bustamante) Each teacher has a Social Contract for students to read and sign. The Social Contract consist of... - Respect - Team Work - No Put Downs - The Concept of Effort - Q-tip (quit taking it personal)

19. How does our school communicate with families, staff, and stakeholders about student performance, standards, activities, etc.? Is it effective? The campus notifies parents of students' performance, standards, and activities in a number of ways, including progress reports every three weeks, report cards every six weeks, a weekly students tracker, reports on reading levels, state assessments, school-based assessments, and an ongoing parent contract. There are several ways to communicate activities to parents, including class dojo, flyers, and social media. The use of this medium of communication has grown over the academic year.

20. How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high academic expectations? Do we have any barriers to allowing and /or accepting stakeholder involvement? PP (M. Borrego) The P.S. Garza Mission statement is as follows: P.S. Garza Elementary School, in partnership with its children, families, community and Donna Independent school District, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a

safe and orderly environment which will foster lifelong learning and responsible citizenship. The vision statement is modeling excellence and inspiring students to learn, perform, and excel. The ESF survey helps make connections between stakeholders' perceptions regarding whether or not students and staff are aligned with the vision and mission of the school. According to the ESF Diagnostic Survey 74% of teachers and staff feel that activities are aligned to our campus vision and mission statements.

21. How does our school ensure access to information for our non-English speaking families? D, PP (R. Martinez) P.S. Garza Elementary provides all notices of events occurring within the community through school flyers and social Media such as P.S. Garza's Facebook page, schools ClassDojo page and P. S. Garza website: [www. https://www.donnaisd.net/Garza.Class dojo](https://www.donnaisd.net/Garza.Class%20dojo) does allow parents to have any messages to be translated into Spanish , if needed. On the Garza website there is a translation icon which allows users to translate information on the website to be translated into multiple languages if needed. All information is provided in English and Spanish through school flyers.

## Perceptions Strengths

Overall, the school climate and culture consistently receive positive feedback from parents and students.

The school offers a secure and comfortable learning environment where students are encouraged to succeed, in an effort to strengthen the encouraging atmosphere and show concern for the student's well being.

The school has made an effort to promote constructive discussions with parents concerning a range of personal and academic topics.

The school has identified persistent barriers to family engagement such as; scheduling parent attended events for after work hours; accommodating events for parents with multiple children in the home, relationships and consistent communication with advanced notice and provide academic content and homework support resources.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** A lack of professional growth opportunities for all teachers. Planning more vertical collaborative communication to monitor student learning, differentiation, student engagement practices for teachers to observe effective instructional practices . **Root Cause:** Inconsistent practices addressing preferred professional growth opportunities for teacher needs which ultimately leads to inconsistent consequences for students in discipline issues and student learning.

**Problem Statement 2 (Prioritized):** A lack of professional growth opportunities for all teachers. Planning more vertical collaborative communication to monitor student learning, differentiation, student engagement practices for teachers to observe effective instructional practices . **Root Cause:** Inconsistent practices addressing preferred professional growth opportunities for teacher needs which ultimately leads to inconsistent consequences for students in discipline issues and student learning.

# Priority Problem Statements

**Problem Statement 1:** There is a need for Community Outreach /Parental Involvement within the parent community.

**Root Cause 1:** The lack of social emotional support for students could be fulfilled with creation of student involvement in clubs .

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The lack of Parent involvement in student academic learning.

**Root Cause 2:** The lack of enhanced technology programs to better support EB students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Campus wide involvement in hiring committee decision making and safety related issues for staff.

**Root Cause 3:** Lack of formation of the Campus Hiring Committee . The need to secure all classrooms with safety locks. Lack of staff access into the campus from various campus entrance doors.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** A lack of professional growth opportunities for all teachers. Planning more vertical collaborative communication to monitor student learning, differentiation, student engagement practices for teachers to observe effective instructional practices .

**Root Cause 4:** Inconsistent practices addressing preferred professional growth opportunities for teacher needs which ultimately leads to inconsistent consequences for students in discipline issues and student learning.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** A lack of professional growth opportunities for all teachers. Planning more vertical collaborative communication to monitor student learning, differentiation, student engagement practices for teachers to observe effective instructional practices .

**Root Cause 5:** Inconsistent practices addressing preferred professional growth opportunities for teacher needs which ultimately leads to inconsistent consequences for students in discipline issues and student learning.

**Problem Statement 5 Areas:** Perceptions

# Goals




## Goal 1: Focus On Student Success





**Performance Objective 1:** 1.1 P.S. Garza Elementary will create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:

- \*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 20% to 27 %
- \*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 39% to 44%








### HB3 Goal

**Evaluation Data Sources:** Instructional pulse checks, administration walkthroughs, state/local assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p><b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2023. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 50% to 100% by September 30, 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutors will be hired to provide structured small group and one on one instruction tailored to students - Title I (211) - 11.6125.00.113.24.0.TT - \$11,887.68, Tutors will be hired to provide structured small group and one on one instruction tailored to students - State Comp. (164) - 11.6125.00.113.0.00TT - \$9,000</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.  <b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 50% to 100% ,the use of visual stimuli from 75% to 100% and utilization of processing tools from 75% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Results Driven Accountability</b> <b>Funding Sources:</b> Ink Cartridges will be ordered for printers. - Local (199) - 23.6399.00.113.99.0.00 - \$3,000, Instructional supplies-Warehouse Supplies - Local (199) - 11.6399.00.113.11.0.00 - \$4,950, Instructional Supplies for EBs-Warehouse Supplies - Title III (263) - 11.6399.00.113.25.0.00 - \$3,438		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.  <b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from 25% to 100% by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Results Driven Accountability</b>		Formative			Summative
		Sept	Dec	Mar	June
					







Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.  <b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Tutors will be hired to provide structured small group and one on one instruction tailored to students needs and student group needs in order for students to show growth in Reading. - ESSER III (282) - 11.6125.TT.113.24.0LL - \$61,566.08		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Goal 2: Focus on Family and Community Engagement

**Performance Objective 1:** P.S. Garza Elementary will evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year.

**Evaluation Data Sources:** \* Digital Communication rubric - included in the handbook  
<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>  
 \* Family and Community Engagement Survey Checklist  
[https://docs.google.com/document/d/1HVVaI4g8\\_-yganT32qV--sTfJ6laXYwK9DrKbINSE0/edit?usp=sharing](https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSE0/edit?usp=sharing)  
 \* surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals <b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration  <b>Title I:</b> 2.4, 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue



## Goal 2: Focus on Family and Community Engagement

**Performance Objective 2:** P.S. Garza Elementary will develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

**Evaluation Data Sources:** \* training invitation

\* training sign-in sheets

\* training agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Title I:</b> 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration  <b>Title I:</b> 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)  <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
	N/A			



No Progress



Accomplished




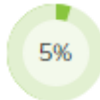


Continue/Modify









Discontinue

### Goal 3: Focus On Operational Excellence

**Performance Objective 1:** 3.1 P.S. Garza Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.








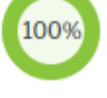
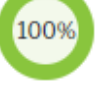
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> P.S. Garza will monitor their facilities and send a survey to the staff to see input on the facilities' needs. <b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. <b>Strategy's Expected Result/Impact:</b> Compare survey and work orders. <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. <b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs. <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. <b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan. <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> P. S. Garza will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. <b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc. <b>Staff Responsible for Monitoring:</b> Campus administration	Formative			Summative
	Sept	Dec	Mar	June
	N/A			
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> P.S. Garza will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. <b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 3: Focus On Operational Excellence

**Performance Objective 2:** P.S. Garza Elementary will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.

**Evaluation Data Sources:** Work orders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> P.S. Garza custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. <b>Strategy's Expected Result/Impact:</b> Clean and safe campus <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Funding Sources:</b> PPE Supplies, - ESSER II (281) - 281.11.6399.00.113.11.0.P1, Purchase wax and stripper to maintain a clean learning environment for students and staff. - Local (199) - 199.51.6319.00.113.99.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> P.S. Garza child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. <b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment <b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> P.S. Garza will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. <b>Strategy's Expected Result/Impact:</b> Facilities needs addressed <b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff  <b>Funding Sources:</b> Radios to communicate across the campus for the safety and daily operations of the campus. - Local (199) - 199.52.6399.00.113.99.0.00	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> P.S. Garza will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. <b>Strategy's Expected Result/Impact:</b> Safe transportation <b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel	Formative			Summative
	Sept	Dec	Mar	June
	N/A	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				







#### Goal 4: Focus On Employees And Organizational Excellence

**Performance Objective 1:** 4.1 P. S. Garza Elementary will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

##### High Priority

**Evaluation Data Sources:** District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.  <b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Professional Development -2023 Texas Assessment Conference Nov.6-8 - Title II Teacher/Principal (255) - 13.6411.00.113.24.0.00 - \$2,036, Assessment Conference Registration Fees - Title II Teacher/Principal (255) - 13.6299.00.113.24.0.00 - \$300, Purchase Orders for Conference Parking - Local (199) - 23.6411.00.113.24.00 - \$160, Travel Request Winter Conference - Title II Teacher/Principal (255) - 23.6411.00.113.24.00 - \$1,027.14, Purchase Order-Registration Fees Winter Conference - Title II Teacher/Principal (255) - 23.6299.00.113.24.00 - \$545, Region One Professional Development - Title II Teacher/Principal (255) - \$0	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.  <b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. <b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. <b>Strategy's Expected Result/Impact:</b> Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Leadership Team  <b>Title I:</b> 2.5, 2.6, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Staff EOY Incentives - Local (199) - 23.6498.00.113.99.0.00		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			




#### Goal 4: Focus On Employees And Organizational Excellence




**Performance Objective 2:** 4.2 P.S. Garza Elementary will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).



##### High Priority







**Evaluation Data Sources:** District and Campus Professional Development, District and Campus Initiatives, District and Campus Surveys, Employee Handbook (Counselors/LPCs), Evaluation System, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p><b>Strategy 1:</b> 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning &amp; career readiness).</p> <p>[Staff Responsible for Implementation: Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits &amp; Risk Management</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. <b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. <b>Staff Responsible for Monitoring:</b> Administration/ Teachers/ Coaches  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - Local (199) - 199.11.6494.00.113.11.0.00		Formative			Summative
		Sept	Dec	Mar	June
		N/A			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. <b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Draw String Backpacks will be ordered for Drug Ed Week - Title IV (289) - 31.6499.00.113.11.00.00, Drug Ed Resources and Incentives. Positive Promotions/LAMAC - Title IV (289) - 31.6499.00.113.11.0.00		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details	Reviews			
<p><b>Strategy 4: 4.2 Organizational (4):</b> Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, &amp; System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p><b>Strategy's Expected Result/Impact:</b> To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.  <b>Strategy's Expected Result/Impact:</b> Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Clothing Vouchers - Title I (211) - 32.6499.00.113.24.0.00 - \$420, Purchase a lite snack for students who met their district AR Goals - Library Account (898) - 00.2190.00113.0.00, Purchase Popcorn & Oil to reward students for A , A& B and Attendance. Purchase items for food sales fundraisers. - Student Activity (865) - 00.2190.00.113.0.00.0, Check request to HEB to purchase a lite snack for 25 students who won in the 2022-2023 Book Character Pumpkin Contest - Library Account (898) - 00.2190.00.113.0.00, Transportation Expense for community events that promote higher learning. Transition to middle school. - Local (199) - 11.6494.00.113.30.0.00, Purchase Incentive (Pizza) for Participants of the Book Character Pumpkin Decorating Contest - Student Activity (865) - 00.2190.00.113.00.0.00 - \$52, Teacher Incentives-1st Semester - Local (199) - 23.6498.00.113.99.0.00 - \$2,500, KG Graduation Tassels - Student Activity (865) - 00.2190.00.113.0.00, EOY Awards for AB Honor Roll - Student Activity (865) - 00.2190.00.113.0.0.00, Valley Trophies for Teacher of the Year Plaque - Coke Activity Account (899) - 00.2190.00.113.0.0.00, Travel Request-Entry fees for Students - Student Activity (865) - 00.2190.00.113.0.00.0, Purchase Order to purchase a Friday Shirt for all students as an Incentive - Student Activity (865) - 00.2190.00.113.0.00 - \$3,713.80		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.  <b>Strategy's Expected Result/Impact:</b> Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Sept	Dec	Mar	June
		N/A	N/A		

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% <b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. <b>Strategy's Expected Result/Impact:</b> Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. <b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management, Campus Administration, Health Services  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



Goal 5: Focus On Financial Stewardship










**Performance Objective 1:** 5.1 P.S. Garza Elementary will create a comprehensive needs assessment in order to prioritize resources equitably based on the 5-year Strategic Plan.

Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. <b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
	N/A	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

## Goal 5: Focus On Financial Stewardship

**Performance Objective 2:** P.S. Garza Elementary will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> P.S. Garza will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. <b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Warehouse Supplies - State Comp. (164) - 11.6399.00.113.24.0.00, Classroom Carpets will be purchased for Instruction Pk, 1st & Life Skills - ESSER II (281) - 11.6399.00.113.11.0.P1, Heavy Duty Pocket Charts for daily Instruction. Lakeshore Catalog - Title III (263) - 11.6399.00.113.25.0.00, Ordering Headsets for testing preparation, practice TELPAS and STAAR - School Improvement Grant (211.SI) - 11.6399.00.113.24.0.SI, Pay Scholastic Book Fair Invoice - Library Account (898) - .00.2190.00.113.00.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> P.S. Garza Elementary will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,422.00
+/- Difference					\$16,422.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors will be hired to provide structured small group and one on one instruction tailored to students	11.6125.00.113.0.00TT	\$9,000.00
5	2	1	Warehouse Supplies	11.6399.00.113.24.0.00	\$0.00
Sub-Total					\$9,000.00
Budgeted Fund Source Amount					\$9,760.00
+/- Difference					\$760.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Ink Cartridges will be ordered for printers.	23.6399.00.113.99.0.00	\$3,000.00
1	1	2	Instructional supplies-Warehouse Supplies	11.6399.00.113.11.0.00	\$4,950.00
3	2	1	Purchase wax and stripper to maintain a clean learning environment for students and staff.	199.51.6319.00.113.99.0.00	\$0.00
3	2	3	Radios to communicate across the campus for the safety and daily operations of the campus.	199.52.6399.00.113.99.0.00	\$0.00
4	1	1	Purchase Orders for Conference Parking	23.6411.00.113.24.00	\$160.00
4	1	3	Staff EOY Incentives	23.6498.00.113.99.0.00	\$0.00
4	2	2		199.11.6494.00.113.11.0.00	\$0.00
4	2	5	Teacher Incentives-1st Semester	23.6498.00.113.99.0.00	\$2,500.00
4	2	5	Transportation Expense for community events that promote higher learning. Transition to middle school.	11.6494.00.113.30.0.00	\$0.00
Sub-Total					\$10,610.00
Budgeted Fund Source Amount					\$56,490.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					<b>+/- Difference</b>
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors will be hired to provide structured small group and one on one instruction tailored to students	11.6125.00.113.24.0.TT	\$11,887.68
4	2	5	Clothing Vouchers	32.6499.00.113.24.0.00	\$420.00
					<b>Sub-Total</b>
					\$12,307.68
					<b>Budgeted Fund Source Amount</b>
					\$16,802.00
					<b>+/- Difference</b>
					\$4,494.32
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel Request Winter Conference	23.6411.00.113.24.0.00	\$1,027.14
4	1	1	Region One Professional Development		\$0.00
4	1	1	Professional Development -2023 Texas Assessment Conference Nov.6-8	13.6411.00.113.24.0.00	\$2,036.00
4	1	1	Purchase Order-Registration Fees Winter Conference	23.6299.00.113.24.0.00	\$545.00
4	1	1	Assessment Conference Registration Fees	13.6299.00.113.24.0.00	\$300.00
					<b>Sub-Total</b>
					\$3,908.14
					<b>Budgeted Fund Source Amount</b>
					\$4,336.00
					<b>+/- Difference</b>
					\$427.86
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies for EBs-Warehouse Supplies	11.6399.00.113.25.0.00	\$3,438.00
5	2	1	Heavy Duty Pocket Charts for daily Instruction. Lakeshore Catalog	11.6399.00.113.25.0.00	\$0.00
					<b>Sub-Total</b>
					\$3,438.00
					<b>Budgeted Fund Source Amount</b>
					\$3,438.00
					<b>+/- Difference</b>
					\$0.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	KG Graduation Tassels	00.2190.00.113.0.00	\$0.00

Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	Purchase Incentive (Pizza) for Participants of the Book Character Pumpkin Decorating Contest	00.2190.00.113.00.0.00	\$52.00
4	2	5	Travel Request-Entry fees for Students	00.2190.00.113.0.00.0	\$0.00
4	2	5	Purchase Popcorn & Oil to reward students for A , A& B and Attendance. Purchase items for food sales fundraisers.	00.2190.00.113.0.00.0	\$0.00
4	2	5	Purchase Order to purchase a Friday Shirt for all students as an Incentive	00.2190.00.113.0.00	\$3,713.80
4	2	5	EOY Awards for AB Honor Roll	00.2190.00.113.0.0.00	\$0.00
Sub-Total					\$3,765.80
Budgeted Fund Source Amount					\$14,298.50
+/- Difference					\$10,532.70
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors will be hired to provide structured small group and one on one instruction tailored to students needs and student group needs in order for students to show growth in Reading.	11.6125.TT.113.24.0LL	\$61,566.08
Sub-Total					\$61,566.08
Budgeted Fund Source Amount					\$70,551.00
+/- Difference					\$8,984.92
Grand Total Budgeted					\$192,097.50
Grand Total Spent					\$104,595.70
+/- Difference					\$87,501.80