

Donna Independent School District

P.S. Garza Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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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Comprehensive Needs Assessment

Revised/Approved: June 18, 2021

Demographics

Demographics Summary

Demographic Summary

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

1. What do enrollment numbers indicate?

There was a change in the number of students enrolled in our campus this year. As per snapshot on 10/27/17 we had 606 students. This years snapshot was on 10/26/18 there were 625.

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

At Garza, as per TAPR 2018-2019 we served 625 students. 0 white and 625 Hispanics:

PK-86 , K-72, 1st- 82, 2nd-86, 3rd- 103, 4th- 104, 5th- 92

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

- Population increased depending on grade level
- GT population decreased from 8 to 6.
- Sped. Population increased from 44 to 52 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?

- Bil. Program 520 students
- Special Ed. 52 students
- G. T. 6 students

In the Bilingual program we serve what is expected due to the number of Hispanics that live in this area. In the Sp. Ed program we increased from 44 to 52 students. We decreased

from 8 to 6 GT students this school year.

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

Numbers are consistent throughout the years with the exception of our GT and special ed. populations.

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.

18-19- 1st yr. follow ups = 0

2nd yr. follow ups = 0

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

- Bilingual
- Retainees
- At-Risk- 525 students
- McKinney Vento Student
- STAAR – Not Met Standards
- Pre-K-2nd – Not Meeting Standards on Circle, I-station
- Foster Kids

8. Who are our Migrant students?

Migrant students are those whose parents relocate for any period of time during the year to work. We have a total of students-----

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

The mobility rate for 17-18 according to the Texas Academic Performance Report was 20.7% at the campus level which is 112 students. The mobility rate at the district level was 18.2%

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

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

11. What are the staff demographics?

- Teachers: 35.3
- Para- professionals: 15.0
- Administrators: 2.9
- Professional Support: 6.6
- Counselors: 2
- Librarian: 1
- Nurses: 1
- Nurse Asst. 1
- Security: 1
- Clerks: 2
- Secretary: 1
- Cafeteria Staff: 6
- Custodians: 5

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

Texas Academic Report 2018-19 indicates the following

Class Size Average by Grade

With a high percentage of At-Risk students, it will be beneficial to maintain the teacher/student ratio in order to improve performance. teacher/student ratio was slightly higher than the state.

•Findings/Analysis Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

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

Teachers are fully certified with a bilingual certification with the exception of 5 teachers. Six teachers hold a Master's Degree. All paraprofessionals hold at least 45 college hours, para's who don't have to pass a district assessment provided by Human Resources.

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

Data shows an overall slight increase in 3rd grade Reading and Math 2018-2019. Data shows Reading stayed the same in approaches, 7% increase in meets, and a 5% increase in Masters. Math 12% increase in Approaches, 8% decline Meets, 5% increase Masters. Fourth grade data shows a decline Reading and Math. Reading a 1% increase in Approaches, 2% decline Meets, and a decline of 4% Masters. Fourth Grade Writing 7% decline from 17-18 to 18-19 in Approaches, 13% decline in Meets and 3% increase in Masters. Data for Fifth grade Reading and Math had an overall decline. Reading had 8% decline in Approaches, 9% decline in Meets, and 3% decline in Masters. Fifth grade Math had 3% gains in Approaches, Meets 3% decline, Masters 5% decline. 5th grade Science 17% decline in Approaches from 17-18 to 18-19, 2% increase in Meets and 2% increase in Masters.

15. Demographic Strengths Data Source

1. Having a computer lab for RTI -Special program participation/reports
2. Intervention -STAAR, RTI, I-station, Imagine Math(TTM)2nd -5th, Reasoning Mind PreK-1st, MyON, Reading A-Z/RazKids, StemScopes, BrainPop
3. Migrant Tutorials -STAAR, RTI, I-station, Imagine Math(TTM)
4. Guided Reading Groups – I-station Reports, Reading A-Z/RazKids
5. Outside tutor - Test Scores
6. ACE Program- Flocabulary, tutor support-Homework

16. Demographics Needs Data Source

1. We need to continue with the Spanish, Writing, Reading, Science, and Migrant tutors for 3rd – 5th for our ELL's -RTI & ELL students.
2. Due to our high number of at-risk students we need additional parental involvement –refer to At-risk report.

3. Provide monies/incentives to increase number of academic achievement, behavior and attendance -Attendance records and A&B reports.

*Incentives for 1st- 5th SW incentives: perfect attendance, honor roll, behavior.

*EOY incentives: trophies for all grade levels for honor roll, perfect attendance, GT

Demographics Strengths

Demographic Strengths

- Patricia S. Garza Elementary has had roughly around the same number of enrollments (500-600 students) every year. In addition, the same demographics when it comes to the populations that are being served which is typically low social economic and at risk students. The campus has a strong foundational perspective of the population it is serving, an it can determine what needs are going to be consistently needed every year. Whether it is finding funding for budgeting to allocate for the needs of the students, more resources and incentives to promote student progress, the campus is at an advantage of knowing who exactly they are serving.
- The campus notes and tracks attendance to monitor the success rate of at risk students. This is typically of crucial importance because at risk students make up 93.76% of the school population.
- Students in all special programs are closely monitored through TIER evaluations where adjustments to the students' education delivery is done effectively to ensure their success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1: Students at Patricia S. Garza accumulate a high rate of absences throughout the school year. **Root Cause:** Parents are not being held accountable and simply not educated on the correlations between higher absences equal to a high probability that the student will fail.

Problem Statement 2: Problem Statement 2: Teacher/Student Ratios are not meeting the needs of students. **Root Cause:** Allocate budget for hiring additional staff is not being made and there is no sense of urgency to lower down the number of students being allocated in the classrooms. Not only is there a need to provide that extra support due to the ratios on campus, but for the special needs students as well. Being that the case loads increased this past year, we can say with ease that the campus is not meeting state recommended ratios.

Student Learning

Student Learning Summary

1. How is the student achievement data disaggregated?

According to the ISTATION EXECUTIVE SUMMATIVE REPORT from September 2019 to March 2020:

-The student achievement data is disaggregated in two categories, each one with their respective subcategories, as shown below:

EARLY READING (Pre-Kinder, Kinder, Ist, 2nd and 3rd grade)

*Listening comprehension, Letter Knowledge, Phonemic and Phonological Awareness, Alphabetic Decoding, Comprehension, Vocabulary reading Comprehension, Written Communication

ADVANCED READING (4th and 5th grade)

*Comprehension, Word Analysis, Vocabulary, Reading Comprehension

According to the ENGLISH READING, SPANISH READING AND MATH BUNDLES TESTS:

-The student achievement data is disaggregated in three categories:

* A-Approaches

* M- Meets

* Ma- Masters

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

Evidence is found in district curriculum. District curriculum clearly states which TEKS are being targeted for the week as weekly objectives and are spiraled throughout the year. Teachers are attendings TEKS clarification meetings every six weeks.

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomics, status, special program, or another category?

Students are showing limited growth in bundle tests, Imagination Math, and Istation.

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

Comparing the English Istation results, grades pre k through 5th showed growth on most grade levels and only 4th and 5th grade remained constant. While on English reading bundles only one grade level (4th) showed a decrease and the rest showed limited growth. Comparing the Spanish Istation results all grade levels pre-k through 5th grade showed growth

along with the Spanish bundles throughout pre-k through 5th grade. Comparing kinder through 5th grade bundles all grade levels showed growth as well as imagination math from 1st through 5th. (Double the numbers minimum, the rate of increase could not be determined based on info provided.)

5. Which students are making progress? why?

The ELL students are showing limited growth as they are closing the gap with all student Bundle test, Istation, and Imagination Math. Non LEP students are showing limited growth progress.

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

Programs such as Istation, Imagination Math have helped students show some success. These programs adapt to student needs by administering adaptive assessments by adjusting to student skill level. Once student reaches masters concept, program will add/teach new concepts.

7. What does the longitudinal student achievement data indicate?

Students at P.S. Garza Elementary have shown limited growth as they close the gaps in regard to Istation reading levels and Imagine Math benchmarks. This growth, although limited, has shown some gains in reading levels that are pertinent to success in upcoming state assessments.

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

In the area of Math and Reading, ELLS and NON LEP had the same constant growth in both areas.

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

The ELL and NON LEP students are showing limited constant in the areas on Math and Reading.

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

Reading and Math, has shown little to no gains for all grades for comprehensive benchmarks for the current school year 2019-2020. Writing testing was combined with the reading.

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 the 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.

12. How is data used to inform curriculum, instruction, and assessment decisions? (School Process)

Teachers analyze testing results, comparing data to those with in the same grade level throughout the district. Teachers and Administration would then identify lowest TEKS to Spiral into current six weeks. Teacher would then administer weekly assessments to ensure mastery of problematic TEKS. Students struggling to master concept then regrouped into small group for intervention.

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

The overall Istation data shows that the students had little or no progress across all grade levels. Based on the Math Bundle Scores, the data shows progress in 1st, 2nd, and 4th grades.

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

Our curriculum, instruction and assessment are aligned to the 21st Century Learning skills by creating a curriculum using the TEKS, (Texas Essential Knowledge and Skills), one that is student centered and focuses on student success. There is evidence that assessments are aligned with clearly specified and appropriate achievement expectations. The benchmark assessments are developed by the school district and the STAAR is developed by the State of Texas. There is software available for Math, Reading, and Science. The students have the following programs, Istation for pre-k thru 5th grade, Pre-k thru 1st grade, and Imagine Math for 2nd thru 5th grade. Science has the Stem-Scopes program, plus Learning.com. The programs available in our technology department reinforce what the students learns in the classroom. The programs show student's usage, growth, and is monitored on a monthly basis. The software programs are used to assess and measure student progress in all grade levels. The design of the network is user friendly and it provides tutorials. In this manner, technology is supporting curriculum, instruction, and assessment integration.

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? (*School Process & Demographics)

Teachers analyze testing results, comparing data to those with in the same grade level throughout the district. Teachers and Administration would then identify lowest TEKS to Spiral into current six weeks. Teacher would then administer weekly assessments to ensure mastery of problematic TEKS . Students struggling to master concept then regrouped into small group for intervention.

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 to type of instruction? What has the effect been over time? (*Demographics)

Planned and purposeful instruction that addresses the needs of students is reflected in the teacher lesson plans and in the delivery of instruction in the classroom. Students are first engaged in a whole group instruction setting through discussion, participation and hands on activities with the implementation of the 5E model and Gradual Release Approach. Learning centers and cooperative groups are then used to give students multiple opportunities to practice the concepts that have already been taught. Most teachers use higher order thinking skills/depth of knowledge which allows for a full rigorous instruction. Sheltered instruction is also utilized in order to assist teachers to better instruct the ELL population.

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

Teachers develop a planned and purposeful instruction that addresses the needs of the students is reflected in the teachers clear and well-organized lesson plans and in the delivery of instruction in the classroom. Students are first in a whole group instruction setting through discussion, participation, and hands on activities with the implementation of the 5E model and gradual release approach. Learning centers and cooperative groups are then used to give students multiple opportunities to practice the concepts that they have already been taught and are learning. Most teachers use higher order thinking skills/ depth of knowledge which allows for a full rigorous instruction. Sheltered instruction is also utilized in order to assist teacher to better instruction the ELL population. Teachers consistently checking for understanding, give immediate feedback, and make lesson plan adjustments, as necessary.

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?

District created assessments (bundle tests, Reading Readiness test) are aligned and linked to the Texas Essential Knowledge and Skills. Benchmarks (release test) prove to be accurate in predicting what students will score on state assessments. Bundle assessments provide the data that guides teacher's instruction in the classroom. Most importantly, although students have individual needs, assessments provide a reflection of the instruction being provided in the classroom. Teachers also create their own formal and informal assessments to provide a better picture of students' needs.

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

Donna Independent School District creates bundles, six-weeks tests, and diagnostic tests which are aligned with the TEKS (Texas Essential Knowledge and Skills). Assessments contain skills which are spiraled continuously though out the year. Students that require accommodations are provided with such accommodations to meet their individual needs. Some students were not tested in their home language which made it difficult for students to understand in the areas of math.

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

Assessments are extremely important to providing a comprehensive and representative sampling of student performance. There are many different assessments that measure the growth the students have accomplished. They are given classroom exams both written and oral, use computer programs, district bundle tests, standardized tests that allow teachers to understand where the student's growths and needs.

21. What technology do we have for student learning? (*School Process)

Students are provided the following programs to enhance their learning: Istation, Imagine Math, Stemscopes, Learning.com, Starfall, MyOn, Raz-kid, Reading A-Z, Code.org, Students also have access to computers in their classrooms, library and computer labs.

22. What is the technology proficiency for staff and students? (*School Process & Demographics)

Teachers have and student have a limited proficiency in technology at home based on demographic area, income, community. Internet has not yet reached many areas in which our

students reside. Unstable internet, provided though cell phone, is still a challenge for many families. Technology is still an issue at the campus level due to computer to student ratio, thus creating lack of practice and expectations.

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?

There are some barriers that may prevent the effective use of technology. For example, lack of technology resources, such as, I pads, clickers, new laptops or computers, eno board, smartboard. due to update computer OS update. Another barrier is few professional development trainings. Currently teachers are undergoing technology training for google classroom apple trainings, seesaw, shadow puppet, etc. due to COVID-19 .

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

Some types of technology for professional development were:

- Varieties of webinars (Atomic Learning, Edmodo, ClassDojo, Clever, Google Classroom, etc.)
- Istation
- Imagine Math
- Science (Stemscope)
- Technology
- Writing Developments

Technology for professionals also depends on the elected developments for each staff member. Some professional joined more trainings compared to others. For some professionals it depends on the subject taught. As for the impact on students; it would be contingent on their grade level and the programs used for each grade. Educator's become knowledgeable as to the technical programs' students are utilizing, which are TEKS aligned.

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

Technology is used thru all content areas, Reading, Math, Science and Social Studies, through computer programs, teacher used technology in the classroom and home-based computer program through district school web page on the clever web page.

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

Applications are easily accessible from home through clever. Although one of many obstacles students face is the lack of internet based on location and on hand technology to implement usage district programs.

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

Teachers have access to assessment reports through Eduphoria. Teachers use reports to differentiate individual student needs. Teachers have access to share point, which is the districts online curriculum portal.

Student Learning Strengths

Student Learning Strengths

- Pre-K 4 had IPAD to help with Istation and Imagination math time usage.
- Majority of time Istation did identify correct reading level of students.
- Multiple opportunities to log into Istation, and Imagination Math during the week.
- Students had access to the library and lab computers in the morning, during lunch, and in the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: * Problem Statement 1: More student access to computers. Computer lab shut down due to testing(Telpas, BOY, MOY, EOY) **Root Cause:** Lack of computers for students use during testing.

Problem Statement 2: * Problem Statement 2: Istation sometimes is not truly reflective of students' Guided reading level. **Root Cause:** Depending on the situation, a student can score higher on Istation reading level, yet student is at a different level based on teacher's running record.

Problem Statement 3: * Problem Statement 3: Lack of adequate/reliable headphones. **Root Cause:** The quality of headphones being used, ultimately broke throughout the year and were not replaced. Either one side of the head was working, or it was the headphone jack.

Problem Statement 4: * Problem Statement 4: Lack of transitional time between testing groups. Testing was rushed due time schedule. **Root Cause:** Classes scheduled back to back.

Problem Statement 5: * Problem Statement 5: Students need to be trained with usage of Istation prior to assessment. **Root Cause:** Students at the lower level have little to no experience with the program being used to access reading levels.

School Processes & Programs

School Processes & Programs Summary

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

Follow-up data regarding teacher performance is provided to teachers on STRIVE. Teachers can access STRIVE at any time and review information regarding walkthroughs and formal evaluations made by principals or other administrative staff. 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?

A look at qualifications is considered before recruiting an individual. One on one interviews are also conducted. Our district participates at job fairs but it is mainly performed by the HR department.

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

Staff attendance rate is 97%. Retention rate is 94%. Turnover rate is 5%

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

P.S. Garza has highly qualified personnel that help meet the needs of the highest need students. At P.S. Garza, there are 47 professionals including administration. Of the 47, ten possess Master's Degree. All 37 teachers have their Bachelor's Degree and 25 are bilingual certified. There are 17 para-professionals and 9 possess a Bachelor's Degree. Of the nine, one possesses a Master's Degree. P.S. Garza has highly qualified personnel that help meet the needs of the highest need students.

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

The teacher mentor program is used for all new teachers. Teachers are assigned a teacher mentor from their grade level. These teacher mentors are required to participate in a Region One training or depending on the Alternative Certification Program they must fulfill the necessary requirements. This teacher mentor program is important for beginning teachers because it provides them with an extra resource to help them provide an effective instruction.

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

Professional development is provided for new staff. Campus administrators offer their support in anything that may be needed. Staff is offered to observe and learn from others within the campus or another campus if needed.

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

At Patricia S. Garza we have implemented various systems to build capacity and support for both staff and students. Our goal is to ensure each student is future ready and community strong.

For staff:

- District provides on going professional development to re-energize sustainability
- Collaborate Team focus on a PLC model
- Staff meeting once a month
- Monitoring student growth monthly
- Using engagement strategies

For students:

- A goal setting trackers
- 5 B's model
- Celebrations for meeting goals
- Continues support daily

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

Students' test scores have helped decide the training needed for school staff on different subjects. Teachers are able to participate in professional development training to enhance their knowledge on state mandated assessments for students like STAAR and TELPAS. Training to use online media like Edmodo, is based on the need for communication with parents and enhance student learning.

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

-Data scores in exams (bundles, staar tests)

-New to grade level

-Subjects taught

-Behavior problems

-Classroom observations

-Same structure across the grade level

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

Donna I.S.D sends staff to trainings, such as Telpas, Staar, IStation, Writing, Math, and Guided Reading, that is required. Professional development provides staff opportunities to continue training for the purpose of advancing in the education field. Professional development trainings cater to classroom setting approaches and technological skills that staff can use to adapt to current trends. For example, the effects of COVID-19 have allowed staff to utilize computer applications to teach their students on a regular basis to continue the fiscal year's curriculum. The use of staff's professional development influences students' engagement and application within the classroom, as well as staff's incorporation of techniques learned in their everyday routine. The consistent attendance in professional development trainings allows staff to follow up on skills that are always evolving in the education field.

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 plays or performances where parents are invited to show their support on how hard their children have worked on their performance, resulting in a boost of morale in the students. Other participating activities also include the schools book fair and after school projects. 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. This school year, because of the regarding the methods of teaching as districts transition into distance-learning. Now, much of the responsibility falls on the parents to provide same quality of teaching to the children they were receiving at school. However, some challenges that have been brought to our attention is the lack of transportation and internet availability. Leaving some school districts to provide wireless internet access near bus stops or churches where they can download their schoolwork on a tablet. Additionally, to combat the lack of internet availability, some of the children's schoolwork has been solely delivered through weekly physical packets. However, distance-learning, for many children, will never be as effective as teaching methods provided in person. Resulting in some students not being provided an equal learning experience and not being taught what is being required from the school. In response to this, Donna ISD is working to develop a remote learning plans for the district to be able to keep up with these changes and potentially target these challenges some families have experienced during these times.

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

District information, Parental involvement, media, face book, teacher and parent contact sometimes conferences with parents and flyers are also send home with students. CLPAC is another form of decision making for the school within families and community members.

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

Parents can volunteer in activities school families and community. Also work with health and social services agencies. Engaging parent in their children's school.

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

The other language we communicate with our families is Spanish. We send parent notes in both English and Spanish. When we make parent phone calls or meetings we do in a language preferred by parent.

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

Programs:

Special Ed. Committee meets yearly to review current IEP and current accommodations specific to the student's academic needs.

504 Committee meet yearly to discuss accommodations and modify as needed to meet student's academic needs.

Bilingual students receive class instruction in the native language

McKinney Vento homeless students receive clothing services

Migrant students get tutoring during the day to meet academic needs

G.T. students are given a project during the school year and summer readings.

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

There are various community partnerships that exist to support families and students. Organizations like Behavioral Solutions have come on campus to give classes to parents that will be helpful with their children. ESL classes are given to parents to learn the English Language courtesy of ARISE. ARISE organization also offers baking classes as well. Other classes such as Women's Health, Breast Cancer Awareness and nutrition classes are also available and given. Based on parents' interest, there are sewing classes led by a parent volunteer, and table talk classes available which is led by Parent Educator Minerva Reyna. Table talk discussions consist of food pantry locations, signs of domestic violence, etc. Making sure every opportunity for both parent and student is educational is a priority.

17. To what degree does the district/school support the school process data and how?

The school district supports our campus by collecting data to make informed decision-making. The school district uses the student outcomes data to meet accountability reporting requirements. They measure the effectiveness of the outreach. The following measuring instruments are used throughout the school year: Istation Reading Tests, Imagine Math Learning, Benchmark Tests, RTI's, Telpas Tests, STAAR Tests, and Weekly Teacher Tests. These instruments are used to help teachers improve in their profession. They are TTES, Walkthroughs, and Professional Development. Data helps us make connections that lead to insights and improvements. Throughout the year the school district will inform the campus and parents about state academic standards that need to be met by students. Parent meetings are held after school to inform parents how student achievement can be acquired. The teachers will provide after school tutoring and also on Saturdays for student achievement.

18. What does the data reflect about classes, schedules, and student/staff teams?

The campus has 624 students on average throughout the year and 37 teachers. Our student numbers tend to fluctuate as Garza is a campus with high student mobility. This brings the student to teacher ratio to about 17 students per teacher. It is important to note that classes range in size from 11 to 28 students in each class. With the second grade monolingual class having only 11 students while one of the fifth grade bilingual classrooms has 28 students. Grades K through 5th have 4 teachers in each grade level. Out of the 4, one serves as a monolingual teacher and the other three as bilingual educators. The only exceptions to this are Pre-K 3 with two teachers, Pre-K4 with three teachers, and 4th grade with 5 teachers. Both Pre-K4 and 4th grade have one monolingual teacher with the others serving bilingual students. Pre-K3 through 2nd grade serve students in a self-contained learning environment whereas 3rd through 5th grade teaches in a departmentalized setting based on subjects being taught and it is reflected on the schedules.

19. How is adequate time devoted to subjects in which students perform poorly?

Students that are struggling are offered tutoring after school through the ACE program. The 2 targeted areas are Reading and Math. The schedule for this school year included Guided Reading Blocks as well as an intervention block to give support to struggling students. The Math block provided an hour and fifteen minutes to students. More time was offered in these two subject area. Tutors have also been hired to help in both reading and math. Tutorials were also made available on Saturdays in the second semester.

20. How do teachers have a voice in decision making and school policies?

Teachers have a voice in decision making and school policies through grade level meetings, CLPAC committees, DLPAC committees, faculty meetings and surveys that are conducted throughout the school year.

21. What role do teachers have in deciding what assessments will be used to evaluate individual students for the program as a whole?

Curriculum and assessments are set by the Donna I.S.D. Teachers follow a scripted curriculum and test based on assigned bundle assessments.

22. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

The school does provide opportunities for the teachers and staff to be heard during staff meetings and through different committees. Teachers and staff are given the opportunity to become involved when they are provided with surveys and are given the opportunity to communicate their ideas.

23. What evidence is there that there is a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners?

Campus administrators meet every month to analyze data after every Istation test, as well as after every six week's exams to determine what is working and what needs to be implemented to see progress in students. Teachers along with the strategist and directors of each main subject meet to discuss and collect information that will assist when writing the curriculum over the summer.

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

- Teachers have a voice in decision making and school policies through grade level meetings, CLPAC, DLPAC, lead teacher meetings, and PLC meetings. TA's also have a voice through surveys.
- Attendance, retention rates, and turnover rates are good.
- PS Garza has highly qualified personnel that help meet the needs of the highest need student. Ten professionals possess a master's degree. Thirty-seven teachers possess a Bachelor's degree, 9 out of 17 paraprofessionals possess a bachelor's degree.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Problem Statement I: Parental involvement is extremely low. **Root Cause:** Parents are not educated therefore lack the experience necessary to assist their child when it comes to school work. In addition, parents are unfamiliar with technology which was highly utilized during the COVID-19 pandemic. Parents weren't able to assist due to this matter.

Problem Statement 2: Problem statement II: Staff developments were not specific, consistent, nor had a clear vision. **Root Cause:** Many other staff developments for the same subject were held which caused a confusion as to which resources to utilize. In addition, resources were not distributed in a timely manner which made it more difficult to decide on what resource was to be used when planning.

Perceptions

Perceptions Summary

Perception Data

Perceptions data help us understand what students, parents, teachers, and others think about the learning environment. Perceptions can be gathered in a variety of ways – through questionnaires, interviews, and observations. Perceptions are important since people act in congruence with what they believe, perceive, or think about different topics.

Victoria Bernhardt

1. How do students describe the school climate? How does this compare to staff?

After gathering and studying data collected from student and staff surveys, we found that there is a small number of students that don't feel safe due to bullying by their peers. Most students and staff feel comfortable and safe at our school.

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

To provide an adequate answer to this question, it is essential first to define the stated Mission and Vision of the school and second, whether it was reinforced by the school administration and staff enough to become part of the daily interactions occurring at the school level. The stated mission of P.S Garza Elementary (according to school website) 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."

Regarding the vision statement, there was no vision statement developed for this school year. many colleagues were asked if they knew the vision statement and searched both the school website and all available school materials. we concluded that none was developed for this school year. So, we used last year's vision statement for reference: "Modeling excellence and inspiring students to learn, perform, and excel".

To measure whether the students and staff aligned with our school's vision and mission, we will present the three main questions relating to the school Mission and vision and their results below:

· How safe do you feel at Patricia S. Garza Elementary? While 68% said that they felt very safe/or safe, a significant number 22% answered that they felt just somewhat safe or not safe at all

· Do you get along with your colleagues?

82.50% answered yes, and 17.50% answered no or neutral.

· How do you feel about the discipline/behavior issues on campus?

60% answered that they felt okay, while 37.5% answered nothing is being done

Even considering that this was only a limited survey, there is significant work to do to ensure that our school becomes a safe environment, nurtures, supports, and encourages our students to be lifelong learners.

In addition to this survey conducted through survey monkey, we noticed through informal conversations with many colleagues that they felt intimidated, their views not valued, and having difficulties with behavior issues with little or no support by the school administration. There is a lot of effort by the teachers, teacher aides, students, and parents to try to align by themselves to many of the values outlined in the school vision.

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

Students and staff describe attitudes, respect, relationships, belonging and support as positive based on the results of the surveys. The students and staff have a positive attitude. As far as respect, students and staff feel everyone at school respects each other. The relationships with others at school are positive. The students have a sense of belonging because they are greeted each morning by school staff. Our population is mostly Hispanic at our campus. Overall, based on the results of the surveys, students and staff have a good perception of the attitudes, respect, relationships, belonging and support.

4. What does the data reflect regarding student behaviors, discipline, etc.?

Based on the discipline incident summary, the most common incidents from students in all grade levels as aggressive/threatening behavior, unruly behavior, and disrespectful/rude behavior. There were some incidents of theft in 2nd and 5th grade. In the upper grades (3rd-5th), there were many bus referrals by students, which are also aggressive behavior. The punishment ranged from calling parents, lunch detention, and conference with the student for all grade levels. In more serious situations, there was ISS for all grade levels and Off campus suspension for upper grades. Some students were also sent to DAEP. Many of the referrals were the same students.

As a committee we discussed having the counselors address the issues and bringing in outside presenters to address the students. We can also have a star student, or outstanding citizen, per classroom to be recognized every 6 weeks, rather than at the end of the year. This might encourage students to behave better.

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

After gathering information via surveys and through verbal communication it is apparent that the majority of staff and students feel physically safe at P.S. Garza.

While there was a small percentage of students that did not feel entirely safe we believe that ties back to student bullying of peers.

6.What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

Looking at the data, students do have the expectations about Academic, Behavioral, Social, and Extracurricular activities. According to data, students feel they need to belong in a club or social group. It also resulted on students focusing better in academics and coping with their peers, if they were in a club. Data showed getting students involved in activities outside of school will help students with self-confidence and motivation. Students want to explore new interests and exposure to new learning opportunities.

As a committee, we discussed having extracurricular activities such as soccer, guitar, art, chess, choir and cheerleader/dance would be brought to our administrative team's attention

for the school year 2020-2021. We also discussed the implementation of the foundation and management of several extracurricular activities, if the administration decided to move forward with programs during the 2020-2021 school year.

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

The students that are most satisfied with the school's culture and climate are the students that enjoy being in class and love learning from their specific teachers. It is actually a trickle-down effect; the culture and climate happens as you add all parts of the whole, if teachers have great leaders that are understanding, flexible and positive; they will feel more comfortable and want to go the extra mile or try something new with their students and generally be happier to come to work and make a difference. There are many studies that confirm that culture and climate have a direct influence on job satisfaction, and job satisfaction improves productivity in many ways in all types of jobs. In education, if the administration creates a great welcoming and family-like culture and climate, then it will naturally and organically create a trickle down into the classroom. The students that enjoy being in class, that enjoy their teachers are the ones most satisfied in school; which in turn brings in better attendance, less tardiness and more positive behaviors. On the other hand, if administration only criticizes you, attacks you, doesn't have common decency to even say hello when they pass by you or care about you as a human being, then they are showing that they don't care about you as a person, morale goes down and so does your genuine impact on the students in the classroom.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?
(*School Process and Student Learning)

According to the staff survey that was sent out, 100% of the teachers greet their students every morning and feel that by doing so, it improves the students' morale and attitude. About 38% of the staff feels that there is little or nothing being done about the behavior issues on campus, and about 60% of the staff feels okay about the behavior issues on campus.

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

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 others who are not involved?

(*Demographics & Student Learning)

The vast majority of students who responded to the 2020 Student Perception Data survey, reported that they were not involved in extracurricular activities or clubs, indicating the need for more extracurricular activities at P.S. Garza Elementary.

When students were asked if they believed their school club helped them do better in their classes, a majority of them responded that their club did not help them. This indicates a need for better resources for the existing clubs, and for more additional clubs at this campus. This is reinforced when compared to the students who were not part of a school club, who reported that their involvement in a club would have helped them do better in their classes.

11.What are the students’ and staffs’ perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

According to the data from the surveys, the overall perception of the physical environments would be outdated. The campus itself is up to standard, but our pavilion and outdoor play area is in major need of renovations. Indoors everything is up to code and is sufficient.

The facility is not detrimental to the culture and climate due to the fact that the data showed that our student and staff reported being in a good work environment.

12. How does staff feel about technology?

Based on survey results staff showed interest in having more training on using smart boards and using an LCD projector indicating we are somewhat weak in that area. In addition, the staff survey demonstrated that technology at Patricia S. Garza Elementary is somewhat adequate and found a need for more Smart Boards, Tablets, with third and fourth choices being laptops, and projectors.

Parent questions..

Do you feel confident using technology? 77 Parents participated and 50% stated feeling confident using technology which is a good indicator that we are strong in that area.

Do you have a computer at home? Although 53% of parents have a computer at home the majority selected not having any devices at home. Also, some parents have a computer or laptop at home but it has no access to internet which is a weak point in this time of need. Our area could really have good use of hot spots for the areas showing no access to internet.

Do you understand what a Parent Portal is for? Results displayed the majority of parents who participated in the survey understand the use of a Parent Portal.

Do you know what an I-Station Level is? 33 parents state understanding somewhat, 24 understand what the I Station Level is and 18 don’t know what I Station Level is.

13. What are the students’, parents’ and community perceptions of the school?

After collecting data from the CNA Perception survey And DISD (P.S. Garza) Parent & Family engagement survey, everyone’s perspective of our school **is good**. However, there’s always room for continuous improvement to make our school great.

Perceptions Strengths

Perception Strengths

- Students feel safe and confident at school.
- Parents feel Garza Elementary has a welcoming atmosphere.
- There is no gang or substance abuse at Garza Elementary.
- The students have a sense of belonging because they are greeted each morning by school staff.
- Classrooms have 1 teacher PC working.
- Classrooms have 4 student PCs working.
- Lab accessibility to 30 PCs and Library has 30 PCs.
- We have wide variety of web-based and computer-based programs to support instruction and content areas.
- Curriculum Collaborative & Eduphoria Aware support teacher planning.
- Teachers primarily use technology to direct instruction, improve productivity and model technology skills.
- Technology teacher trainings provide good and relevant hands-on trainings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: * Problem Statement 1: Have administrators present during speakers' presentations to help monitor behavior. **Root Cause:** Administrators not always able to be present.

Problem Statement 2: * Problem Statement 2: Teachers need to make a connection with students and gain their confidence to make them feel safe. **Root Cause:** Lack of one to one pep talks with students and not enough parent contact.

Problem Statement 3: * Problem Statement 3: Consequences for discipline issues need to be consistent. **Root Cause:** DMP not being followed.

Problem Statement 4: * Problem Statement 4: Bullying issues need to be addressed. **Root Cause:** Not enough sessions on a one to one basis with specific students.

Problem Statement 5: * Problem Statement 5: More outside presenters need to be brought in to speak to students about behavior. **Root Cause:** Not enough presenters from district and parents being involved.

Problem Statement 6: * Problem Statement 6: Student recognition for Star Student and Good Citizen needs to be done every six weeks and not just at the end of the year to encourage good behavior. **Root Cause:** Lack of time during instructional day.

Problem Statement 7: * Problem Statement 7: More extra-curricular activities need to be available for students to join. **Root Cause:** Waiver restraints for some sports and lack of time during instructional day.

Problem Statement 8: * Problem Statement 8: Pavilion and outdoor play area are in major need of renovations. **Root Cause:** Budget restraints.

Problem Statement 9: * Problem Statement 9: There is a need for more Smart Boards and tablets in the classroom. **Root Cause:** Budget restraints.

Priority Problem Statements









Goals





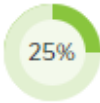







Goal 1: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.













Performance Objective 1: Patricia S. Garza Elementary will focus on instructional improvement resulting in all accountability measures. The percent of KG-5th grade students will increase reading level each month to reach campus and district grade level goals.

Evaluation Data Sources: I-Station

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement the district curriculum and instruction guide from share point as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increase reading levels every six weeks (PK-5th) Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers, Strategist and Directors.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop, Implement, and Monitor a Literacy Plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make the significant gains on a monthly basis. Strategy's Expected Result/Impact: Increased student performance as measured by Campus, District and State Assessments. Staff Responsible for Monitoring: Principal, Curriculum Specialist and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide program manipulatives, models, textbooks, consumables and any other classroom instructional materials or resources to supplement all core content areas. Resources include: STAAR Master, Mentoring Minds, Kamico, Touch Math etc Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State and Federal Standards. Staff Responsible for Monitoring: Principal, Curriculum Specialist and Directors Funding Sources: - School Improvement Grant (211.SI) - 11.6399.00.113.24.0.SI - \$202.18, - School Improvement Grant (211.SI) - 11.6399.00.113.24.0.SI - \$5,000, - State Comp.(164) - 11.6399.00.113.30.0.00 - \$2,075, - Title I (211) - 11.6399.00.113.24.0.00 - \$1,500, Warehouse Supplies & Catalogs - Local (199) - 11.6399.00.113.11.0.00 - \$11,664, - Teacher/Principal (255) - 11.6399.00.113.24.00 - \$4,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide Intervention in 1st-5th Grade Reading. Intervention will be provided by hiring tutors to target the 5 Reading Components in small group. Strategy's Expected Result/Impact: Reduce the gap between struggling students and those on grade level. Staff Responsible for Monitoring: Principal, Curriculum Specialist and Directors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement 45 minutes of Guided Reading in Daily Schedules. Teachers will track reading levels on a monthly basis, set goals with students and regroup as needed. Groups will be visible. Strategy's Expected Result/Impact: Students will make significant growth monthly. Staff Responsible for Monitoring: Principal, Curriculum Specialist, Strategists and Reading Director	Formative			Summative
	Sept	Dec	Mar	June
				

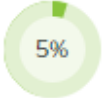



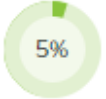
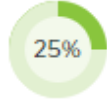


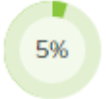



Strategy 6 Details	Reviews			
Strategy 6: To meet state and federal accountability requirements will be implemented, monitored and reviewed for each subject area with a focus in Reading. Student groups will be targeted to meet requirements not met. Tutors will be hired to assist in students gains and growth for Reading. In addition Staff Development, Data Meetings, Planning Days and Workshops on TAIS, DATA Deconstruction, INDEX Reviews, Eduphoria and Campus Improvement Plan will be scheduled. Strategy's Expected Result/Impact: Increase performance in area addressed. Staff Responsible for Monitoring: Principal, Curriculum Specialist and Directors Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Title I (211) - 11.6118.00.113.24.0.TT - \$20,000, - Title I (211) - 11.6141.00.113.24.0.TT - \$290, - Title I (211) - 11.6143.00.113.24.0.TT - \$185, - Title I (211) - 11.6145.00.113.24.0.TT - \$10, - Title I (211) - 11.6146.00.113.24.0.TT - \$1,360, - School Improvement Grant (211.SI) - 11.6121.00.113.24.0.SI - \$66,566.51, - School Improvement Grant (211.SI) - 11.6141.00.113.24.0.SI - \$689, - School Improvement Grant (211.SI) - 11.6143.00.113.24.0.SI - \$432, - School Improvement Grant (211.SI) - 11.6145.00.113.24.0.SI - \$134, - School Improvement Grant (211.SI) - 11.6146.00.113.24.0.SI - \$3,230, - ESSER III (282) - \$67,860	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Students in KG-5th will be required to adhere to scheduled computer time for I-Station and Learning. com. Strategy's Expected Result/Impact: Expected growth in Reading Staff Responsible for Monitoring: Principal, Curriculum Specialist and Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

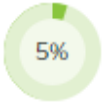



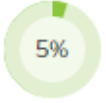







Goal 1: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Patricia S. Garza Elementary will increase the percentage of ELLs progressing one performance level on TELPAS and increase the amount of ELLs meeting state assessment requirements with reading level monitoring and an awareness of language, literacy, and content interdependence.

Evaluation Data Sources: TELPAS

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Implement strong English Oral Language activities to ensure smooth transition into English. This includes testing materials to assess for placement and necessary equipment to ensure students are making gains. Staff Responsible for Monitoring: Administration & Counselor Funding Sources: - Title III (263) - 11.6339.00.113.25.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a literature rich environment in all content areas by increasing the number of Spanish/English Books in the classrooms and make available to LEP students instructed in Spanish.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement Sheltered Instruction strategies across content areas. Ex. Preview, View and Review , TPR, Vocabulary Enrichment, Cognate Word Wall, Bilingual Pairs, Picture Cards, Anchor ChartsLabels and Side by Side Testing.	Formative			Summative
	Sept	Dec	Mar	June
				





















Strategy 4 Details	Reviews			
Strategy 4: Ensure the districts program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported and monitored for impact on student learning. Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments and TELPAS. Staff Responsible for Monitoring: Bilingual Education Director, Core Content Directors, Campus Administration and Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Hire Bilingual Tutors to reinforce skills and assist in raising reading levels for the LEP population to ensure success on state assessments.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Literacy Media Center: Patricia S. Garza Elementary will ensure the success of all students as effective creators and users of ideas and information, enabling students to become lifelong learners by establishing a Literacy Media Center.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Every class will be required 2 scheduled library lessons per 6 weeks tied to objective being taught in the classroom in the area of Reading. Strategy's Expected Result/Impact: Objective will be reinforced and applied to different readings. Staff Responsible for Monitoring: Teacher, Librarian and Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand media resources to support the curriculum, pay licenses and increase library collection by purchasing books in English and Spanish. Collection will include award winning books. Staff Responsible for Monitoring: Librarian and Principal TEA Priorities: Build a foundation of reading and math Funding Sources: Requisitions and Book Orders - Local (199) - 12.6329.00.113.11.0.00 - \$3,000, - Library Account (898) - 00.00.2190.00.113.00.00 - \$2,126.12, - Title I (211) - 12.6329.00.113.24.0.00 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will be rewarded with incentives, celebrations and fieldtrips for meeting AR Reading Goals, Word Club Goals, Distinguished Readers and 100 pt Club Members to promote Reading Strategy's Expected Result/Impact: Motivated and Lifelong Readers Staff Responsible for Monitoring: Librarian Funding Sources: Requisitions, Travel and Incentives - Library Account (898), Trophies and Medals - Local (199) - 12.6498.00.113.11.0.00, - Library Account (898) - 00.2190.00.113.0.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
				







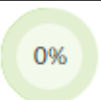

Strategy 4 Details	Reviews			
Strategy 4: Literacy Events during and after school to continue to promote the importance of reading (including author's visits, battle of the books). Strategy's Expected Result/Impact: opportunities for students to speak to and listen to accomplished book authors Staff Responsible for Monitoring: Librarian Funding Sources: Contracted Service - Local (199) - 12.6299.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for students and families to create a home library by hosting 2 Scholastic Book Fairs. Staff Responsible for Monitoring: Librarian	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Students will have the opportunity to participate in the AR Program with a goal of 100% participation and 70% of those participating will maintain an average of percent correct above 80%. Strategy's Expected Result/Impact: Students reading with fluency and improved comprehension skills. Staff Responsible for Monitoring: Librarian	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide instructional and office supplies to carry out daily lessons. Staff Responsible for Monitoring: Principal & Librarian TEA Priorities: Build a foundation of reading and math Funding Sources: - Local (199) - 12.6399.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
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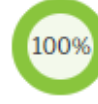
Goal 2: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

















Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and masters performance level on the STAAR exam will increase from 26% to 33%.






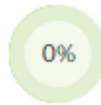






Evaluation Data Sources: STAAR

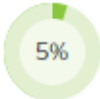







Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Data Driven Instruction- Data Analysis, team planning, Administrative walk-throughs, and individual Teacher and Administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction. Teachers will attend SLO training as part of the TIA and implement a Student Growth Tracker to ensure student growth. Light refreshments will be provided to staff during meetings. Strategy's Expected Result/Impact: Students Meeting and Mastering Skills. ISIP, Running Records, TTM Reports, District Bundle Assessments, State Assessments Staff Responsible for Monitoring: Administration and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 13.6499.00.113.99.0.TI - \$175, - Local (199) - 23.6499.00.113.99.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: STAAR Resources will be purchased to ensure and supplement the curriculum so that students have additional resources to reach the Meets and Masters mark. Strategy's Expected Result/Impact: Students will be challenged and will exceed the Approach Level. Staff Responsible for Monitoring: Administrators, Directors and Strategists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy Funding Sources: - Title I (211) - 11.6339.00.113.24.0.00, - School Improvement Grant (211.SI) - 11...6339.00.113.24.SI	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for staff development as needed and to support ALL staff in their content areas to include training in sheltered instruction, cooperative learning, technology integration, planning a great Lesson and, STAAR alignment for continuous growth in student achievement. A school consultant for School Improvement will be hired to assist in monitoring and coaching. Strategy's Expected Result/Impact: Trained staff to carry out instruction Certificate of Completion, Travel Request Staff Responsible for Monitoring: Administration & Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability Funding Sources: - School Improvement Grant (211.SI) - 13.6291.00.113.24.0.SI - \$2,700, - School Improvement Grant (211.SI) - 13.6299.00.113.24.0.SI - \$20,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Awards and Incentives- Provide various forms of student recognition and promotion of academic success in the classroom by teachers along with campus recognition. Strategy's Expected Result/Impact: ISIP, District Bundle Tests, State Assessments Staff Responsible for Monitoring: Administration, Librarian, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Print Rich Environment- Teachers will create print rich environments to promote vocabulary through the use of anchor charts, interactive word walls, word banks, student work and visual models. Strategy's Expected Result/Impact: Provide students support and points of reference. Staff Responsible for Monitoring: Teachers, Teacher Assistants Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Establish Intervention campus where students can attend intervention in a center style setting. Students will be able to rotate from one activity to another all while in a more relaxed type of setting in order to help students close their instructional gaps. Staff Responsible for Monitoring: Campus Administration & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Students will be provided with the opportunity to participate in the ACE program after school. This will assist with homework and enrichment activities for at-risk students. Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Content and Language Objectives will be posted for each subject area teacher is teaching. Teacher will highlight the verbs and nouns of the objectives for teachers to showcase, implement, and have students carry out the use of academic language and to ensure curriculum and instructional alignment. Staff Responsible for Monitoring: Administration & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Carry out all necessary student testing to ensure proper tracking, coding and demographic reporting. Strategy's Expected Result/Impact: PEIMS snap shot report Staff Responsible for Monitoring: Principal, Counselors, PEIMS clerk & Teacher of record	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Academic Field Trips-provide students with opportunities to partake in academic field trips to enhance their learning via hands on experiences. Staff Responsible for Monitoring: Administration & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: \$5.00 x 650 = 3250 - Local (199) - 11.6412.00.113.11.0.00, - Student Activity 865	Formative			Summative
	Sept	Dec	Mar	June
				











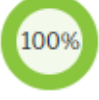
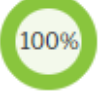




Strategy 11 Details	Reviews			
Strategy 11: The campus will hire part-time tutors through out the school day and Saturdays to assist in raising the Academic Achievement and Academic Growth in Reading, Writing and Math Levels and ensure students are successful in the STAAR. Strategy's Expected Result/Impact: Meet State Standards in all areas as an Improvement Required Campus. Show Student Growth by targeting student in need of assistance. Staff Responsible for Monitoring: Teachers & Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: 2 Tutors-Part-Time Employees - Title I (211) - 11.6125.00.113.24.0.TT, Social Security - Title I (211) - 11.6141.00.113.24.0.TT, Workers Comp - Title I (211) - 11.6143.00.113.24.0.TT, Unemployment Compensation - Title I (211) - 11.6145.00.113.24.0.TT, TRS - Title I (211) - 11.6146.00.113.24.0.TT	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Teachers will receive training on the scope and sequence of the Touch Math program to supplement district curriculum. Teachers in grades PK-2nd will implement Touch Math to build a strong foundation in math. Strategy's Expected Result/Impact: Strong Foundation in Math Staff Responsible for Monitoring: Administration & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Provide Teachers, Staff and the Campus with instructional resources and equipment needed to carry out quality instruction and daily operations such operating leases, warehouse supplies and catalog orders. Strategy's Expected Result/Impact: Campus Need to ensure student success. Staff Responsible for Monitoring: Principal and Secretary Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Operating Leases and Supplies - Local (199) - 11.6269.00.113.11.0.00, Teacher Office Supply - Local (199) - 11.6399.00.113.11.0.00, Teacher Office Supply - State Comp.(164) - 11.6399.00.113.30.0.00, Teacher Office Supply - Title I (211) - 11.6399.00.113.24.0.00, - Local (199) - 11.6499.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Garza Elementary will provide opportunities for teachers and administrators to attend conferences such as RGV-CTM, TABE, ABYDOS, Testing Conference, TASB, Legal Digest Conference, TEPSA Conference, CAST, Region One, TASA Conference, NABE Conference etc.</p> <p>Strategy's Expected Result/Impact: To gain updates, stay informed and Professional Development</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: - Teacher/Principal (255) - 23.6239.00.113.24.0.00 - \$500, - Teacher/Principal (255) - 13.6239.00.113.24.0.00 - \$2,664, - Teacher/Principal (255) - 13.6411.00.113.24.0.00 - \$5,000, - Teacher/Principal (255) - 23.6411.00.113.24.0.00 - \$2,500, - Teacher/Principal (255) - 23.6411.00.113.24.0.20 - \$1,050</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Bilingual: P.S. Garza will increase the percentage of ELL students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.



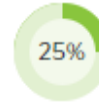


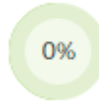






Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track ELL students and provide sheltered instruction strategies. Strategy's Expected Result/Impact: Improvement in District Assessments, IStation, Reasoning Mind & Imagine Math. Staff Responsible for Monitoring: Administration & Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase the necessary supplies to supplement the curriculum and state adoption from warehouse or catalog to provide support to students. Staff Responsible for Monitoring: Administration & Secretary Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Hire Bilingual Tutors to reinforce skills and assist the ELL population to ensure success on state assessments. Strategy's Expected Result/Impact: Meets and Masters Staff Responsible for Monitoring: Administration & Teachers 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 - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Advanced Academics: P.S. Garza will increase the percentage of GT students achieving the MEETS and MASTERS on STAAR.


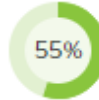










Summative Evaluation: Significant progress made toward meeting Objective










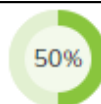
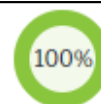
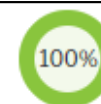




Strategy 1 Details	Reviews			
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Campus Administrators, Teachers, District Strategists, Interventionists, & District Director. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and Technology. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Campus Administrators, Teachers, District Strategists, Interventionists, & District Director.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Special Education: P.S. Garza will increase percentage of SPED students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Summative Evaluation: No progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Provide campus training in the area of accommodations and designated supports. Staff Responsible for Monitoring: Administration, Counselor & Curriculum Specialist	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide campus reviews with teachers on student academic performance. Strategy's Expected Result/Impact: -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. Strategy's Expected Result/Impact: increase student reading performance Staff Responsible for Monitoring: Director, Supervisor Educational Diagnosticians & Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide online assessment resources to students in preparation of online state assessments. Strategy's Expected Result/Impact: -increase student preparation in navigating online assessment resources -increase online state assessment performance Staff Responsible for Monitoring: Administrators, Special Education Teachers & Campus Technicians	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide academic support through supplemental resources to teachers. Strategy's Expected Result/Impact: -increase student academic performance. Staff Responsible for Monitoring: Administration & Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide teachers support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. Strategy's Expected Result/Impact: -increase in academic state performance -increase in classroom performance Staff Responsible for Monitoring: Administration & Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Patricia S. Garza Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: Migrant: P.S. Garza will increase the percentage of Migrant students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

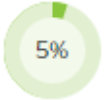



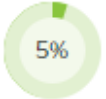







Summative Evaluation: Some progress made toward meeting Objective


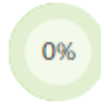






Strategy 1 Details	Reviews			
Strategy 1: Provide one to one and small group tutoring to increase areas of STAAR Accountability in areas tested. Strategy's Expected Result/Impact: Increase Percentage in MEETS and MASTERS Staff Responsible for Monitoring: Administration & Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide assistance to migrant students by hiring a part-time employee to assist in raising Reading levels, Math Skills & Writing Skills Strategy's Expected Result/Impact: Increase Percentage in MEETS and MASTERS Staff Responsible for Monitoring: Administration & Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Patricia S. Garza Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 1: Promote Awareness for students to understand the importance of graduating from high school and moving into a college/career/military path.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Garza will plan Career Day to promote academic success. Strategy's Expected Result/Impact: Motivate students and raise CCMR awareness. Staff Responsible for Monitoring: Administration & Counselors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will wear University T-Shirt on Thursdays to promote Higher Education. Posters/Banners will be displayed in the halls. Strategy's Expected Result/Impact: Preparing students with a college ready mindset. Staff Responsible for Monitoring: Administration, Counselors & Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will be recognized for end of the year accomplishments: Perfect Attendance, A/A/B Honor Roll, Academic Excellence, KG Completion and Extra-Curricular Activities. Staff Responsible for Monitoring: Administration & Counselors Funding Sources: Incentives to recognize participation, achievement and student Attendance - Local (199) - 11.6498.00.113.11.0.00, - Student Activity 865 - 00.2190.00.113.00.0.00 - \$300, Cap & Gowns - Student Activity 865 - 00.2190.00.113.00.0.00 - \$320	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Provide opportunities for students to attend educational fieldtrips in all content areas. Grade Levels will fund raise to cover entry fees, buses and meals. Strategy's Expected Result/Impact: Enhance the understanding of content objectives. Staff Responsible for Monitoring: Administration & Teachers Funding Sources: Travel Request - Student Activity 865 - 00.2190.00.113.0.00. - \$2,000		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 3: Patricia S. Garza Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 2: Motivate Students to reach high academic success by providing incentives.













Summative Evaluation: Significant progress made toward meeting Objective





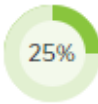











Strategy 1 Details	Reviews			
Strategy 1: STAAR Shirts will be purchased as a way to create team unity and motivate students to reach higher level. TEA Priorities: Improve low-performing schools Funding Sources: - Student Activity 865 - 00.2190.00.113.0.00 - \$1,698	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

















Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.













Performance Objective 1: Student Support Services: PS. Garza will ensure our elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior and nurture a positive climate to continuously build up students and their self-esteem.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Character Education: Lessons will be provided by counselor every 6 weeks. Lessons will include: Responsibility, Bullying, Respect, Fairness, Trustworthiness and Citizenship. Students will have the opportunity to purchase Drug Ed & Bully Free T-Shirts to promote a Drug and Bully free life. Messages will be displayed around the campus as constant reminders. Strategy's Expected Result/Impact: Office Referrals will be reduced. Staff Responsible for Monitoring: Administration , Counselors and Teachers Funding Sources: - Student Activity 865 - 00.2190.00.113.0.00.0.00, - Title IV 289 - 31.6499.00.113.0.00 - \$20,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reinforce the 5 B's - Be Responsible, Be Respectful and Be Prepared, Be Attentive and Be Positive...Poster will be displayed in every class and students will be reminded to exemplify through morning announcements Staff Responsible for Monitoring: All School Staff and Stakeholders	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers/Counselor will integrate character lessons into instructional lessons using positive promotions to motivate students and ensuring they make the right choices. Strategy's Expected Result/Impact: Discipline referrals will be reduced Staff Responsible for Monitoring: Administration, Counselors and Teachers Funding Sources: - Title IV 289 - 31.6399.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Promote a drug free life during red ribbon week using positive promotions and say "NO" to drugs by presenting and inviting guest speakers. Staff Responsible for Monitoring: Administration & Counseling Dept. Purchase Orders Sign In Sheets Schedules Invitations Funding Sources: - Title IV 289 - 31.6399.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The campus will promote school spirit by wearing School Shirts on Fridays with jeans. Strategy's Expected Result/Impact: The students will take ownership and feel welcomed in a risk free environment. A positive sense of belonging. Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Drop Out Prevention : Garza Elementary will increase and maintain student and staff attendance rate to 98%.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide clothing vouchers on a per need basis. Strategy's Expected Result/Impact: Assist in students complying with uniform. Staff Responsible for Monitoring: Counselor, Nurse and Principal Funding Sources: Vochers - Title I (211) - 32.6499.00.113.24.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				





















Strategy 8 Details	Reviews			
Strategy 8: Provide opportunity for Counselor to attend various training through Region-I and Conferences such as the Counselor Academy and the Counselor's State Conference for Professional Growth. Strategy's Expected Result/Impact: Counseling Techniques for students to make good choices, be responsible, build character learn how to socialize and make friends and manage anger to prevent suicide and energy. *Social Emotional Awareness and Coping Skills. Staff Responsible for Monitoring: Administration Funding Sources: Travel Request & POs - Title IV 289 - 31..6411.00.113.0.00, Travel Request & POs - Title IV 289 - 31.6239.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Staff will be provided training on Classroom Management, PBIS, RTI, 504, Differentiated Learning etc... to ensure a better understanding. Strategy's Expected Result/Impact: Decrease number in referrals Staff Responsible for Monitoring: Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Work on SCHOOL CLIMATE and PERCEPTION to impact job satisfaction, working conditions and student achievement by maintaining the school building itself. Strategy's Expected Result/Impact: A positive working environment where everyone feels a sense of belonging. Staff Responsible for Monitoring: Administration, Maintenance Director and Supervisor. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Students will have the opportunity to participate in campus wide activities to promote kindness and prevent bullying during Unity month. Items will be purchased from Sams. Strategy's Expected Result/Impact: Students will be able to make better choices. Staff Responsible for Monitoring: Principal & Counselor Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: - Student Activity 865 - 00.2190.00.113.00.0.00 - \$735	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: All necessary resources and equipment will be purchased to ensure the safety of all students and staff. Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
	 50%	 75%	 75%	 100%
Strategy 13 Details	Reviews			
Strategy 13: Students will be provided with Social Emotional Support by holding one to one and small group sessions through Community In Schools Personnel. Staff Responsible for Monitoring: Administration and Counselor Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
	 20%	 50%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 2: Nursing/Health Services: P.S. Garza will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis, and Acanthosis Nicrigans and ensure that 95% of all students' immunizations are up to date before submitting Annual Immunization report in October.

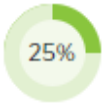






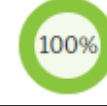

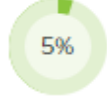


Summative Evaluation: Met Objective





















Strategy 1 Details	Reviews			
Strategy 1: Provide vouchers for services: eye glasses, physical and medical exams, etc... Staff Responsible for Monitoring: Nurse, Counselor & Administration Funding Sources: - Title I (211) - 33.6219.00.113.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: P. S. Garza Elementary will work to ensure 100% of students are screened prior to Annual Immunization report deadline of October. Strategy's Expected Result/Impact: 100% of students screened and concerns shared with parents or guardians. Staff Responsible for Monitoring: Principal Assistant Principal Nurse	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will be provided with presentations on Diabetes Awareness, Dental Hygiene, Hygiene Packets. Staff Responsible for Monitoring: Principal & Nurse Funding Sources: - Title IV 289 - 33.6399.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: PPE supplies will be purchased for the safety of staff and students. Staff Responsible for Monitoring: Principal Funding Sources: - 11.6399.00.113.24.0P1, - 11.6399.00.113.24.0.00GS	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 3: Physical Education: P.S. Garza will require Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health. Strategy's Expected Result/Impact: Lesson Plans & On-line curriculum Fitness gram annual data Staff Responsible for Monitoring: PE Coach, Administration & Directors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. Strategy's Expected Result/Impact: Student Safety Staff Responsible for Monitoring: Principal & HR	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will partake in field day as part of the end of the year events. Students will be awarded ribbons for each event. The campus will provide water bottles to ensure students stay hydrated. Staff Responsible for Monitoring: Principal, PE Coaches and Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: P. S. Garza Elementary will ensure 100% of students enrolled participate in Fitnessgram testing. Strategy's Expected Result/Impact: 100% of students enrolled will be tested and the campus will be in compliance with Fitnessgram testing policies. Staff Responsible for Monitoring: Principal Assistant Principal Curriculum Specialist Physical Education Teacher	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Students will receive 3 out of 5 days of intensive physical exercise with the assistance of proper equipment. Strategy's Expected Result/Impact: Fitness Gram Results Staff Responsible for Monitoring: Administration & PE Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: All students will receive education on health related topics. Items will be purchased to promote a healthy lifestyle. Strategy's Expected Result/Impact: Well informed students making better choices to stay healthy. Staff Responsible for Monitoring: Coaches & Counselors Funding Sources: - Title IV 289	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: PE equipment to follow through with daily lesson will be purchased. Staff Responsible for Monitoring: Principal, Secretary & Coach Funding Sources: PE Equipment - Local (199) - 11.6499.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 4: Fine Arts: P.S. Garza will create opportunities for all students to explore and participate in the arts.

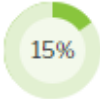











Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Establish Extra Curricular Opportunities by having a Campus Choir, Guitar Group and a Dance Team. Students will attend a variety of district and community rallies. Staff Responsible for Monitoring: Administration & Sponsors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will attend music class once a week. Resources will be provided for students that participate in Choir. Staff Responsible for Monitoring: Administration, Music Teacher, Teacher of Record Funding Sources: - Local (199) - 11.6399.00.113.11.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: Human Resources: P.S. Garza Elementary will maintain a 100% highly qualified status for the staffing requirements of the ESSA. P.S. Garza Elementary will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Summative Evaluation: Met Objective









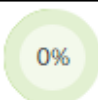

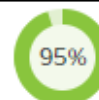

Strategy 1 Details	Reviews			
Strategy 1: Maintain a positive campus climate by incorporating special events such as socials, celebrations, goodie table and employee recognition for employees to partake in. Using staff activity account to purchase staff items (ex: shirts, snacks) Strategy's Expected Result/Impact: A Positive Campus Climate Survey. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - Coke Activity Account 899 - 00.2190.00.113.0.00.0.00, - Local (199) - 23.6498.0.113.99.0.00 - \$3,500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will comply with 100% of requirements under TITLE IX of the Education Amendments of 1979. "No person in the United States shall, in the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination. Strategy's Expected Result/Impact: Maintain 100% Highly Qualified Staff Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All Staff will partake in the Safe Schools Training to include: Sexual Misconduct: Staff-to-Student, HIPAA Overview, FERPA: Confidentiality of Records, Sexual Harassment: Student Issues & Response, Youth Suicide: Awareness, Prevention and Postvention, Texas Cybersecurity Awareness for Employees Program, Bullying: Recognition & Response, Child Abuse: Mandatory Reporting, Youth Suicide: Awareness, Prevention and Postvention, Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				

















Strategy 4 Details	Reviews			
Strategy 4: The campus will request Contracted Services in support of the Effective School Framework. Strategy's Expected Result/Impact: Increase in Testing Scores Staff Responsible for Monitoring: Principal & Testing Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - School Improvement Grant (211.SI) - 11.6291.00.113.24.0.SI - \$20,000	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 2: Technology Department: P.S. Garza Elementary will provide all classrooms, labs, and instructional areas with the necessary equipment to utilize and integrate technology into daily instruction along with offices to ensure proper daily operations.

Summative Evaluation: Significant progress made toward meeting Objective

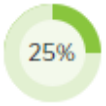

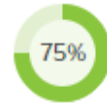

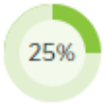







Strategy 1 Details	Reviews			
Strategy 1: Maintain and purchase instructional technology programs and equipment for the campus, classroom, and offices to carry out effective classroom instruction and daily operations. Strategy's Expected Result/Impact: Identify Needs Staff Responsible for Monitoring: Principal, Librarian, Teachers, Lab Manager and Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: 75 Inch Monitors with Stands for each classroom. - Title I (211) - 211.11.6395.20.113.24.0.SI, 75 Inch Monitors with Stands for each classroom - Title I (211) - 211.11.6395.00.113.24.0.SI	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Each grade level will present an end of the year powerpoint/video to the parents at each assembly of campus events/learning throughout the year. Strategy's Expected Result/Impact: Final Project Presented at Assemblies Staff Responsible for Monitoring: Administration and Lead Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All staff will partake in District Technology Trainings required to carry out Distance Learning. All trainings will be done based on a district timeline and deadline. Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: All Staff will participate in the District Technology Advancement Analysis. Strategy's Expected Result/Impact: 100% Staff Participation Campus Data Review Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Support the use of technology to inform instruction and to personalize learning by providing devices and chargeable stations to improve student digital literacy skills and academic achievement. Strategy's Expected Result/Impact: Demonstrate understanding of the nature and operation of technology systems Staff Responsible for Monitoring: Principal Curriculum Specialist Technology Director Campus Technology Committee Funding Sources: - School Improvement Grant (211.SI) - 11.6399.20.113.24.0.SI	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide teachers with the technology needed to plan and strengthen their role in the implementation of technology. Strategy's Expected Result/Impact: 100% of staff will have access to a Laptop to carry out Distance Learning. Staff Responsible for Monitoring: Administration, Librarian and Technology Director ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: Custodial Department: P.S. Garza Elementary will ensure the campus is maintained safe and clean along with the facilities.





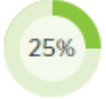







Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Necessary items will be purchased to ensure a clean and organized environment. Strategy's Expected Result/Impact: Safe, Inviting, Welcoming and Clean Facility. Staff Responsible for Monitoring: Administration and Head Custodian Funding Sources: - Local (199) - 51.6319.00.113.99.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Routinely inspect the facility to ensure supplies are provided to staff and students. Staff Responsible for Monitoring: Administration and Head Custodian	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 4: Transportation Department: P.S. Garza Elementary will ensure that the district's bus routes arrive on time to drop off students.













Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will ensure that all students load and unload in a timely and orderly manner. Strategy's Expected Result/Impact: Enforce Campus Routines and Procedures. Staff Responsible for Monitoring: Administration and Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate with transportation via e-mail on issues arising with transportation. Strategy's Expected Result/Impact: Log of time busses arrive Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 5: Maintenance Department will assist P.S. Garza Elementary by providing students, staff, and visitors with a safe and comfortable learning environment by maintaining well kept facilities.









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations. Strategy's Expected Result/Impact: Maintain an Orderly Facility Staff Responsible for Monitoring: Administration, Head Custodian and Campus Secretary	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Assist with improving school climate and perception to impact job satisfaction, working conditions and student achievement by maintaining the school building. Strategy's Expected Result/Impact: A positive working environment where everyone feels a sense of belonging. Staff Responsible for Monitoring: Administration, Custodial and Secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 6: Warehouse/Fixed Assets/Textbooks- P.S. Garza Elementary will request all Warehouse/Fixed Assets/Textbooks using the appropriate channels to ensure campus needs are met.









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure all textbooks and warehouse orders are counted and distributed to the appropriate staff members. Staff Responsible for Monitoring: Administration, Campus Secretary and Warehouse Director	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 7: Business Office:

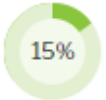
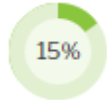










Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Monies will be allocated to pay operating leases for front office copier. Strategy's Expected Result/Impact: Carry out daily office clerical duties. Staff Responsible for Monitoring: Principal & Secretary Funding Sources: Copier - Local (199) - 23.6269.00.113.99.0.00		Formative			Summative
		Sept	Dec	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 6: Patricia S. Garza Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 1: Campus Communication: P.S.Garza Elementary will maintain clear and consistent communication with each department and team member of the organization (CLPAC), Leads, Grade Levels etc...)





















Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: E-mail, Google Classroom and Campus Calendar will be set up to communicate and send reminders.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have the opportunity to share ideas that are being successful in the classroom through staff meetings, grade level meetings and PLCs. Strategy's Expected Result/Impact: Team Work Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Patricia S. Garza Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 2: Parental and Family Engagement Department: P.S. Garza Elementary will increase the number of parent/community/volunteers by 5% and increase the parent attendance by 10% at campus or district meetings/events each year.

















Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hold meetings for parents informing them of the district/campus Bilingual/ESL model, GT Services, TITLE-I etc....	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Recognize parents for their commitment and hours of service to the campus. .	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure campus has a parent representing Garza in the SHAC (Student Health Advisory Committee) Strategy's Expected Result/Impact: Campus Representation Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Establish a technological mean such as Class Dojo, Facebook etc... that promotes communication and learning within the school and community. Staff Responsible for Monitoring: Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Patricia S. Garza Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 3: DLPAC: P.S. Garza Elementary will ensure the required members are part of the District Level Planning and Advisory Committee which serves to oversee district decisions, plans, and improvement activities. Members will participate in meetings held at least 4 times per year and come back and share information with campus staff.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Elect Campus and District Advisory Committee Members.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Members will participate in meetings held at least 4 times per year and come back and share information with campus staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Meetings will be announced in a timely manner to encourage 100% participation from the committee.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		11.6399.00.113.30.0.00	\$2,075.00
2	1	13	Teacher Office Supply	11.6399.00.113.30.0.00	\$0.00
Sub-Total					\$2,075.00
Budgeted Fund Source Amount					\$10,620.00
+/- Difference					\$8,545.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Warehouse Supplies & Catalogs	11.6399.00.113.11.0.00	\$11,664.00
1	3	2	Requisitions and Book Orders	12.6329.00.113.11.0.00	\$3,000.00
1	3	3	Trophies and Medals	12.6498.00.113.11.0.00	\$0.00
1	3	4	Contracted Service	12.6299.00.113.11.0.00	\$0.00
1	3	7		12.6399.00.113.11.0.00	\$0.00
2	1	1		23.6499.00.113.99.0.00	\$0.00
2	1	1		13.6499.00.113.99.0.TI	\$175.00
2	1	10	\$5.00 x 650 = 3250	11.6412.00.113.11.0.00	\$0.00
2	1	13	Operating Leases and Supplies	11.6269.00.113.11.0.00	\$0.00
2	1	13	Teacher Office Supply	11.6399.00.113.11.0.00	\$0.00
2	1	13		11.6499.00.113.11.0.00	\$0.00
3	1	3	Incentives to recognize participation, achievement and student Attendance	11.6498.00.113.11.0.00	\$0.00
4	3	7	PE Equipment	11.6499.00.113.11.0.00	\$0.00
4	4	2		11.6399.00.113.11.0.00	\$0.00
5	1	1		23.6498.0.113.99.0.00	\$3,500.00
5	3	1		51.6319.00.113.99.0.00	\$0.00
5	7	1	Copier	23.6269.00.113.99.0.00	\$0.00
Sub-Total					\$18,339.00
Budgeted Fund Source Amount					\$55,326.88
+/- Difference					\$36,987.88

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		11.6399.00.113.24.0.00	\$1,500.00
1	1	6		11.6141.00.113.24.0.TT	\$290.00
1	1	6		11.6143.00.113.24.0.TT	\$185.00
1	1	6		11.6118.00.113.24.0.TT	\$20,000.00
1	1	6		11.6146.00.113.24.0.TT	\$1,360.00
1	1	6		11.6145.00.113.24.0.TT	\$10.00
1	3	2		12.6329.00.113.24.0.00	\$2,000.00
2	1	2		11.6339.00.113.24.0.00	\$0.00
2	1	11	Unemployment Compensation	11.6145.00.113.24.0.TT	\$0.00
2	1	11	TRS	11.6146.00.113.24.0.TT	\$0.00
2	1	11	2 Tutors-Part-Time Employees	11.6125.00.113.24.0.TT	\$0.00
2	1	11	Workers Comp	11.6143.00.113.24.0.TT	\$0.00
2	1	11	Social Security	11.6141.00.113.24.0.TT	\$0.00
2	1	13	Teacher Office Supply	11.6399.00.113.24.0.00	\$0.00
4	1	7	Vochers	32.6499.00.113.24.0.00	\$1,000.00
4	2	1		33.6219.00.113.24.0.00	\$0.00
5	2	1	75 Inch Monitors with Stands for each classroom.	211.11.6395.20.113.24.0.SI	\$0.00
5	2	1	75 Inch Monitors with Stands for each classroom	211.11.6395.00.113.24.0.SI	\$0.00
Sub-Total					\$26,345.00
Budgeted Fund Source Amount					\$27,804.69
+/- Difference					\$1,459.69
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		11.6399.00.113.24.00	\$4,000.00
2	1	14		23.6239.00.113.24.0.00	\$500.00
2	1	14		23.6411.00.113.24.0.00	\$2,500.00
2	1	14		23.6411.00.113.24.0.20	\$1,050.00
2	1	14		13.6239.00.113.24.0.00	\$2,664.00
2	1	14		13.6411.00.113.24.0.00	\$5,000.00
Sub-Total					\$15,714.00

Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$14,664.00
+/- Difference					-\$1,050.00
Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			\$0.00
3	1	3	Cap & Gowns	00.2190.00.113.00.0.00	\$320.00
3	1	3		00.2190.00.113.00.0.00	\$300.00
3	1	4	Travel Request	00.2190.00.113.0.00.	\$2,000.00
3	2	1		00.2190.00.113.0.00	\$1,698.00
4	1	1		00.2190.00.113.0.00.0.00	\$0.00
4	1	11		00.2190.00.113.00.0.00	\$735.00
Sub-Total					\$5,053.00
Budgeted Fund Source Amount					\$9,000.00
+/- Difference					\$3,947.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		00.00.2190.00.113.00.00	\$2,126.12
1	3	3	Requisitions, Travel and Incentives		\$0.00
1	3	3		00.2190.00.113.0.00	\$500.00
Sub-Total					\$2,626.12
Budgeted Fund Source Amount					\$2,126.12
+/- Difference					-\$500.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1		31.6499.00.113.0.00	\$20,000.00
4	1	3		31.6399.00.113.11.0.00	\$0.00
4	1	4		31.6399.00.113.11.0.00	\$0.00
4	1	8	Travel Request & POs	31..6411.00.113.0.00	\$0.00
4	1	8	Travel Request & POs	31.6239.00.113.11.0.00	\$0.00
4	2	3		33.6399.00.113.11.0.00	\$0.00

Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	6			\$0.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$34,968.00
+/- Difference					\$14,968.00
School Improvement Grant (211.SI)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		11.6399.00.113.24.0.SI	\$5,000.00
1	1	3		11.6399.00.113.24.0.SI	\$202.18
1	1	6		11.6141.00.113.24.0.SI	\$689.00
1	1	6		11.6146.00.113.24.0.SI	\$3,230.00
1	1	6		11.6121.00.113.24.0.SI	\$66,566.51
1	1	6		11.6143.00.113.24.0.SI	\$432.00
1	1	6		11.6145.00.113.24.0.SI	\$134.00
2	1	2		11...6339.00.113.24.SI	\$0.00
2	1	3		13.6299.00.113.24.0.SI	\$20,000.00
2	1	3		13.6291.00.113.24.0.SI	\$2,700.00
5	1	4		11.6291.00.113.24.0.SI	\$20,000.00
5	2	5		11.6399.20.113.24.0.SI	\$0.00
Sub-Total					\$118,953.69
Budgeted Fund Source Amount					\$79,626.55
+/- Difference					-\$39,327.14
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$67,860.00
Sub-Total					\$67,860.00
Budgeted Fund Source Amount					\$67,860.00
+/- Difference					\$0.00
Grand Total Budgeted					\$301,996.24
Grand Total Spent					\$276,965.81
+/- Difference					\$25,030.43