



Greg A. Garcia Early College Intermediate School
Campus Improvement Plan
9550 S. Zarzamora
San Antonio, TX 78224

Rev. 12/07/2024

CAMPUS COMMITTEE

Monica Villarreal	Principal
Mayra Cuevas	Instructional Coach
Lara Mendal	Math Teacher
Juan Gutierrez	Fine Arts Teacher
Joseph Flores/Melina Narvaez	ELA Teacher
Cade Wood	Social Studies Teacher/LPAC Coordinator
Nayelly Ordonez	Special Education Teacher
Kayla Calanes	504 Coordinator/PFE Coordinator/Counselor
Lindsey Vela	Community Leader/Region 20 Specialist
Emilio Garza	Parent
Jeff Flores	District Representative
Heidy Chavez	Student

NFPS MISSION

New Frontiers Public Schools is dedicated to educating and growing our students and their character. By compassionately reaching out to educating and growing our students and their character. By compassionately reaching out to people in our own community, we give students a sense of pride and purpose, inspiring them to become tomorrow's leaders.

NFPS VISION

To be the school of choice in the minds of the people in our community and those that extend beyond it. To be recognized by the city at large as the institution that cares just as much about enriching the community as providing educational excellence to our students.

NFPS CORE VALUES

- Inspiration
- Empowerment
- Dedication
- Community

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COMPREHENSIVE NEEDS ASSESSMENT

CNA PROCESS

Our Comprehensive Needs Assessment (CNA) process is a cyclical and continuous process that includes addressing improving academic achievement for students. The CNA process includes meaningful consultation with stakeholders and allows our public the opportunity to provide input in the development of our improvement plan. The CNA process involves a core committee of stakeholders at the district and campus level that are engaged in reviewing and analyzing data, collaborating on patterns of strengths, and identifying areas of need and areas of priority from the following 8 areas of compliance.

1. Demographics
2. Student Achievement
3. School Culture and Climate
4. Staff Quality and Professional Development
5. Curriculum Instruction and Assessment
6. Family and Community Involvement
7. School Context and Organization
8. Technology

Per Federal and State Law, funds are to be spent only when clearly identified in the Comprehensive Needs Assessment, District Improvement Plan, and Campus Improvement Plan.

Greg A. Garcia Early College Intermediate School

Our Comprehensive Needs Assessment (CNA) is a cyclical continuous process at Greg A. Garcia ECI that includes improving academic achievement for students. The CNA process involves a core committee of all stakeholders engaged in reviewing data, having discussions, and collaborating on finding the strengths, needs and areas of improvement. Greg A. Garcia Early College Intermediate utilizes a core committee comprised of teachers, an ESL teacher, the principal, instructional coach, guidance counselor, special education teacher, parent(s), student(s) and community member(s). The core committee meets throughout the year to address the 8 areas of compliance identified above.

The CNA process ensures:

- Core committee meets quarterly to review district/campus data and CNA/CIP
- Core committee will meet with campus staff to review minutes and data of the committee meetings
- All components of the CNA/CIP are reviewed and addressed (goals, performance objectives, strategies/activities, funding)
- An evaluation of all programs funded is completed
- The CNA/CIP is reviewed to ensure any revisions are completed

DEMOGRAPHICS

Summary:

New Frontiers Public Schools is an open enrollment charter district that is free to all students and families. Student applications are accepted throughout the year with enrollment at

two ECHS campuses and our newest Greg A. Garcia Early College Intermediate for grades 6th-8th. All teachers at NFPS are certified by the State Board of Education.

Garcia ECI will be a new campus during the 2023-2024 SY. Garcia ECI will be welcoming all grade levels 6th-8th and supporting all special populations during its first year. Students are being actively recruited from across Bexar County and surrounding areas with the following districts/charters/regions being the most active recruiting locations: Harlandale ISD, South San Antonio ISD, IDEA South Flores and IDEA Ewing Halsell.

These areas are all neighboring districts/charter concentrated in South Bexar County.

Although boundary areas may vary, since both charters/districts are currently operating as open enrollment, families who attend the identified districts are concentrated between South Presa to I-35 and I-10 to south Loop 410.

This campus will serve its first 6th- 8th grade cohort group of approximately 150 students. The student population is projected to be: 94% Hispanic, 2% White, 2% African American, 2% Two or More Races, 42% Male and 68% Female.

Greg A. Garcia ECI is projected to service 15% Special Education, 75% Economically Disadvantaged and 60% At-Risk students. Greg A. Garcia Early College Intermediate has three guiding principles that will help ensure our school community successfully engages and prepares all students to matriculate into one of our NFPS early college high school programs. Garcia ECI commits to strategically aligning resources to support our guiding

principles of: Family and Community Engagement, College and Career Exploration and Personalized Learning Experience. Greg A. Garcia ECI is further committed to supporting our NFPS highest priorities of safety and well-being, instruction, talent, and culture.

Demographic Strengths

The Greg A. Garcia schoolwide academic program is centered across three guiding principles: Family and Community Partnerships, College and Career Exploration and Personalized Learning Experiences. Garcia ECI will provide an honors-level academic program focused on self-directed learning, metacognitive thinking, research and development and a comprehensive presentation and communication skillset that prepares every student and their families for continued success in one of our NFPS Early College High Schools.

Greg A. Garcia ECI ensures that all students are serviced based on their individual academic and social needs. To meet the needs of our students, Garcia ECI proactively employs the following: prescriptive master scheduling, imbedded tutorials in the school day, and strategic teacher staffing.

Garcia ECI has identified the following strengths:

- Garcia will offer opportunities for high school credits.
- New facility and designed with safety in mind.
- Student choice will be incorporated with a course selection guide as an expected deliverable.
- 3 of the 4 Fine Arts have been incorporated into the draft master schedule.
- Draft calendar based off neighboring districts and our ECHS campuses with ACD.
- teacher student ratio (1:19)
- Leadership Team consisting of campus principal, Instructional coach, assistant principal, school counselor

Needs Statements Identifying Demographic Needs

Need Statement 1 (Priority): Access the academic, social, and emotional support needs of Garcia ECI students to decrease gaps in student achievement for all populations.

Need Statement 2 (Priority): Identify a baseline for student attendance to meet the district/campus attendance goal of 98%.

Need Statement 3 (Priority): Increase overall enrollment across 6th-8th grade and target mobility rate of students by ensuring 100% continued enrollment matriculation.

Fund Resources: Federal Funds, Local Funds, State Funds

STUDENT ACADEMIC ACHIEVEMENT

Summary: Garcia ECI will use previous student data from the 2023-2023 SY. Upon release of the STAAR results in mid-fall 2023, Garcia ECI will review Student Achievement data along with other measures that will help to provide an individualized plan to support student growth. Garcia ECI has taken an aggregate of the surrounding districts to identify incoming student preliminary data.

Preliminary data based on sending district data.

Content Area	6 th	7 th	8 th
<i>Reading Language Arts</i>			
Approaches	51%	51%	69%
Meets	21%	21%	37.5%
Masters	7.5%	7.5%	19%
<i>Mathematics</i>			

Approaches	53%	33%	53.5%
Meets	16.5%	5%	23%
Masters	3.5%	1%	4.5%

Other resources to be used include: TAPR, MAPs, CBA's, benchmarks and interim assessments to monitor progress.

The personnel at Garcia ECI are 100% highly qualified.

Student Academic Achievement Strengths

- Collaboration with Region 20 specific to TCMPC Support and RBIS
- Data Driven Culture
- PLCs will be in place effective the 23/24 SY (phase-in model)
- Student focused culture
- Interventionist (reading and math)
- SY PD plan will be in place annually.
- Teacher empowerment shared leadership
- TEKS implementation guides will be used to decrease variability and increase student achievement across campus
- Strong Parent/Family engagement
- Vertical and Horizontal alignment (embedded in daily schedule with dedicated PLC time and a dedicated Conference time for all teachers)

Identifying Student Academic Achievement Needs

Need Statement 1 (Priority): Access the academic, social, and emotional support needs of Garcia ECI students to decrease gaps in student achievement for all populations.

Need Statement 2 (Priority): Increase supplemental instructional materials to improve math, reading, writing, and literacy skills.

Need Statement 3 (Priority): Implement high-yield research based instructional strategies (RBIS) to include: common instructional framework, instructional coaching and professional learning communities for all instructional personnel, and content area support through Region 20 contract.

Need Statement 4 (Priority): Purchase instructional materials and resources for STAAR activities in the core areas to ensure scores of approaches, meets and masters on STAAR exams.

Need Statement 5 (Priority): In year 1, the goal is for 100% of Garcia ECI students to show growth in both Reading language Arts and Mathematics based on the 2023-2024 STAAR RLA and Math exams.

Need Statement 6 (Priority): Promote student academic achievement by implementing a strong start-up representation of enrichment and extracurricular programming.

Fund Resources: Federal Funds, Local Funds, State Funds

SCHOOL CULTURE AND CLIMATE

Summary: Greg A. Garcia ECI administration is comprised of the principal, assistant principal, instructional coach and guidance counselor. The rest of the campus includes: core teachers in the areas of Math, Science, English, Social Studies, an administrative assistant, a school nurse.

The campus employs teachers that are highly qualified to teach in their content areas for all academic areas. Professional growth opportunities are offered during the school day (embedded), during off-school hours and throughout the year.

Greg A. Garcia Early College Intermediate instructors deliver lessons that are highly engaging, that incorporate high yield educational practices, and centered on the TEKS. Garcia ECI will provide high-yield research based instructional strategies for all instructional staff along with strategies to improve metacognition and literacy across all disciplines. Garcia ECI will implement a multi-tiered system of support that will monitor and track student progress. Student data will be maintained through Ascender and Eduphoria. These systems will allow staff to identify and assess strengths and weaknesses in our instructional practices.

Instructional technology is a tool used as part of the learning environment for campus administration, teachers, and students as we work together to promote student achievement with 21st century technology skills. Garcia ECI will incorporate the SAMR and TIMS rubrics to support teachers in the facilitation of activities that allow students to develop 21st century technology skills. Teachers and students will have access to computers, mobile labs, computer labs, touchscreen monitors and computers. Garcia ECI will utilize Google as the Learning Management System and is a 1:1 device for student campus.

Ascender, Remind and Google are the platforms Garcia will utilize to assist in facilitating communication between parents/students/teachers and the school community with the goal of improving the academic program and increasing parent engagement. Specific dates have been identified for parent/teacher/student conferences.

School Culture and Climate Strengths

- Innovative in ideas of how to reach potential families and staff
- Effective and innovative use of technology (microsite, twitter, Instagram, Facebook....)
- Re-enrollment of previous students are still interested in our school
- Incorporating student/family "voice" in the development of practices that lead to a positive culture and climate
- Garcia ECI dedicated school counselor
- Partnership with SAFFE officers
- TrueColors will be implemented year 1 with staff and phased in for students in following years
- Dedicated school nurse who will lead the School Health Advisory Committee that supports healthy lifestyles

School Culture and Climate Needs

Need Statement 1 (Priority): Access the academic, social, and emotional support needs of Garcia ECI students to decrease gaps in student achievement for all populations.

Need Statement 2 (Priority): Continuum of services curriculum to support the required guidance and counseling program that integrate the social emotional learning component (CharacterStrong).

Need Statement 3 (Priority): As a new campus with new students, families and staff, the need to foster supportive and cohesive relationships based on strengths of both staff and students with programs such as TrueColors and funding to support stipends for specialized areas and extra-duty funds for additional duties such as, but not limited to before or after school tutorials, and for leading or co-leading academic based student organizations.

Fund Resources: Federal funds (TBD), Supplies – Parent Involvement, field trips TBD), Parental engagement, Extra-Duty, True Colors (TBD)

STAFF QUALITY, RECRUITMENT AND RETENTION

SUMMARY: Teachers and staff are highly-qualified and demonstrate content knowledge in their designated disciplines. Teachers have access to professional learning that is embedded throughout the school day through a PLC model to help teachers grow from one another in their pedagogy and content area expertise. Professional learning opportunities will be available across many platforms to include virtual, conferences, Region 20 offerings and many others. The campus aims to highly qualified and highly motivated faculty to support the need of working with students and families committed to an Early College experience. Garcia ECI is dedicated to supporting faculty and staff by investing in time, resources and leadership to promote teacher empowerment, growth and retention.

Staff Quality, Recruitment and Retention Strengths

- Identified campus principal with previous experience at K-8 campus and experience in district
- Identified instructional coach with previous experience at the K-8 campus and experience in district
- all core-content area teaching staff along with special populations support teaching staff are Texas certified educators
- contract with external talent recruitment consulting agency that assists in recruiting staff for all positions

Staff Quality, Recruitment and Retention Needs

Need Statement 1 (Priority): Gap in strategic plan to coordinate recruitment and retention process between district and hiring departments and/or recruitment staff/agencies.

Need Statement 2 (Priority): Provide quality professional learning opportunities to teachers in helping teachers grow in the classroom.

Need Statement 3 (Priority): Hire new staff as needed for continued growth while developing current teachers and growing a culture of excellence.

Fund Resources: Federal Funds, Local Funds, State Funds

CURRICULUM, INSTRUCTION, AND ASSESSMENT

SUMMARY: Garcia ECI is committed to providing a HQ experience for its educators that results in high levels of retention due to the instruction and learning systems of support that have been developed and that yield the expected academic outcomes Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Garcia ECI commits to the following: clearly identified Curriculum, Instruction and Assessment resources (TCMPC, Eduphoria, TEKS Implementation guides...); Support contract with Region 20; Annual Professional Learning Plan; Support/Intervention staffing

Curriculum, Instruction and Assessment Strengths

- Allowed to have a planning year for Garcia to collaborate with various stakeholders during planning year to develop the instructional design and our core values
- Effective Schools Framework has helped build systems of support through the district
- Collaborated with Region 20 specialist for support during planning year
- Facilitated stakeholder meetings with various stakeholder groups (NFPS, R-20, community....)
- Provided instructional coach for Garcia during planning year to support in the overall instructional design

- Utilized TCMPC to establish YAG, 3 weeks planning guides and incorporate ITRS guides
- LMS of Google
- Professional Learning Communities
- Teachers collaborate to disaggregate student data and align the curriculum to ensure grade authenticity.

Curriculum, Instruction and Assessment Needs

Need Statement 1 (Priority): Provide training to teachers across all systems that will be utilized to support staff in the disaggregation of student data that will increase student academic achievement.

Need Statement 2 (Priority): Align instructional strategies in every classroom focused on improving student engagement.

Need Statement 3 (Priority): Engage all teachers in individual and campus goal setting focused on improving instructional delivery and data reviews.

Need Statement 4 (Priority): Provide the necessary accelerated instruction to address HB4545 campus needs.

Fund Resources: Federal Funds, Local Funds, State Funds

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Summary: Garcia ECI is committed to building strong relationships with our families and our community. Through a framework of co-creation, Garcia ECI staff and families/community members will partner to provide meaningful and authentic real-world connections and experiences for our students' future success.

Some activities may include:

- Co-creating family engagement nights that are co-led
- Leveraging family and community connections and resources
- Individualized learning plan for college/career connections aligned with NFPS ECHS programs

Parent, Family, and Community Engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Parent, Family, and Community Engagement Strengths

- Garcia ECI calendar of activities/events will be available on website
- Plan to provide after school care for students/ Early Release Friday care will be in place
- Parent Technology training for LMS--Google
- Ascender parent portal training--grades/attendance
- Course syllabi will be available for all staff
- Coordination with Region 20 parent engagement series
- Monthly programming for parents on supporting and advocating for their students in there educational journey
- Student-led conferencing
- Co-create opportunities with families that extend beyond the school environment that lead to student success (i.e. Parent Symposium)
- Scheduled opportunities for Parent Engagement via Parent Workshops (face-to-face and virtual).
- Offer opportunities for parents to provide input (meetings, surveys, etc.).
- Provide parent access to grades, assignments, teacher contact via Remind, Google and Ascender.
- Scheduled parent conferences during teacher workday (monthly).

Parent, Family, and Community Engagement Needs

Need Statement 1 (Priority): Provide more opportunities for families to discuss specific questions/concerns about their student(s) academic needs to include grades, specific classes, and assessments, etc.

Need Statement 2 (Priority): Provide families with different times/dates to engage and learn about information that pertains to their children and in a language that they understand.

Need Statement 3 (Priority): Provide families opportunities to be involved and aware in their student's high school classes.

Fund Resources: Federal Funds, Local Funds, State Funds

SCHOOL CONTEXT AND ORGANIZATION

Summary: School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. Campus master schedules are set to maximize the amount of time spent on explicit instruction. Intervention/acceleration times are built into the daily schedule to provide additional academic help/assistance to students.

School Context and Organization Strengths

- Teachers feel they have a voice in the decision-making process
- Purposeful planning and prepping
- Individualized instructional coaching
- Master schedule geared toward student achievement

School Context and Organization Needs

Need Statement 1 (Priority): During daily Enrichment Period, the campus will address the overall social and academic needs of the student.

Need Statement 2 (Priority): During Advisory Period, teachers monitor student's attendance and grades.

Need Statement 3 (Priority): Provide college visits in city and out of city experiences.

Fund Resources: Federal Funds, Local Funds, State Funds

TECHNOLOGY

Summary: Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real-world experiences, including post-secondary opportunities. Our teachers and students are moving to teaching and learning using a variety of technology items.

Technology Strengths

- Students on campus are tech-savvy
- Students are fully engaged in digital learning spaces (computer lab, technology in the classroom)

- Teachers are willing to learn different technology platforms to provide a high-level of instruction (Stemscopes, Remind, Google Classroom, Newsela)

Technology Needs

Need Statement 1 (Priority): Provide other technology platforms to promote more student achievement.

Need Statement 2 (Priority): Ensure that teachers have technology equipment that is needed in the classroom.

Need Statement 3 (Priority): Provide PD to address the technology platforms being used in class.

Fund Resources: Federal funds, Local Funds, State Funds

DATA SOURCES

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

- District goals
- Campus goals Outcome Based Measures
- Campus/District improvement plans (current and prior years)
- NWEA MAP Testing
- Benchmarks/Interim Assessment
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

- Closing the Gaps Domain
- Accountability Distinction Designations
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged/Non-economically disadvantaged performance and participation data
- Male/Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high-quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS and T-PESS data
- Parent engagement rate
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goal 1: Increase academic supports for students to decrease achievement gaps, dropout rates, and maintain completion rates for all populations.

Performance Objective 1: Have 75% of students achieve *Approaches* grade level performance, 30% of students achieve *Meets* Grade Level Performance with 5% achieving *Masters* Grade Level Performance in *Mathematics* (based on enrollment). ACTUAL NUMBERS FROM FALL NWEA MAP – 70% Approaches. 27% Meets, 2% Masters

	Strategy 1: Saturday school, before and after-school tutoring available for students that require additional support by displaying, explaining, and justifying mathematical ideas and arguments using precise mathematical language in written or oral communication.	
	Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Sign-in sheets for outside of school hours
	Evidence of Impact (Formative): Quizzes and unit exams, benchmark exams	Evidence of Impact (Summative): STAAR Scores, Grades grade
	Funding: 410 11 6339 00 041 4 99 0 00, 420 11 6299 01 041 4 11 0 81, 420 12 6329 00 041 4 11 0 81	Timeline: August 2023 - June 2024

	Strategy 2: The student applies the mathematical process standards when using backward lesson design and a Gradual Release Model. Students solve problems using number and operations; proportionality; expressions, equations, and relationships; and measurement and data. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.
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	Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Assignments, (Remind), Region 20 contract of support, Formative and Summative Assessments, T-TESS walkthroughs
	Evidence of Impact (Formative): Released STAAR Assessments, Benchmarks, grades	Evidence of Impact (Summative): STAAR Scores, Final grade
	Funding: 410 11 6321 00 041 4 11 0 00	Timeline: August 2023 - June 2024

	Strategy 3: Using the gradual release of responsibility method, have students become more responsible for independent practice to solve and evaluate the reasonableness of their algebraic solutions	
	Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Independent practice, walkthroughs, observation from Instructional Coach, T-TESS walkthroughs, lesson planning, Region 20 coaching support/feedback.
	Evidence of Impact (Formative): 80% of students completing in-class and reinforcement assignments in compliance with designated deadlines	Evidence of Impact (Summative): STAAR Scores, Final grades, Map, iStation
	Funding:	Timeline: August 2023 - June 2024

Performance Objective 2: Have 80% of students achieve *Approaches* grade level performance, 25% of students achieve *Meets* Grade Level Performance with 25% achieving *Masters* Grade Level Performance in *Reading Language Arts* (based on enrollment)

	<p>Strategy 1: Students are learning and mastering rules of grammar and the writing process to compose multiple texts that are legible and use appropriate conventions. Middle School English Language Arts is aligned with the Texas Essential Knowledge and Skills (TEKS). Strategies for listening, speaking, reading, writing, and thinking using multiple texts are integrated daily to create a literacy-rich classroom which promotes engaging, student-centered learning. Through the communication of ideas, orally and in writing, students continue to develop the knowledge and skills necessary to become independent readers, writers, and thinkers. The primary goals of this course are to cultivate independent learning, encourage in-depth inquiry, and exploration of the content, and develop the habits necessary for academic success.</p>	
	<p>Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team</p>	<p>Evidence of Implementation: Student in class written works, benchmarks, observation from Instructional Coach, T-TESS walkthroughs, Region 20 coaching, PLCs</p>
	<p>Evidence of Impact (Formative): Benchmarks scores, unit assessment scores, MAP, Informal/Formal Assessments, iStation</p>	<p>Evidence of Impact (Summative): STAAR Scores, Final grade</p>
	<p>Funding: 420 12 6329 00 041 4 11 0 81</p>	<p>Timeline: August 2023 - June 2024</p>

	<p>Strategy 2: Small group intervention for struggling readers across all areas of reading comprehension.</p>
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	Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Students improving in essay editing and improving in formal assessments over writing, observation from Instructional Coach, T-TESS walkthroughs
	Evidence of Impact (Formative): writing samples, informal assessments, growth iStation	Evidence of Impact (Summative): STAAR Scores, Final grade, iStation
	Funding: 420 11 6299 01 041 4 11 0 81	Timeline: August 2023 - June 2024

Goal 1: Increase academic supports for students to decrease achievement gaps, dropout rates, and maintain completion rates for all populations.

Strategy 1: Scientific investigations and reasoning, scientific investigation and reasoning. The student uses scientific practices during laboratory and field investigations, organisms and environments, become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work.		
	Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Student in class written works, benchmarks, observation from Instructional Coach, T-TESS walkthroughs, Region 20 coaching, PLCs
	Evidence of Impact (Formative): Benchmarks scores, unit assessment scores, MAP, Informal/Formal Assessments, iStation	Evidence of Impact (Summative): STAAR Scores, Final grade, Final TTESS rating
	Funding: 420 116399 01041 411081	Timeline: August 2023 - June 2024

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Strategy 2: Students will have a greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Student in class written works, benchmarks, observation from Instructional Coach, T-TESS walkthroughs, Interim Assessments, Region 20 coaching, PLCs
Evidence of Impact (Formative): Benchmarks scores, unit assessment scores, MAP, Informal/Formal Assessments, iStation	Evidence of Impact (Summative): STAAR Scores, report cards, Final grade
Funding: 410 116339 00041 499000	Timeline: August 2023 - June 2024

Strategy 3: Students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.	
Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Student in class works, observation from Instructional Coach, T-TESS walkthroughs, Region 20 coaching, PLCs
Evidence of Impact (Formative):	Evidence of Impact (Summative):

Progress Reports, Six-week grades, unit assessment scores, Informal/Formal Assessments	Final grade, Fitness Gram
Funding: 420 116399 12041 411081, 420 116499 00041 411000, 865 366399 00041 499001	Timeline: August 2023 - June 2024

Strategy 4: The Academic Lab will serve as an enrichment/intervention period and students may learn and apply study skills that support a college education. This course supports students as they transition to middle school. Academic lab is designed to develop student leadership and encourage students to develop intellectually and strive for personal excellence through goal setting, character education, and academic support.	
Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Student in class written works, benchmarks, observation from Instructional Coach, T-TESS walkthroughs, Region 20 coaching, PLCs
Evidence of Impact (Formative): Benchmarks scores, unit assessment scores, MAP, Informal/Formal Assessments, iStation	Evidence of Impact (Summative): STAAR Scores, Final grade
Funding: 420 136399 00041 499000	Timeline: August 2023 - June 2024

Strategy 5: STEAM/Technology: Students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.	
Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Student in class written works, benchmarks, observation from Instructional Coach, T-TESS walkthroughs, Region 20 coaching, PLCs
Evidence of Impact (Formative): Benchmarks scores, unit assessment scores, MAP, Informal/Formal Assessments, iStation	Evidence of Impact (Summative): STAAR Scores, Final grade
Funding: 420 116299 00041 411081, 420 116399 00041 411081, 865 366399 00041 499015	Timeline: August 2023 - June 2024

Strategy 6: Art/Music: Students develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life.	
Person(s) Responsible: Campus Principal, Teacher, Instructional Coach, Administration, Instructional Team	Evidence of Implementation: Student in class written works, student performances, observation from

	Instructional Coach, T-TESS walkthroughs, Region 20 coaching, PLCs
Evidence of Impact (Formative): TTESS Walkthroughs, Teacher Conference, student performances	Evidence of Impact (Summative): Final grade, Performance awards/accolades
Funding: 420 116399 02041 4081, 865 366399 00041 499007, 865 366399 00041 499010, 865 366399 00041 499027	Timeline: August 2023 - June 2024

Performance objective 3: Have 100% of teachers will be supported in their delivery of providing high quality instruction through implementation Professional Learning Communities.

	Strategy 1: Students are provided explicit instruction through reading, writing, speaking and metacognitive skills utilizing evidence-based practices, instructional coaching and PLCs.	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach, Teacher	Evidence of Implementation: PLC implementation, grades, student artifacts, iStation, MAP
	Evidence of Impact (Formative): Notebook checks, student artifacts, student conferencing, goal setting, iStation, Map	Evidence of Impact (Summative): Class grades, Test Scores, STAAR, iStation, MAP
	Funding: 420 12 6329 00 041 4 11 0 81	Timeline: August 2023 - June 2024

	Strategy 2: Provide all staff with individual instructional coaching (monthly) in the Research Based Instructional Strategies	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach, Teacher	Evidence of Implementation: Instructional coach schedules, PLC calendar, Instructional Rounds
	Evidence of Impact (Formative): Teacher artifacts, walkthrough data, iStation, Map	Evidence of Impact (Summative): Class grades, Test Scores, Map, iStation
	Funding: 282-6100-XXX, 420 126299 62041 411181, 420 136239 00041 437000, 420 136411 00041 499000, 420 236239 01041 499000, 198 116299 12041 411000, 420 236411 00041 499000, 420 316239 00041 499000	Timeline: August 2023 - June 2024
	Strategy 3: Data will be collected and reviewed for NWEA, STAAR benchmarks, class grades, unit assessments and cycle grades.	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach, Teachers	Evidence of Implementation: Records of test completion, test scores, grade reports, IPR.
	Evidence of Impact (Formative): Review all data – September, January, March, June	Evidence of Impact (Summative): Increase in test scores, IPR, grades, attendance, STAAR scores, NWEA, iStation

<p>Funding:</p> <p>410 116339 00 041 4 99 0 00,</p> <p>420 116239 55041 411001</p>	<p>Timeline: August 2023 - June 2024</p>
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	<p>Strategy 4: Provide all teachers and students access to academic support that provides engaging digital classroom tools that support the curriculum, intervention and test readiness</p>	
	<p>Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach, Teachers</p>	<p>Evidence of Implementation: Usage reports, Nearpod, Discovery databases, circulation counts, Google, Stemsscopes, Google Classroom, accounts</p>
	<p>Evidence of Impact (Formative): Review all data (analytics, scores, and student surveys) – Quarterly</p>	<p>Evidence of Impact (Summative): Grade reports, scores, course choices</p>
	<p>Funding: 410 116339 00041 499000</p>	<p>Timeline: August 2023 - June 2024</p>

Performance Objective 4: Have 100% of students achieve *Approaches* grade level performance, 30% of students achieve *Meets* Grade Level Performance with 15% achieving *Masters* Grade Level Performance in *Special Education* (based on student enrollment)

	<p>Strategy 1: Collaboration with General Education Teachers to assist students by implementing the IEP, providing supports and accommodations</p>
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	Person(s) Responsible: Campus Principal, Special Education Teacher, Classroom Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDs, following the IEP
	Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, SPED internal audits	Evidence of Impact (Summative): Attendance, grades, STAAR scores, iStation, MAP
	Funding: 420 116299 01041 4110 81, 865 366399 00041 499014, 865 366399 00041 499011	Timeline: August 2023 - June 2024

	Strategy 2: Direct Support to SPED students in General Education classrooms to meet IEP recommendations for academic growth	
	Person(s) Responsible: Campus Principal, Special Education Teacher, Classroom Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDS, following the IEP
	Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, NWEA	Evidence of Impact (Summative): IPR, Final grades and STAAR EOC's, iStation, NWEA
	Funding: 420 116299 01041 4110 81, 410 11 6339 00041 499000	Timeline: August 2023 - June 2024

Performance Objective 5: Have 100% of students achieve *Approaches* grade level performance, 30% of students achieve *Meets* Grade Level Performance with 15% achieving *Masters* Grade Level Performance for At-Risk Students (based on student enrollment)

	Strategy 1: Identify and document students who are at-risk of dropping out of school and provide supplemental services such as tutoring and accelerated instruction.	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: complete at-risk student profile by listing at-risk criteria and documentation
	Evidence of Impact (Formative): Grades, MAP testing, Attendance, Discipline referrals	Evidence of Impact (Summative): STAAR, student retention, STAAR, NWEA, iStation
	Funding: 211-6100-XXXX	Timeline: August 2023 - June 2024

	Strategy 2: Evaluate and document the effectiveness of the SCE program	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: Annual evaluation, data
	Evidence of Impact (Formative): Grades, MAP testing, attendance	Evidence of Impact (Summative): STAAR, failure reports, student retention
	Funding: 211-6100-XXXX, 282-6100-XXX	Timeline: August 2023 - June 2024

	Strategy 3: Students will be monitored and exited from the SCE program	
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	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: Monitoring form, exit criteria
	Evidence of Impact (Formative): Grades, MAP testing	Evidence of Impact (Summative): STAAR, student growth, student retention, iStation, MAP
	Funding: 211-6100-XXXX, 282-6100-XXX	Timeline: August 2023 - June 2024

	Strategy 4: Provide supplemental instruction/support and timely interventions for students who are at-risk of failing core classes (needing additional services)	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: Master schedule, attendance, MTSS meeting notes
	Evidence of Impact (Formative): Review all grades every 4 weeks.	Evidence of Impact (Summative): Increase in passing rate, decrease students on in danger of failing
	Funding: 211-6100-XXXX, 282-6100-XXX	Timeline: August 2023 - June 2024

Performance Objective 6: Have 100% of students achieve *Approaches* grade level performance, 30% of students achieve *Meets* Grade Level Performance with 15% achieving *Masters* Grade Level Performance for 504 Students (based on student enrollment)

	Strategy 1: Student will be referred and evaluated for section 504 to determine qualification of a disability that substantially limits a major life activity
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	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: Following the 504 referral and evaluation, progress reports
	Evidence of Impact (Formative): Grades, Unit Assessments, MAP testing, iStation	Evidence of Impact (Summative): STAAR, final grades, iStation, NWEA
	Funding: 211-6100-XXXX, 282-6100-XXX	Timeline: August 2023 - June 2024

	Strategy 2: Provide 504 students with accommodations to address areas of need	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher, Assistant Principal, Instructional Coach	Evidence of Implementation: Supplemental aids and services, individual accommodations
	Evidence of Impact (Formative): Grades, MAP testing, iStation, unit assessments	Evidence of Impact (Summative): STAAR, attendance, final grades
	Funding: 211-6100-XXXX, 282-6100-XXX	Timeline: August 2023 - June 2024

Performance Objective 7: By May of 2024, 100% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment (based on student enrollment).

	Strategy 1: Ensure all EB students are speaking and writing in all content areas to enhance student comprehension and will be monitored through lessons and walk-throughs.
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	Person(s) Responsible: Campus Principal, Academic Counselor, LPAC Coordinator, Teacher	Evidence of Implementation: LPAC documentation, assignments, T-TESS walkthroughs, practice tests, iStation, MAPS
	Evidence of Impact (Formative): Grades, MAP testing, iStation, benchmarks	Evidence of Impact (Summative): STAAR, TELPAS, final grades, iStation, MAPS
	Funding: 211-6100-XXXX, 282-6100-XXX	Timeline: August 2023 - June 2024

	Strategy 2: All teachers will provide sentence stems for students to help build their ability to respond using appropriate academic vocabulary and will be monitored through lessons and walk-through observations.	
	Person(s) Responsible: Campus Principal, Academic Counselor, LPAC Coordinator, Teacher	Evidence of Implementation: STAAR, TELPAS, final grades
	Evidence of Impact (Formative): Grades, benchmarks, unit assessments, iStation, MAP testing	Evidence of Impact (Summative): STAAR, iStation final grades, TELPAS
	Funding: 211-6100-XXXX, 282-6100-XXX	Timeline: August 2023 - June 2024

Performance Objective 8: Personnel will attend evidence-based professional development to assist students succeed academically.

	Strategy 1: Provide all teachers individual instructional coaching (monthly) in the Research Based Instructional Strategies	
	Person(s) Responsible: Principal, Assistant Principal, Instructional Coach, Instructional Team	Evidence of Implementation: PLC schedule, Instructional Rounds, sign in sheets, monthly coaching reports, Region 20 Support contract
	Evidence of Impact (Formative): benchmarks, istation, NWEA, grades	Evidence of Impact (Summative): TTESS, STAAR, istation, NWEA,
	Funding: 420 11 6239 00 041 4 99 0 00, 420 116299 01041 411081	Timeline: August 2023 - June 2024

Goal 2: Increase social emotional support for students to decrease achievement gaps, dropout rates, and maintain completion.

Performance Objective 1: The campus will implement and provide supports to address the overall social and academic needs of the students.

	Strategy 1: Develop and create Social-emotional Learning activities to support students' needs	
	Person(s) Responsible: Campus Principal, Assistant Principal, SEL Counselor,	Evidence of Implementation: Guidance and Counseling Plan sign-in sheets, Character Strong
	Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June.	Evidence of Impact (Summative): STAAR, IPR, Unit assessments, attendance and discipline, grades
	Funding: 282-6100-XXXX,	Timeline: August 2023 – June 2024

	420 31 6399 00041 499000, 420 316399 17041 499000, 420 236399 00041 499000, 420 526399 00041 499081, 420 536399 22041 499081	
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Performance Objective 2: Health Services will support the CIP by aligning campus goals, objectives, strategies, and actions which will lead to improved performance for all students and student groups as well as student safety.

	Strategy 1: Assist students by treating minor injuries or illnesses and providing support to students with chronic health issues.	
	Person(s) Responsible: Nurse	Evidence of Implementation: Clinic log and medication log
	Evidence of Impact (Formative): Number of student absences, extenuating circumstances	Evidence of Impact (Summative): Clinic log
	Funding: 420 336219 00041 499000, 420 336399 00041 499000, 865 366399 00041 499013	Timeline: August 2023 - June 2024

	Strategy 2: Audiometer calibration to perform state required hearing screenings	
	Person(s) Responsible: Nurse	Evidence of Implementation: Annual screenings
	Evidence of Impact (Formative): Number of students screened	Evidence of Impact (Summative): Report to state at the end of the school year
	Funding: 420 336219 00041 499000, 420 336399 00041 499000	Timeline: August 2023 - June 2024

	Strategy 3: Physician consult to assist nurse with oversight of health services	
	Person(s) Responsible: Nurse	Evidence of Implementation: Yearly Contract
	Evidence of Impact (Formative): Clinic standing orders	Evidence of Impact (Summative): Corresponding with physician throughout the school year
	Funding: 420 336219 00041 499000, 420 336399 00041 499000	Timeline: August 2023 - June 2024

	Strategy 4: Region 20 School Health Cooperative	
	Person(s) Responsible: Nurse	Evidence of Implementation: District Contract
	Evidence of Impact (Formative): Number of trainings and meetings	Evidence of Impact (Summative): Attending trainings and number of email correspondence
	Funding: 420 336219 00041 499000, 420 336399 00041 499000	Timeline: August 2023 - June 2024

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	Strategy 5: CPR/AED training and certification for staff	
	Person(s) Responsible: Nurse	Evidence of Implementation: Contracted service
	Evidence of Impact (Formative): Number of online trainings	Evidence of Impact (Summative): Number of personnel certified
	Funding: 420 336219 00041 499000, 420 336399 00041 499000	Timeline: August 2023 - June 2024

	Strategy 6: AED monitoring program	
	Person(s) Responsible: Nurse	Evidence of Implementation: Yearly contract for service
	Evidence of Impact (Formative): Number of AED's monitored	Evidence of Impact (Summative): Monthly correspondence on properly functioning equipment
	Funding: 420 336219 00041 499000, 420 336399 00041 499000	Timeline: August 2023 - June 2024

	Strategy 7: Behavioral Threat Assessment provides a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.	
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	Person(s) Responsible: Campus Principal, Nurse, Special Education Teacher, SEL Counselor, District Personnel	Evidence of Implementation: Attend 7-hour training, Completion of both the online course and the virtual training will meet the new State requirements for threat assessment training.
	Evidence of Impact (Formative): Individuals attend entire training to be eligible to receive 7 hours of TCOLE Credit.	Evidence of Impact (Summative): Individuals attend entire training to be eligible to receive 7 hours TCOLE Credit.
	Funding: 282-6100-XXXX, 420 316399 00041 499000, 420 23 6399 00041 499001	Timeline: August 2023 - June 2024

	Strategy 8: Use of student code of conduct, trainings, and programs on internet safety to deter violence and drug/alcohol incidents, unwanted physical or verbal aggression, sexual harassment, dating violence, suicide, and other forms of bullying, including cyber-bullying.	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Student Success Liaison	Evidence of Implementation: Staff training, Campus policies, Student training
	Evidence of Impact (Formative): Campus staff and students will complete 6 hour training.	Evidence of Impact (Summative): Certificate of completion
	Funding: 282-6100-XXXX, 420 316399 00041 499000, 420 23 6399 00041 499001	Timeline: August 2023 - June 2024

	Strategy 9: Essential need to assist with student academic persistence, wellness, and continued academic success.	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach, Counselor	Evidence of Implementation: Student usage
	Evidence of Impact (Formative): Benchmarks, grades, walk-throughs	Evidence of Impact (Summative): STAAR, attendance, behavior grades
	Funding: 282-6100-XXXX, 420 316399 00041 499000, 420 23 6399 00041 499001, 420 116299 62041 411181, 865 366399 00041 499018, 865 366399 00041 499020, 865 366399 00041 499003, 865 366399 00041 499004, 865 366399 00041 499006, 865 366399 00041 499012, 865 366399 00041 499023, 865 366399 00041 499028, 240 005751 00041 400000	Timeline: August 2023 - June 2024

Goal 3: Garcia ECI will provide a variety of opportunities for parents and community members to be involved through an array of activities.

Performance Objective 1: Garcia ECI believes that a partnership is beneficial between the school, parents and community. Through parent and family engagement positive communication will be implemented between the parent and the school.

	Strategy 1: Parents and family members will participate in activities and strategies that promote student academic success.	
	Person(s) Responsible: Campus Principal, Assistant Principal, Guidance Counselor, Instructional Coach, Teachers	Evidence of Implementation: Family workshops and Parent Night sign-in sheets, Power Points, Agendas
	Evidence of Impact (Formative): Parent communication via email and Schoology	Evidence of Impact (Summative): Participation at meetings, parent feedback, continued attendance at NFPS
	Funding: 282-61-XXXX, 211 616399 17041 424000, 420 116399 11041 411081, 865 366399 00041 499002, 865 366399 00041 499026	Timeline: August 2023 - June 2024

	Strategy 2: Parent and family members will have opportunities to communicate readily and easily with teachers and staff regarding their student's academics	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach and Counselor	Evidence of Implementation: Attendance at Parent Nights and parent conferences, Parent registered Ascender and Remind app, Smore, TEAMS, ZOOM
	Evidence of Impact (Formative): Conferences and Parent Nights	Evidence of Impact (Summative): Participation at meetings, parent feedback, analytics
	Funding: 282-61-XXXX,	Timeline: August 2023 - June 2024

	211 616399 17041 424000	
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	Strategy 3: Provide parents and family members of Title I campus engaging activities and strategies to assist in meeting the challenging needs of the parents, students and schools	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach, Teacher, Counselor	Evidence of Implementation: Sign-in sheets, agendas, Power Points, PFE Policy, Compact.
	Evidence of Impact (Formative): Parent communication via email and Schoology, attendance of meetings.	Evidence of Impact (Summative): Participation at meetings, parent feedback
	Funding: 282-61-XXXX, 211 616399 17041 424000	Timeline: August 2023 - June 2024

	Strategy 4: Each school served shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116 (b)(1)]	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach and Counselor	Evidence of Implementation: Campus policy, Sign-in sheets, Agenda, Translation policy

	Evidence of Impact (Formative): Number of parents attending meetings to develop/revise campus policy.	Evidence of Impact (Summative): Developed policy with parent comments/input, Number of Campus Policy distributed to parents.
	Funding: 282-61-XXXX, 211 616399 17041 424000	Timeline: August 2023 - June 2024

	Strategy 5: Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. (Note: TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend.) [Section 1116(D)(c)(1)]	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach and Counselor	Evidence of Implementation: PowerPoint, Sign-in sheets, Agenda, Translation policy
	Evidence of Impact (Formative): Number of parents attending meeting.	Evidence of Impact (Summative): Parent comments/input
	Funding: 282-61-XXXX,	Timeline: August 2023 - June 2024

	211 616399 17041 424000	
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	Strategy 6: The LEA has School-Parent Compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [Section 1116 (d)]	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach and Counselor	Evidence of Implementation: School-Parent Compact, Sign-in sheets, Agenda, Translation policy
	Evidence of Impact (Formative): Number of parents attending meetings to develop/revise school-parent compact.	Evidence of Impact (Summative): Developed revised School-Parent Compact with parent comments/input, Number of School-Parent Compacts distributed to parents.
	Funding: 282-61-XXXX, 211 616399 17041 424000	Timeline: August 2023 - June 2024

	Strategy 7: The LEA and Title I, Part A campuses shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116 (e)(3)]
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	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach and Counselor	Evidence of Implementation: Sign-in sheets, Agenda, Presentation,
	Evidence of Impact (Formative): Number of staff trained.	Evidence of Impact (Summative): Parental engagement percentage increase.
	Funding: 282-61-XXXX, 211 616399 17041 424000	Timeline: August 2023 - June 2024

	Strategy 8: At the beginning of each school year, a local educational agency shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s). [Section 1112 (e)(1)(A)]	
	Person(s) Responsible: Campus Principal, Assistant Principal, Instructional Coach and Counselor	Evidence of Implementation: Student-Parent Handbook information for parents
	Evidence of Impact (Formative): Parents requesting information on classroom teacher qualifications	Evidence of Impact (Summative): Parents requesting information on classroom teacher qualifications

	Funding: 282-61-XXXX, 211 616399 17041 424000	Timeline: August 2023 - June 2024
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FUNDING

Date Run: 12-07-2023 1:49 PM

Cnty Dist: 015-805

Processed ☒ Current (11) ☒ Next (12) ☒

Inquiry Information for All Accounts

New Frontiers Public Schools

XXX XX XXXX XX 041 X XX X XX

Page: 1 of 3

File ID: C

Account Number										Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
198	11	6299	12	041	4	11	0	00		Misc. Contr SVCS (Garcia ECI S	-6,000.00	0.00	0.00	-6,000.00
211	61	6399	17	041	4	24	0	00		General Supplies (Parent Eng \$	-375.00	0.00	0.00	-375.00
240	00	5751	00	041	4	00	0	00		Local Revenue	0.00		-1,444.10	-1,444.10
410	11	6321	00	041	4	11	0	00		Textbooks	-25,000.00	0.00	2,695.50	-22,304.50
410	11	6339	00	041	4	99	0	00		Testing Materials	-1,389.00	0.00	0.00	-1,389.00
420	11	6219	01	041	4	11	0	81		Start Up Consultants	0.00	0.00	0.00	0.00
420	11	6239	00	041	4	99	0	00		ESC Services Implementation	-3,300.00	2,500.00	0.00	-800.00
420	11	6239	55	041	4	11	0	01		ESC Services (TMPC ESC20)	-38,000.00	0.00	0.00	-38,000.00
420	11	6299	00	041	4	11	0	81		Misc. Contr SVCS (Soft Costs 5	-1,400.00	0.00	1,400.00	0.00
420	11	6299	00	041	4	99	0	81		Misc. Contr SVCS (J GONZ)	0.00	0.00	0.00	0.00
420	11	6299	01	041	4	11	0	81		Misc. Contr SVCS (Istation)	-1,937.25	0.00	1,937.25	0.00
420	11	6299	62	041	4	11	0	81		Misc. Contr SVCS (Manurvering	0.00	0.00	0.00	0.00
420	11	6299	62	041	4	11	1	81		Misc. Contr SVCS (Destiny)	-1,691.22	0.00	0.00	-1,691.22
420	11	6399	00	041	4	11	0	81		General Supplies (Soft Cost 50	-4,814.48	912.22	2,612.76	-1,289.50
420	11	6399	01	041	4	11	0	81		General Supplies (Science)	-16,589.00	1,205.67	15,382.88	-0.45
420	11	6399	02	041	4	11	0	81		General Supplies (Music)	-3,593.00	0.00	3,592.31	-0.69
420	11	6399	03	041	4	11	0	81		General Supplies (Paper Rolls)	0.00	0.00	0.00	0.00
420	11	6399	04	041	4	11	0	81		General Supplies (Dictionary)	0.00	0.00	0.00	0.00
420	11	6399	05	041	4	11	0	81		General Supplies (LEGO)	0.00	0.00	0.00	0.00
420	11	6399	06	041	4	11	0	81		General Supplies (Mantera)	0.00	0.00	0.00	0.00
420	11	6399	07	041	4	99	0	81		General Supplies (Gopher Sport	0.00	0.00	0.00	0.00
420	11	6399	08	041	4	11	0	81		General Supplies (Math)	0.00	0.00	0.00	0.00
420	11	6399	09	041	4	11	0	81		General Supplies (Woodwinds/Br	0.00	0.00	0.00	0.00
420	11	6399	10	041	4	11	0	81		General Supplies (NASCO)	0.00	0.00	0.00	0.00
420	11	6399	11	041	4	11	0	81		General Supplies (Laminator)	-77.48	0.00	77.48	0.00
420	11	6399	12	041	4	11	0	81		General Supplies	-557.60	0.00	0.00	-557.60
420	11	6399	13	041	4	11	0	81		General Supplies (Accel)	0.00	0.00	0.00	0.00
420	11	6499	00	041	4	11	0	00		Misc. Fees/Dues/Awards	-15,000.00	0.00	89.50	-14,910.50
420	12	6299	62	041	4	11	1	81		Misc Contracted Srvcs	0.00	0.00	1,691.22	1,691.22
420	12	6329	00	041	4	11	0	81		Reading Materials	-8,301.04	0.00	0.00	-8,301.04
420	13	6239	00	041	4	37	0	00		ESC	-1,000.00	0.00	980.00	-20.00

Greg A. Garcia Early College Intermediate (015805-041)

420	13	6399	00	041	4	99	0	00	General Supplies (Amazon)	-100.00	0.00	0.00	-100.00
420	13	6411	00	041	4	99	0	00	Travel - Employee	-450.00	0.00	0.00	-450.00
420	23	6239	01	041	4	99	0	00	ESC Services	-500.00	0.00	0.00	-500.00
420	23	6399	00	041	4	99	0	00	General Supplies	-500.00	0.00	308.84	-191.16
420	23	6399	00	041	4	99	0	01	General Supplies (Asst. Prin.)	-200.00	0.00	0.00	-200.00
420	23	6411	00	041	4	99	0	00	Travel - Employee	-1,000.00	0.00	0.00	-1,000.00
420	31	6239	00	041	4	99	0	00	ESC	-800.00	0.00	0.00	-800.00
420	31	6399	00	041	4	99	0	00	General Supplies (Counseling)	-850.00	399.99	0.00	-450.01
420	31	6399	00	041	4	99	0	81	General Supplies (Amazon)	0.00	0.00	0.00	0.00
420	31	6399	17	041	4	99	0	00	General Supplies (SEL \$5 Per S	-1,600.00	0.00	0.00	-1,600.00
420	31	6499	00	041	4	99	0	00	Fees, Dues, Awards, Misc.	0.00	0.00	0.00	0.00
420	33	6219	00	041	4	99	0	00	Professional Services	-140.00	0.00	0.00	-140.00
420	33	6399	00	041	4	99	0	00	General Supplies (Nurse)	-260.00	23.95	180.61	-55.44
420	51	6399	00	041	4	99	0	81	General Supplies (AceMart)	0.00	0.00	0.00	0.00
420	52	6399	00	041	4	99	0	81	General Supplies & Home Depot	-18,346.00	8,312.89	3,587.38	-6,445.73
420	53	6399	22	041	4	99	0	81	General Supplies (Card SVC)	-23.85	0.00	0.00	-23.85
865	00	2150	00	041	4	00	0	00	Student Activity Funds				0.00
865	00	2150	00	041	4	00	0	01	Student Activity				0.00
865	00	2150	00	041	4	00	0	02	Student Activity				0.00
865	00	2150	00	041	4	00	0	03	Student Activity				0.00

Greg A. Garcia Early College Intermediate (015805-041)

865	36	6399	00	041	4	99	0	01	General Supplies (Athletics)	-746.42	0.00	-381.00	-1,127.42
865	36	6399	00	041	4	99	0	02	General Supplies (Parent Invol	-69.66	59.50	0.00	-10.16
865	36	6399	00	041	4	99	0	03	General Supplies (Counselor)	-81.50	0.00	0.00	-81.50
865	36	6399	00	041	4	99	0	04	General Supplies (Helping Hand	-633.61	0.00	0.00	-633.61
865	36	6399	00	041	4	99	0	06	General Supplies (NJHS)	-80.95	0.00	0.00	-80.95
865	36	6399	00	041	4	99	0	07	General Supplies (Mariachi)	-6.64	0.00	-136.00	-142.64
865	36	6399	00	041	4	99	0	10	General Supplies (Music)	-0.26	0.00	0.00	-0.26
865	36	6399	00	041	4	99	0	11	General Supplies (PBIS)	-0.92	0.00	-78.00	-78.92
865	36	6399	00	041	4	99	0	12	General Supplies (STUCO)	-98.08	0.00	-131.00	-229.08
865	36	6399	00	041	4	99	0	13	General Supplies (NURSE)	-64.39	0.00	-50.00	-114.39
865	36	6399	00	041	4	99	0	14	General Supplies (SP ED)	-190.20	0.00	-189.00	-379.20
865	36	6399	00	041	4	99	0	15	General Supplies (Robotics)	-40.29	0.00	-42.00	-82.29
865	36	6399	00	041	4	99	0	16	General Supplies (4th Grade)	-5.71	0.00	0.00	-5.71

Date Run: 12-07-2023 1:49 PM

Cnty Dist: 015-805

Processed ☒ Current (11) ☒ Next (12) ☒

Inquiry Information for All Accounts

New Frontiers Public Schools

XXX XX XXXX XX 041 X XX X XX

Page: 3 of 3

File ID: C

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
865 36 6399 00 041 4 99 0 18	General Supplies (6th Grade)	-8.55	0.00	-28.00	-36.55
865 36 6399 00 041 4 99 0 19	7th Grade	0.00	0.00	-88.00	-88.00
865 36 6399 00 041 4 99 0 20	General Supplies (8th Grade)	-12.78	0.00	-89.00	-101.78
865 36 6399 00 041 4 99 0 23	General Supplies (ITEC UTSA)	-400.00	0.00	0.00	-400.00
865 36 6399 00 041 4 99 0 26	General Supplies (Family Engag	-6.13	0.00	0.00	-6.13
865 36 6399 00 041 4 99 0 27	General Supplies (ART)	-35.38	0.00	-123.00	-158.38
865 36 6399 00 041 4 99 0 28	General Supplies (Principal)	-602.00	154.95	-1,200.75	-1,647.80
Totals:		-153,794.92	13,569.17	30,555.88	-109,669.87

Schoolwide Title 1 Elements

Checklist Description
1.1 Comprehensive Needs Assessment
Description of Process
Data Sources Used
Participants in CNA process
Strengths
Needs
Conclusions/ Priorities
2.1 Campus Improvement Plan
List of participants in developing the CIP
Role (parent, teacher, etc.)
2.2 Regular monitoring and revision

List of dates CIP review or will review
2.3 Available to parents and community
Location CIP made available: website ... campus and district office, etc.
English & Spanish
How was it made available to parents, i.e,
2.4 Opportunities for all children to meet State standards
Provide evidence
2.5 Increased learning time and well-rounded education
2.6 Address needs of all students, particularly at-risk
3 Parent & Family Engagement (PFE)
3.1 Develop and distribute Parent and Family Engagement Policy
3.2 Offer flexible number of parent involvement meetings

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

1. Recruit, support and retain teachers and principals
2. Build a foundation of reading and math
3. Connect high school to career and college
4. Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.

4. The student in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective 1. Parents will be full partners with educators in the education of their children.

Objective 2. Students will be encouraged and challenged to meet their full educational potential.

Objective 3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4. A well-balanced and appropriate curriculum will be provided to all students.

Objective 5. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6. Qualified and highly effective personnel will be recruited, developed and retained.

Objective 7. The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective 8. School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9. Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective 10. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.