Donna Independent School District

P.S. Garza Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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 life-long learning and responsible citizenship.

Vision

Modeling excellence and inspiring students to learn, perform, and excel.

Value Statement

"Every student matters, every moment counts!"

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Demographics Summary

<u>**Demographic Data**</u>

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning.

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1. What do enrollment numbers indicate?

There was a slight change in the number of students enrolled in our campus this year. As per the last year's enrollment on May 2021 we had 552 students. This year's enrollment as per the report on May 03, 2022 there were 558 students.

2. What is the breakdown by ethnicity, gender, or any other category?

In 2021-2022 school year demographic breakdown for Patricia S. Garza Elementary School were the following:

- **Ethnicity:** Research shows that a total 558 students are Hispanic/Latino of which 282 are females and 274 are males, American Indian or Alaska Native 1 is female and 1 is male.
- **Immigrants:** Research shows that a total of 12 students are immigrants of which 2 are Pre-K, 2 are Kinder, 3 are 1st, 0 are 2nd, 2 are 3rd, 2 are 4th and 2 are 5th.
- **LEP/BIL/ESL:** Research shows that a total 408 students are **LEP** of which 47 are Pre-K, 58 are Kinder, 59 are 1st, 65 are 2nd, 52 are 3rd, 52 are 4th and 75 are 5th. Research shows that a total 375 students are **BIL** of which 52 are Pre-K, 59 are Kinder, 59 are 1st, 51 are 2nd, 53 are 3rd, 33 are 4th and 68 are 5th. Research shows there are 0 **ESL** in in all grade levels.
- **Migrants:** Research shows that a total 26 students are migrants of which 2 are Pre-K, 4 are Kinder, 3 are 1st, 5 are 2nd, 4 are 3rd, 4 are 4th and 4 are 5th.
- **Economically Disadvantage:** Research shows a total of 553 of which 54 -PK are free meals, 1 reduced meal or 6 other economic disadvantage, 78 -K are free meals, 1 reduced meal or 3 other economic disadvantage, 81 -1st are free meals, 0 reduced meal or 6 other economic disadvantage, 82 -2nd are free meals, 2 reduced meal or 5 other economic disadvantage, 74 -3rd are free meals, 0 reduced meal or 1 other economic disadvantage, 69- 4th are free meals, 0 reduced meal or 2 other economic disadvantage, 83-5th are free meals, 0 reduced meal or 2 other economic disadvantage.

3. How has the enrollment changed over the past three years?

- The bilingual program has decreased from 473 students in the school year 2018-2019 to 378 students in the year 2019-2020. However, last school year 2020-2021 it has increased to 403 students, but this school year 2021-2022 we decreased to 377 students.
- G.T. population decreased over the past several years with 8 students in the year 2018-2019 to 6 students in the year 2019-2020. However, last school year 2020-2021 our G.T. population increased to 28 students, but this school year 2021-2022 we decreased once again to 24 students.
- SPED population has increased from year to year and has remained steady for the last two years. In the year 2018-2019 we had 44 students to 71 students in the year 2019-2020. However, last school year 2020-2021 the SPED population was at 70 students but this school year 2021-2022 we decreased to 59 students.

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over – or underrepresented in certain groups? Why?

In the bilingual program we serve what is expected due to the number of Hispanics that live in the area. In the Special Ed program, we decreased from 71 to 59 students and in the G.T. program we decreased from 28 to 24 students this school year.

- Bilingual program consists of 377 students, all Hispanics, with 183 male students and 194 female students.
- Special Ed program consists of 59 students, all Hispanics, with 43 male students and 16 female students.
- G.T. program consists of 24 students, all Hispanics, with 11 male students and 13 female students.

5. What is the data for special programs over time?

Student numbers seem to fluctuate throughout the years in our Bilingual, Special Ed, and G.T. programs. Last year we saw an increase in our Bilingual program but saw a decrease this year. In our Special Ed program, we saw a decrease the last two years. In our G.T. program, we saw an increase last year but this year we saw a decrease.

6. What does the data regarding students who exit from special programs indicate? How many? Who are they? What trend or pattern do we see?

The trend has been to exit students from the Bilingual program in 3rd, 4th and 5th grade when they have met state expectations by passing the STAAR and they get a TELPAS score of Advanced High in Reading, Writing, Listening, and Speaking. However, with the new adopted Bilingual Model our plan has changed to exiting students in the earlier grade levels when they meet the TELPAS criteria.

School Year 2020-2021

- 3rd grade: 1st yr. follow ups = 0
- 3rd grade: 2nd yr. follow ups = 1
- 4th grade: 1st yr. follow ups = 3
- 4th grade: 2nd yr. follow ups = 1
- 5th grade: 1st yr. follow ups = 1
- 5th grade: 2nd yr. follow ups =1

School Year 2021-2022

- 3rd grade: 1st yr. follow ups = 0
- 3rd grade: 2nd yr. follow ups = 0
- 4th grade: 1st yr. follow ups = 0
- 4th grade: 2nd yr. follow ups =   0
- 5th grade: 1st yr. follow ups = 0
- 5th grade: 2nd yr. follow ups = 0

7. Who are our at-risk students? What is their at-risk category?

At Risk Students describe students who require temporary or ongoing intervention in order to succeed academically. At risk students are also students who are less likely to transition successfully into adulthood and achieve economic self-sufficiency. Characteristics of at-risk students include emotional or behavioral problems, truancy, low academic performance,

showing a lack of interest in academics, and expressing a disconnection from the school environment.

At-Risk Students include, but not limited to:

· Bilingual

· Retainees

· Foster children

At Patricia S. Garza Elementary school year 2021-2022 the total population of At Risk Students was 508.

The following Codes and Descriptions were utilized to determine the students at risk and their population.

Codes and Descriptions

· 001 – PK/KG/01/02/03 Students did not perform satisfactorily on readiness tests.

· 003 - Student was retained; did not advance from grade level to the next for one or more school years.

· 006 - Student has been in an alternative education program.

· 010 – LEP

· 011 - Student is in custody of protective services.

· 012 – Student is homeless.

· 014 – Has been incarcerated or Parent/Guardian who has been incarcerated.

· V001 – Students did not advance from one grade level to the next.

· V003 – Did not perform satisfactorily on assessment and did not meet 110% rule.

· V004 – Did not perform satisfactorily on an assessment administered to the student under the TEC Subchapter B, Chapter 39.

· MA4 – Students did not perform satisfactorily on math assessment and did not meet 110% rule.

· RD4 – Student did not perform satisfactorily on reading assessment and did not meet 110% rule.

· WR4 – Student did not perform satisfactorily on writing assessment and did not meet 110% rule.

The total enrollment and number/percentage of students at- risk:

· Total enrollment of students at Patricia S. Garza: 558

· Students At-Risk: 509

· Equation to get percentage of students At-Risk:

509 Students At-Risk /558 Total Enrollment of Students = .912 = 91%

91% of our campus student population is At-Risk

At Risk students are monitored closely to achieve a higher success rate. Professionals are required to document attendance twice a day to monitor the attendance rates of this group. At risk students are children living in poverty who are two to three times more likely to be chronically absent—and face the most harm because their community lacks the resources to make up for the lost learning in school.

8. Who are our Migrant students?

According to the data collected, there are a total of 26 Migrant students:

- 2- Pre-K students
- 4- Kinder students
- 3- 1st grade students
- 5- 2nd grade students
- 4- 3rd grade students
- 4- 4th grade students
- 4- 5th grade students

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

Mobility rate for P.S. Garza Elementary is 19.78%(91 Students), 80.22% stability rate. Our migrant students only represent 5.7% of the total school population, leaving 14.8% for other reasons for mobility or transfer.

10. What area of the community do these students come from?

The majority of our school community comes from rural poverty stricken areas.

11. What are the staff demographics?

For the year 2021-2022 school year, Garza Elementary Staff Demographics were as follows:

- Teachers - 34
- Administration - 4
- Counselors - 2
- Para-Professionals - 23
- Librarian/Assistant - 2
- Nurse - 2
- Custodians - 4
- Cafeteria - 5
- Office - 3

- Parent Educator - 1
- Attendance Helper - 1
- Security - 1
- Community In Schools - 1
- Tutors – 4

12. What are the teacher/student ratios? How do these ratios compare to performance?

P.S. Garza Elem. currently has 560 students. The teacher student ratio in PK-3 is 20 students to one teacher, Pk-4 there are 15.3 students to one teacher, Kinder there are 20.5 students to one teacher, 1st grade there are 21 students per one teacher, 2nd grade has approximately 16.8 students per teacher, 3rd grade has a ratio of 17.75 students to one teacher, 4th grade has 16.3 students per teacher, 5th grade has a ratio of 20.25 per teacher, and life skills consists of 12.5 students per teacher. of the 560 students enrolled there are 412 students in the bilingual education program, there are 29 teachers certified to meet their needs. For the 560 students enrolled there are 24 students in G/T program and there are 29 teachers certified to provide services. for the 35 students in the special education program there is 1 certified teacher to provide services. For grades K-2nd life skills students' unit there are 10 students, with 1 certified teacher to provide services. For grade levels 3rd - 5th grade life skills students, we have 15 students, with 1 certified teacher to provide services.

13. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

Teacher Professionals Qualification, Education, Certification:

- Bachelor's degree from accredited university
- Valid Texas teaching certificate with required endorsements
- Demonstrated competency in the core academic subject area assigned
- · *Physical Education Teachers: Current automated external defibrillator (AED) and cardiopulmonary resuscitation (CPR) certificate*

Paraprofessionals Qualifications, Education, Certifications:

These include teacher assistant, secretary, clerk, certified nurse assistant, parent center educator, computer technician, etc.

- Photocopy of either high school diploma/GED or official college/university transcript.

14. What does the general data reflect regarding teacher quality on the campus?

Due to school closures and STAAR testing getting canceled due to COVID, data for the school year 2019-2020 is not available.

		Approaches	Meets	Masters
All Subjects	2022	*	*	*
	2021	29%	11%	4%
	2020	COVID	COVID	COVID

		Approaches	Meets	Masters
	2019	61%	26%	9%
	2018	65%	28%	10%
Reading	2022	*	*	*
	2021	40%	16%	5%
	2020	COVID	COVID	COVID
	2019	65%	28%	10%
	2018	68%	30%	12%
Math	2022	*	*	*
	2021	22%	10%	5%
	2020	COVID	COVID	COVID
	2019	67%	28%	11%
	2018	67%	28%	12%

Trends: Reading scores are higher than math.

Reading is done in student's native language.

Math is done in English

Suggestion: Increase English instruction

Teach Math in Spanish

Demographics Strengths

Trends: Reading scores are higher than math.

Reading is done in student's native language.

Math is done in English

Student Learning

Student Learning Summary

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CNA: Student Achievement

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1. **How is the student achievement data disaggregated?**

The I-station summative report is disaggregated in two categories and subcategories:

Early Reading (Pre-K- 3rd grade)

- *Listening*
- *Comprehension*
- *Letter Knowledge*
- *Phonemic and Phonological Awareness*
- *Alphabetic Decoding*
- *Vocabulary*
- *Reading Comprehension*
- *Written Communication*

Advanced Reading (4th-5th grade)

- *Comprehension*
- *Word Analysis*
- *Vocabulary*
- *Reading Comprehension*

The Amplify summative report is disaggregated:

- *Phonemic Awareness*
- *Letter Sounds*
- *Decoding*
- *Word Reading*
- *Vocabulary*
- *Oral Language*

First and Second grade also includes fluency/Comprehension.

Bundle and STAAR tests are disaggregated into three categories: Approaches, Meets and Masters.

2. **How does student achievement data compare from one data source to another?**

In comparing the STAAR data from 2021 and the Spring Benchmark from 2022, 3rd grade showed an increase in Approaches in Math from 22%-42.25%, Meets had a minimal decrease from 9%-8.45% and Masters also had a decrease from 2%-2.82%. Fourth grade Approaches in Math showed an increase from 18%-21.54%, Meets had a decrease from

5%-4.62% and Masters had an increase from 1%-3.08%. Fifth grade Approaches in Math had an increase from 28%-41.56%, Meets had an increase from 14%-20.78% and Masters an increase from 9%-10.39%. In Reading Approaches had an increase from 37%-56.41%, Meets had an increase from 12%-23.08% and Masters an increase from 3%-5.13%. In 4th grade Reading, Approaches had a decrease from 18%-9.38%, Meets had a decrease from 5%-6.25% and Masters had a decrease from 2%-0%. In 5th grade Reading, Approaches had a decrease from 56%-54%, Meets had a decrease from 24%-16% and Masters had a decrease from 9%-0%.

Looking at the Amplify data English BOY and EOY Composite Scores shows Kindergarten had a decrease of students score well below grade level from 79%-12%, an increase of students scoring below grade level from 8%-14%, an increase of students scoring at grade level from 5%-53% and an increase of students scoring above grade level from 8%-21%. First grade had a decrease of students scoring well below grade level from 59%-24%, an increase of students scoring below grade level from 14%-20%, an increase of students scoring above grade level from 27%-41% and increase of student scoring above grade level from 0-15%. Second grade had a decrease of students scoring well below grade level from 52%-44%, an increase of students scoring below grade level from 3%-5%, a decrease of students scoring at grade level from 28%-19% and an increase of students scoring above grade level from 17%-32%.

Looking at the Spanish Amplify BOY and EOY Composite Scores shows Kindergarten had a decrease of students scoring well below from 71%-23%, an increase of students scoring below grade level from 11%-18%, an increase of students scoring at grade level from 18%-59%. First grade students showed a decrease of students scoring well below grade level from 79%-57%, an increase of students scoring below from 17%-28%, and an increase of students at grade level from 4%-15%. Second grade students had a decrease of students scoring well below from 80% to 55%, an increase of students scoring below from 5%-9%, and an increase of students scoring at grade level from 15%-36%.

3. **What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status special program or other category?**

4. **In which areas are we showing growth? At what rate? Compared to which standard of achievement?**

When using the data, collected from TAPR Report from 2019 and 2021, we found that there are signs of a learning gap due to COVID-19 virtual learning from the school year 2020-2021. Data collected includes grade levels form 3rd-5th grade. When comparing data LEP population and Non-LEP population, data shows that both populations were affected in loss of growth. A closer look at the data from students at PS Garza Elementary and district data, the students from Garza Elementary were similar or if not comparable to that of district data. Information looked at from the categories of approaches, meets, and masters from both 2019 and 2021.

5. **Which students are making progress? Why? (School processes)**

Both population of student at PS Garza Elementary have shown growth and are closing the gaps when compared at district level. Although, when data is being compared from 2019 and 2021 signs of loss is there.

6. **What impact are intervention programs having on student achievement? Which students are benefitting or not?**

Programs such as ISTATION, Imagine Math and Imagine Learning help students succeed. These programs adapt to the student's needs by administering adaptive assessments that adjusts to the student's skill level. Once the students reach the masters level, the program will add or teach a new concept.

7. **What does the longitudinal student achievement data indicate?**

The longitudinal student achievement data indicates that students at P.S. Garza have attained some growth as evident in the STAAR Math and Reading Benchmarks.

It has been a struggle for students this year because of pandemic quarantines required especially at the beginning of the school year accumulated with learning gaps of prior years.

8. **What does the data reflect within and among content areas?**

9. **What does the data indicate when disaggregated at various levels of depth?**

Both EB's and Non-EB's are showing growth and the potential for more growth as the school year's progresses.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc?

Reading and Math, has shown some gains for all grades based on the Spring Interim Assessment for the 2021-2022 school year. There are more EB students than Non-EB students who reached approaches on all content areas.

11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?

The scope and sequence of our district curriculum is well designed and directly aligned to meet state standards (TEKS). It is continuously being modified to ensure compliance with changes that are forthcoming from the state. The curriculum provides specific lesson plans with the required materials and resources all aligned to the TEKS. Our curriculum is broken down on a weekly basis. Each TEK that we will be covering that week is clearly stated and we have supplemental resources all linked to the TEKS that specific week.

12. How is data used to inform curriculum, instruction, and assessment decisions?

The data is analyzed in each grade level to identify lowest TEKS, to reteach and spiral during the week, to differentiate students into homogenous, heterogeneous or purpose data driven small groups, and to identify each student's strengths and weaknesses.

13. What does the data reflect about how curriculum, instruction, and assessment aligned? How are they focused on supporting and challenging all students?

Our curriculum, instruction and assessments are all aligned because they all follow the same state standards/(TEKS). Our instruction is based on our curriculum; therefore, these are directly aligned. As far as assessments they are also linked to our instruction. Students get assessed solely on the TEKS that have been covered by our instruction/curriculum. Furthermore, assessments give us important data that we analyze and then adjust our instruction/curriculum to meets student's needs. Our curriculum and instruction are very rigorous and challenging to all students because the degree of differentiation that our curriculum and teaching provides ensures students are being challenged.

14. How are curriculum, instruction, and assessment aligned with 21ˢᵗ Century Learning Skills?

Curriculum, instruction and assessment are aligned with the 21ˢᵗ Century Learning Skills because they are aligned with the state standards. As the district plans the curriculum and provides many resources. It is the teacher's duty to follow the curriculum to their best ability including many of the 21ˢᵗ Century Learning Skills which include critical thinking, which is an important ability just to see how a child can think and process any question/situation.

15. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups?

The data obtained from reports for Imagine Math and I Station; allows the teachers to plan and work with small groups during Reading, Math and Guided Reading in order to target the needs of the students. Being consistent with this has shown gains across the grade levels.

16. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?

The implementation of high yield interventions for students who need assistance beyond primary classroom instruction is seen with intervention time on master schedule and tutors pulling out students who need interventions based off the reports on Amplify, I Station and Imagine Math. There has been evidence of growth overall according to BOY and EOY reports for all programs.

17. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

Teachers on this campus design lesson plans aligned to TEKS objectives that include instructional strategies such as high order thinking skill questions, problem solving and critical thinking skills on them. These detailed lesson plans support the teacher when delivering their lessons. Also, teachers use strategies and engaging hands on activities to keep the content interesting and enjoyable for the students. These strategies and skills create a positive learning environment in the classroom and maximize student engagement.

18. **Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?**

There is clear evidence that assessments are aligned with clearly specified and appropriate achievement expectations. All assessments and curriculum that are provided are aligned with the TEKS. They are developed and linked to measure the effect of curriculum and instruction using various data. The data used comes from Imagine Math, I-Station, CLI, Imagine Learning and Amplify to design and deliver instruction.

19. **How do we know assessments are designed, developed, and used in fair and equitable manner that eliminates biases? How do students perceive these assessments?**

Donna ISD uses the Texas Essential Knowledge and Skills to develop and design assessments for all students in the district. Accommodations are also provided for specific groups, like English Language Learners, Special Ed, thus eliminating all biases. Teachers plan and develop lessons using state standard objectives, so students can understand the objectives covered and meet state standard expectations when taking benchmarks or other assessments. Students realize and understand they will be taking benchmark assessments every six weeks.

20. **How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?**

Assessments are used to evaluate students' learning, skill acquisition and academic achievement or performance. Because they are aligned to state standards, confident conclusions can be drawn when students' performance meet those standards. This year due to COVID the past two years, students' have been showing growth slowly and achievement.

21. **What technology do we have for student learning?**

For student learning technology, there are computers, Chromebooks and iPads with applications. Some applications, such as I-Station for reading and writing, Imagine Math aids students in learning math in engaging activities at grade level. Also, students can use Clever to access many of these applications. Students also use Moogles, assigned by the teacher, for math assignments and tests. MyON and myBook are also used for reading by teachers so that students can improve on their reading level. Google classroom, Google Slides and Power Point slides are also used in the classroom.

22. **What is the technology proficiency for staff and students?**

The staff and students' proficiency has three levels: beginner, intermediate and advanced. Every grade level has the opportunity to use technology from the time they arrive on campus from PK3-5th grade, so every year their proficiency increases. The staff's proficiency level ranges from intermediate-advanced when it comes to using computers, printers, copiers and smartboards.

23. **What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?**

Some barriers that preventive effective use of technology is no knowing how to use the technology, not believing in the technology and lack of time.

24. **What types of technology professional development have we provided? What was the impact for staff and students?**

We've had IPad training, SeeSaw and Classkick training. SeeSAw has a lot of engaging lessons and it easy to use.

25. **In which content areas are we using technology and how? What is the effect?**

Technology is used in all content areas specifically in reading and math. Science and social studies also have their own special programs designed to help students acquire

information required for their grade level. In reading and math, programs such as I-station and Imagine Math, reinforce skills taught by the teacher and measure the level of knowledge of the skills. These programs demonstrate the growth that each student is making by providing daily reports or monthly reports.

The reports show the performance and the level of the skills that each student has attained. The teacher can use the data to create and organize lesson plans and activities needed for student's success. These plans can be for both whole group and small group instruction. Therefore, the use of technology in the classroom has a positive effect and it impacts the level of learning in the classroom.

26. How does the design of the network provide for the users it supports?

The design of the network requires improvement. The users are constantly experiencing glitches. Users such as teachers at school and some students and parents at home have experienced malfunctions or irregularities. In addition to not having internet at home, these irregularities do not allow them to work on the programs at home or school. These programs are accessible through Clever. They are provided for all students, PK-5th grade.

27. How is technology utilized to support curriculum, instructions, and assessment integration and implementation?

Technology has been utilized to support the district curriculum through programs such as Amplify for K-2nd and I Station for PK-5th. These programs have allowed for constant monitoring of the students' progress in literacy. Imagine Math is a computer program that helps monitor the students' progress in mathematics.

School Processes & Programs

School Processes & Programs Summary

1. How are follow-up data regarding teacher performance provided to teachers?

Teachers are able to retrieve the follow-up data regarding their performance through STRIVE, such as walkthroughs and formal evaluations. This information can be accessed on a daily basis so that teachers can prepare their future lessons. Strategists also provide teachers with suggestions that can be incorporated in a lesson based on an observation that was conducted.

2. How are we recruiting highly qualified and effective staff?

The Donna District recruits highly qualified staff through job fairs and holding one to one interviews with applicants. Here at P.S. Garza, as is with the district, all professionals must have a bachelors' degree in education and or have completed a course through an Alternative Certification Program. Many of our TA's possess a bachelors' degree. This year the district is offering a $2,000 sign on bonus for the 2021-2022 school year to all qualified new teachers. P.S. Garza screens all applicants to assure that we have highly trained staff to assure student success.

3.What is our staff attendance rate? Retention rate? Turnover rate?

Attendance rate 96.3% Retention rate: everyone returned Turnover rate: 1 retired

4. How is highly effective staff assigned to work with the highest need students?

All of our students in need of bilingual or Spanish instruction, are instructed by certified Bilingual teachers. Paraprofessionals with degrees, also assist with students who require additional support.

5. What is the impact/effect of our teacher mentor program?

The benefits of mentorship program are not only limited to academic performance but also to emotional and personal aspects including career development, improved relationships with faculty, greater interest in research, aspirations toward academic careers, improved self-esteem and reduced stress.

6. How is new staff supported? What feedback do they provide?

Our school administrators do walk-throughs and provide feedback, we also have coaching specialists that help out and even model lessons in the classrooms. P.S. Garza also has a mentoring program that pairs new teachers with experienced teachers to lend support to new teachers.

7. What systems are in place to build capacity and support the notion of continuous improvement?

The following system that are in place for continuous improvement.

FOR STAFF: On Going Professional Development. Teachers monitoring six weeks student progress. Short Term goals for attendance. Capturing Kids Hearts.

FOR STUDENT: 5 B's Model. Student Celebration for meeting goals. A&B/Attendance recognition Data Trackers.

8. How are we using data to determine professional development for staff? (Student Learning)

Data guides us to see what the students' needs are and plan on how to improve their academic growth. Teachers are given the opportunity to participate in various trainings throughout the year for professional growth and to help target the students' needs. After analyzing data if teachers feel they need further training on a subject matter, or on how to

target the students' needs all they need to do is ask and a training will be provided.

9. How are collective and individual decisions regarding professional development determined?

Professional development is determined by data and student needs. Anywhere students need support, our administration seeks out PD that will help the teachers improve in those areas in order to better serve the student needs.

10. What type of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

There are various types of professional developments that P.S Garza Elementary sends their staff to attend to such as TELPAS, STAAR, I-Station, Writing, Math, and Guided Reading. These trainings have enhanced the teacher's knowledge to improve the classroom instruction, it has also provided them the opportunity to develop new skills as they are lifelong learners. Effective professional development arm teachers with information about the variety of ways that they assist to meet the student's improvement and potential. The new information received from the professional developments that teachers attend has allowed them to discover new teaching strategies that has allowed them to bring back into their classrooms and modify any lecture style to better suit the needs of their students.

11. What evidence exists that families and community members are involved in meaningful activities that support student's learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? (*Demographics & Student Learning)

In a school setting, students are involved in activities such as the READY program where parents and the community are invited to show their support on how hard their children have worked, resulting in a boost of morale in the students. Other participating activities also include the schools book fair and after school projects. Open house is a hosted event in which parents are encouraged to attend where they can attain information regarding their child's academic success. Awards Assemblies are also held at the end of the school year where students are able to demonstrate their successes throughout the school year. This provides an opportunity for parents and family members to celebrate the student's accomplishments. As research shows the more parents are involved in the students learning the more they thrive in their studies. Correlating to a student's educational success. Meaning when parents are actively involved with their studies, we see a positive trend in their success in school.

12. How are families and the community members involved in school decisions?

Families living within the community have many forms of communication. The district also has communication with the surrounding community via telephone phone calls, messages, Facebook, and district flyers. The school also has communication with its community through various medias such as : Facebook, Classdojo, flyers, teacher conferences, and parental involvement meetings.

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

There are resources available to families on the District MOU list. This is a list of places or organizations that can help the families by providing services. This resource helps families that are having issues at home. Communities in School is a program that helps provide social and emotional support to our students in school. Federal funds also provide parents with vouchers for school uniforms who are in financial need. Campus Counselors provide counseling sessions to students who are having problems at home or at school. To encourage parent involvement flyers are sent out by the Parent Center and the Library to support activities in the district such as Food Nutrition Programs, Literacy Night, Read across America, and Clinics for Health and Wellness. Parents are also encouraged to interact with their children and their school activities to help foster healthy family relationships. These activities include Book Character Pumpkin Project, Recycling project, Christmas Program, Beautify the School Picnic Day, Literacy Night, and DISD Cinco de Mayo Fiesta

14. If families speak language other than English, what are these languages? How does the school communicate in those languages? (Demographics)

Other than English, families speak Spanish. All Staff is bilingual in English and Spanish, so they are able to communicate to parents or guardians in both languages. All information and letters are sent out in English and Spanish, and Facebook is utilized to communicate about events and important dates with families in both languages as well.

15. What types of services are available to support students in special programs? What are the results? Programs:

For students in special programs, our students receive assistance with instruction through inclusion, speech services for language, social work services, counseling, school nurse services as well as for students needing types of therapy, there is occupational and physical. Students are also given transportation to and from school daily. Within the classroom students are also able to use different forms of technology to assist with learning. Student needs are met to be able to perform tasks and participate in all school activities with other students.

16. What types of community partnerships exist to support families and students?

There are several community partnerships that provide support to families in need. Behavioral Solutions helps parents by providing informative classes on various topics that will benefit them. The ARISE program provides ESL classes to parents interested in learning English. McKinney-Vento ACT supports children with shelter, clothing, and any other need pertinent to student success. This year the Lions Club came to our school to provide vision screenings to all of our students. Ms. Maggie Rosas is our parent educator and assures that information regarding any of these program.

Perceptions

Perceptions Summary

<div align="center">

DATA PERCEPTION 2021-2022

</div>

1.   How do students describe the school climate? How does it compare to the staff? After gathering data, these were the results for each question: **For the staff.**

v ***Question #1****: Do you feel respected by the students and colleagues?*

- **<u>68%</u>** *agreed they felt respected.*
- **<u>38%</u>** *felt somewhat respected.*

v ***Question #2:*** *Do you feel respected by colleagues but not the students?*

- **75%** *felt respected by students.*
- **25%** *felt somewhat respected by the students.*

v ***Question #3****: Do you feel respected by the students but not the colleagues?*

- **44.4%** *felt respected.*
- **50%** *felt somewhat respected.*

v ***Question 4****: Do you feel respected by either?*

- **72.7%** *felt respected*
- **9%** *didn't feel respected*
- **18.2%** *were not sure*

For the students: *After gathering survey data, when asked if they felt they were supported by staff and peers.*

v *87% of the students felt that they were supported by staff and peers.*

v *12% didn't.*

When asked if they felt supported by their peers and not the teachers:

v *42% felt that they had more support from their classmates.*

v *12% didn't feel that way.*

When asked if they felt more support from their teachers than their peers.

v *67% felt that they had more of their teachers' support*

v   *30% felt that they didn't get much support from their peers.*

2.   **What evidence is there that students and staff are collectively aligned with the vision and mission of the school?**

Surveys indicate that we are aligned with the mission statement. The stated mission of P.S. Garza Elementary (according to the school web page is the following. "We will provide a safe, nurturing environment of mutual respect while inspiring children to achieve their academic potentials as life-long learners. Students will be valued for their individuality and diverse capabilities as they are taught to face the future and contribute to society with compassion, courage, knowledge, and vision."

The vision of the school is aligned with the district's vision. It states, "All Donna I.S.D. students are empowered with academic and life skills to boldly lead and achieve personal success in a global society."

To measure to see if we are aligned with the mission and vision, the students were asked question on the school climate. This question was asked in question #5.

- *3ʳᵈ **Grade**: Out of 57 surveys.*

¨   ***84%** Students feel safe at school.*

¨   ***12%** Students feel somewhat safe at school.*

¨   ***4%** Students do not feel safe at school.*

- *4ᵗʰ. **Grade**: Out of 52 surveys.*

¨   ***79%** of students feel safe at school.*

¨   ***12%** of students feel somewhat safe at school.*

¨   ***10%** of students don't feel safe at school.*

- *5ᵗʰ. **Grade**: Out of 67 surveys.*

¨   ***64%** of students feel safe at school.*

¨   ***25%** of students feel somewhat safe at school.*

¨   ***10%** of students don't feel safe at school.*

****For the staff**: Results*

¨   ***67.5% of staff felt very safe in school. For the students***

¨   ***30% of staff felt somewhat safe in school.***

¨   ***2.5% of staff don't feel safe in school.***

Furthermore, the students' attitudes, feeling respected, belonging, and supported are answered in question #3

3.   **How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups responded in which manner?**

Out of the data gathered, 100 students took the survey. The results of the survey were:

- *Attitudes at Garza*
  - **2%** said the attitude at Garza is fair.
  - **31%** said the attitude at Garza was good.
  - **46%** said the attitude at Garza was excellent.
- *Relationships at Garza*
  - **47%** said relationships with teachers are good.
  - **4%** said relationships with teachers are poor.
  - **10%** said relationships with teachers are fair.
  - **39%** said relationships with teachers are excellent.
- *Belonging at Garza*
  - **81%** said they feel welcomed at Garza.
  - **3%** said they don't feel welcomed at Garza.
  - **16%** feel somewhat welcomed at Garza.
- *Supported*
  - **30%** said they feel supported by friends.
  - **20%** said they feel like they are supported by teachers.
  - **1%** said they feel supported by administrators.
  - **48%** said they feel supported by everyone.

Overall students here at Garza feel supported, welcomed and respected throughout the year.

Staff:

Attitudes at Garza

- *45% say the attitude at Garza is good.*
- *15% say the attitude at Garza is excellent.*
- *15% say the attitude at Garza is poor.*
- *25% say attitude at the Garza fair.*

Respect at Garza

- *45% feel very respected at Garza.*
- *35% feel somewhat respected at Garza.*
- *10% feel not respected at Garza.*
- *5% feel not at all respected at Garza.*
- *5% feel extremely respected at Garza.*

Relationships at Garza

- *78.9% said relationships at Garza are very good.*
- *21% said relationships at Garza are fair.*

Belonging at Garza

- *36% said they feel somewhat welcomed.*
- *25% said they feel quite welcomed.*
- *20% said they feel extremely welcomed.*
- *15% said they feel slightly welcomed.*
- *5% said they feel not at all welcomed.*

Supported at Garza

- *45% said they feel quite supported.*
- *20% said they feel somewhat supported.*
- *15% said they feel extremely supported.*
- *15% said they feel slightly supported.*
- *5% said they feel not at all supported.*

Overall staff feels supported as well as having a sense of belonging and respect here at Garza.

4. What does the data reflect regarding student behaviors, discipline, etc.? Last year was a very trying school year for both staff and students.

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. It's evident that with students returning at 100%, behavior/discipline/referrals, did increase from last year.

The referrals and percentages by grade level are as follows for 2021-2022 school year.

- *1st grade, we had 2 referrals out of 89 students, with a 2.25%.*
- *2nd grade, we had a total of 4 referrals out of 90 students, with a 4.45%.*
- *3rd grade students had a total of 3 referrals out of 78 students, with a 3.85%.*
- *4th grade students came in with a total of 5 referrals, with a 7.04%.*
- *5th graders, a total of 11 referrals were issued with a 12.8%.*

On a positive note, our Pre-K 3, Pre-K 4, and Kinder students did not receive any referrals.

Our upper grade students received more referrals than our lower grade students. Maybe more specific data may be collected in the future as to the reason behind the referrals, and possibly work on a solution to lower our referral percentages.

5. **To what degree do students and staff feel physically safe?**

Out of the data collected from students and staff, this is what we found out that students who are on higher grades feel less safe in school. Whether it's due to different factors such as bullying, etc.

- *3rd Grade: Out of 57 surveys.*

    ¨ *84% Students feel safe at school.*

    ¨ *12% Students feel somewhat safe at school.*

    ¨ *4% Students do not feel safe at school.*

- *4th. Grade: Out of 52 surveys.*

¨ *79% of students feel safe at school.*

¨ *12% of students feel somewhat safe at school.*

¨ *10% of students don't feel safe at school.*

- *5ᵗʰ. Grade: Out of 67 surveys.*

¨ *64% of students feel safe at school.*

¨ *25% of students feel somewhat safe at school.*

¨ *10% of students don't feel safe at school.*

*For the staff: Results

¨ *67.5% of staff felt very safe in school. For the students*

¨ *30% of staff felt somewhat safe in school.*

¨ *2.5% of staff don't feel safe in school.*

6. **What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?** *From the data collected we can conclude:*

From grades 3rd-5ᵗʰ there is a lower percentage of students that are involved in extracurricular activities. Even though there are lower percentage of students involved, we can conclude that those students who are participating in extracurricular activities feel really good about themselves.

- *43% are involved in extracurricular activities.*
- *57% are not involved in extracurricular activities.*
- *64% feel that extracurricular activities do make them a better student.*

7. Which students are most satisfied with the school's culture and climate? How does this compare to students' attendance, tardiness, and other behaviors? 4 survey questions were asked.

- *When asked if they liked coming to school*
  - 5ᵗʰ. **52%** liked coming to school. 38% only sometimes. 9% didn't
  - 4ʰ. **13%** like coming to school. 11% sometimes. 4% didn't.
  - 3ʳᵈ. **15%** liked school. 10% somewhat. 4% didn't
  - When asked what kind of students they were?
    - 5ᵗʰ. **33%** said that they were students that got 90's.
      - **50%** said that they were considered medium students in the 80's.
      - **19%** considered themselves as low performing students.
- *4ᵗʰ. 7% saw themselves as high ranking students that got grades in the 90's.*
  - **18%** saw themselves as medium to average ranking students with 80s'.
  - While only a **4%** saw themselves as low performing students.

- *3rd. **8%** see themselves as high performing students.*
  - **18%** *saw themselves medium average performing students.*
  - **15%** *saw themselves as average students.*
  - **3%** *saw themselves as low performing.*

When asked "Do they have good attendance?"

- *5th. Grade stated*
  - **19%** *have excellent attendance.*
  - *While the majority at about **79%** were only absent when they were sick.*
  - **6%** *stated that they were absent a lot.*
- *4th. Grade stated:*
  - **8%** *were always in school.*
  - **15%** *were absent when sick.*
  - **3%** *were absent a lot throughout the year.*
- *3rd grade stated:*
  - **9%** *had excellent attendance.*
  - **24%** *were only absent when sick.*
  - **2%** *had a lot of absences.*

8.   What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? From the data gathered, the following was retrieved.

For the staff,

- *How do you feel about the discipline/behavior issues in campus?*
  - **68**% *agree that everything is okay*
  - **28**% *believe that nothing is being done.*
  - **4**% *believe that there's no issue.*

- *Would you like for students to be in extracurricular activities such as dance, guitar, or choir?*
  - **96%** *believe yes,*
  - **4%** *prefer not to answer*
  - *Do you greet your students every day?*
  - **100%** *said yes*
  - *What do you tell your students?*
    - **100%** *said "good morning."*
    - **58.8%** *said "Hello."*
    - **47.1%** *said "have a good lunch."*
    - **82.4 %** *said "good bye."*

If you greet your students every day, do you believe it helps to improve their mood?

100% believe if you greet your students every day, do you believe it helps to improve their mood?

- *Do you ask students if they need help with any class issues?*
  - **96%** *said yes*

- ◦ **4%** said no

The students were asked "How they behaved in school?"

- • *5th grade stated that:*
  - ◦ ***29%** of them were well behaved students.*
  - ◦ ***73%** stated they would rarely get in trouble.*
  - ◦ ***2%** stated that they saw themselves as always in trouble.*
  - ◦ *4th .grade stated that:*
    - ▪ ***10%** were well-behaved.*
    - ▪ ***12%** stated that they would rarely get in trouble*
    - ▪ ***2%** state that they always got in trouble*
    - ▪ *3rd grade stated that:*
      - ▪ ***12%** were well-behaved.*
      - ▪ ***13%** would rarely get into trouble.*
      - ▪ ***1%** said that they always got in trouble.*

9. **What does the data reflect regarding gang, substance abuse, weapons, and other safe school area? Who are the students involved? What do we know about these students? What services have these students received?**

There were no incidents regarding gang, substance abuse, weapons, and other safe schools' area.

10. **What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus other who are not involved? Out of the Min. 100 students, 3rd-5th**

- • ***43%** are <u>involved</u> in extracurricular activities.*
- • ***57%** are <u>not involved</u> in extracurricular activities.*
- • ***64%** feel that extracurricular activities <u>do</u> make them a better student.*
- • ***26%** feel that extracurricular activities <u>do not</u> make them a better student.*
- • ***10%** feel that extracurricular activities do <u>somewhat</u> make them a better student.*
- • ***50%** would feel the need to come to school for extracurricular activities.*
- • ***40%** would <u>not</u> feel the need to come to school for extracurricular activities.*
- • ***10%** would <u>somewhat</u> feel the need to come to school for extracurricular activities.*

11. **What are the students' and staffs' perception of facilities and the physical environments? What is the impact of the facilities on culture and climate?** From the data gathered from grades 3rd.-5th. We discovered the following:

- • *48% of the student population strongly agree that the school is properly maintained.*
- • *33% of the students agreed that the school is maintained.*
- • *20% Neither agrees nor disagrees that the school is maintained*
- • *6% disagrees that the school build is maintained*
- • *5% strongly disagrees that the school is maintained.*

12. **How does staff feel about technology? When asked, how do you feel about the discipline/behavior issues in campus?**

The staff at Patricia S. Garza Elementary were asked: how they felt about the campus' adequacy regarding technology; if they felt the technology was less than adequate, what technological resources were needed; how proficient they felt regarding technology; and if they felt technology has made teaching easier or difficult. Sixty-seven respondents

participated in a survey via Google Forms to gauge staff perceptions regarding technology.

When asked how they felt about the adequacy of technology at the campus, of the 67 respondents: 44.8% reported that they felt the campus was adequate in that it had sufficient technological resources; 43.3% reported that they felt the campus was somewhat adequate in that the campus still lacked some technological resources; 10.4 % reported that they felt the campus was inadequate in that the campus needed more technological resources; and 1.5 % reported that they felt the campus was very inadequate in that the campus had no technological resources.

If the respondents believed that the campus' technological resources were less than adequate, they were asked to select which technological resources they felt the campus needed. Of the 53 respondents for this question, they believed the campus needed: headphones (71.7%), desktop computers (58.5%), computer speakers (41.5%), laptop computers (32.1%), tablet computers (30.2%), cables/wiring harnesses/adapters for connecting computers to devices (28.3%), smart TVs (26.4%), projectors (20.8%), document cameras (18.9%), and smartboards (9.4%).

Of the 67 respondents, perceptions among staff regarding technological proficiency were as follows: 26.9% believed they were very proficient in technology, 62.7% believed they were proficient in technology, 9% believed they were somewhat proficient in technology, and 1.5% believed they were not proficient in technology.

The respondents finally ended the survey by expressing their perceptions on how they felt technology has affected teaching. Of the 67 respondents: 79.1% felt that technology made teaching easier, 7.5% felt that technology made teaching difficult, and 13.4% felt technology made teaching neither easy or difficult.

13. What are the students' parents' and community perceptions of the school? From the data gathered:

11 parents were contacted. From that data we received the following:

- **91%** *of the parents feel that P.S. Garza is a good school.*

Some parents liked the level of security in our campus. Some parents went to praise administration and staff on their level of courtesy, kindness, and professionalism. Some parents love how the teacher is always in contact with them. Parents who are in the pickup area love how the students are organized and separated by their grades. Making it easier for them to pick their children up.

- **9%** *of the parents feel that there is room for improvement.*

One area they felt needed improvement was getting advance notices on upcoming events and shirt sale notices. Most wish to have a week in advance. Another area they felt needed improvement was better greetings when met at the door. Some parents wish to see more security.

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 2023:

*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 15% to 25%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: 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).		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from __% to 100% by September 30, 2022. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**					

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from __% to __% ,the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**				

0% No Progress	100% 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/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	**Sept**	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	**Sept**	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., District Administration	**Sept**	**Dec**	**Mar**	**June**

0% No Progress	100% 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			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration					
Strategy 2 Details		Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration					
Strategy 3 Details		Reviews			
Strategy 3: 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.)		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration					
0% No Progress	100% 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			
Strategy 1: A. M. Ochoa will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.				

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.				

Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.				

Strategy 5 Details	Reviews			
Strategy 5: A. M. Ochoa will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration				

Strategy 6 Details	Reviews			

Strategy 6: A. M. Ochoa will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.
    Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities
    Staff Responsible for Monitoring: Campus Administration
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**

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

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			
Strategy 1: A. M. Ochoa's 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. **Strategy's Expected Result/Impact:** Clean and safe campus **Staff Responsible for Monitoring:** Campus Administration	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: A. M. Ochoa's 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. **Strategy's Expected Result/Impact:** Appropriate meals in a clean and safe environment **Staff Responsible for Monitoring:** Campus administration and CNP staff	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: A. M. Ochoa will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. **Strategy's Expected Result/Impact:** Facilities needs addressed **Staff Responsible for Monitoring:** Campus administration and campus custodial staff	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: A. M. Ochoa 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. **Strategy's Expected Result/Impact:** Safe transportation **Staff Responsible for Monitoring:** Campus Administration and transportation personnel	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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.

   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			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Campus Administration; Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress	100% 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).

    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			

Strategy 1: 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.
    Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.
 	
    ESF Levers: Lever 3: Positive School Culture
	Formative			**Summative**

	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 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. **Strategy's Expected Result/Impact:** Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.	**Formative**			**Summative**
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			

Strategy 3: 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%.
    Strategy's Expected Result/Impact: 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).
 	
    ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Formative			**Summative**

	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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.				

Strategy 5 Details	Reviews			
Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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			

Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.
    Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.
    Staff Responsible for Monitoring: Campus Administration
		Formative			**Summative**

		Sept	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

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			

Strategy 1: A. M. Ochoa will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.
        Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments
        Staff Responsible for Monitoring: Campus Administration
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: A. M. Ochoa 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**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue