

Campus Improvement Plan

Greg A. Garcia Early College Intermediate – New Frontiers Public School Campus

School Year 2024-2025

9550 S. Zarzamora St.

San Antonio, TX 78224

Rev. 07/2024

CAMPUS COMMITTEE	
Jeffrey Flores	Deputy Superintendent/Executive Principal
Crystal Garcia	Campus Administrator
	Math Teacher (6th,7th,8th grade)
	Science Teacher (6th,7th,8th grade)
	ELAR Teacher (6th,7th,8th grade)
Ehsan Arshad	Social Studies Teacher (6th,7th,8th grade)
Nayelly Ordonez	Special Education Teacher
Norma Arshad	Counselor
Lindsey Vela	Community Leader/Region 20 Specialist
	Parent
Brenda Sonnen	District Representative
	Student -- Student Council Representative

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, , 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 was in the first year of operation during the 23/24 SY. Garcia ECI accepts all 6th-8th students and supports all special populations. Students are 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 districts being 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 serves its first 6th- 8th grade cohort group of approximately 120 students. The student population is projected to be: 95% Hispanic, 3% White, 2% African American, 0% Two or More Races, 42% Male and 58% Female. Greg A. Garcia ECI is projected to service 8 % Special Education, 62% Economically Disadvantaged and 48% At-Risk students. *data based on October 2023 snapshot

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, 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 skill set 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, embedded 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.
- Academic calendar aligned with our ECHS campuses and Alamo Colleges.
- teacher-student ratio (1:19)

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:

STUDENT ACADEMIC ACHIEVEMENT

Summary: Garcia ECI utilized student data from the 2022-2023 SY. Garcia ECI will review Student Achievement data along with other measures that will help to provide an individualized plan to support student growth.

STAAR data

Content Area	6 th	7 th	8 th
<i>Reading Language Arts</i>			
Approaches	95%	85%	69%
Meets	86%	60%	48%
Masters	38%	25%	28%
<i>Mathematics</i>			
Approaches	88%	50%	62%
Meets	41%	35%	34%
Masters	7%	0%	7%

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

Student Academic Achievement Strengths

- Collaboration with Region 20 specific to TCMPC Support and RBIS-- completed
- (Common Instructional Framework)--started
- Data Driven Culture--started
- PLCs will be in place effective the 23/24 SY (phase-in model)--implemented
- Student focused culture—PBIS needs to be facilitated school-wide

- SY PD plan will be in place annually.--in the process of identifying dates with r-20
- Teacher empowerment shared leadership—New staff and we will need to address this priority
- TEKS implementation guides will be used to decrease variability and increase student achievement across campus—implemented needs to continue
- Strong Parent/Family engagement (do we have any feedback)
- Vertical and Horizontal alignment (embedded in daily schedule with dedicated PLC time and a dedicated Conference time for all teachers)-- implemented and will be structured once master schedule is complete

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. Remains a need

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

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

Need Statement 4 (Priority): Purchase instructional materials and resources for STAAR activities in the core areas to increase scores of approaches, meets and masters on STAAR exams.--purchased and will review scores to determine effectiveness

Need Statement 5 (Priority): 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. implemented maximum based on our staffing—needs to continue

Fund Resources:

SCHOOL CULTURE AND CLIMATE

Summary: Greg A. Garcia ECI administration is comprised of an executive principal, campus administrator, and counselor. The rest of the campus includes: core teachers (Math, Science, English, Social Studies), an administrative assistant, a school nurse and instructional assistant. 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 uses 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 and Schoology are the platforms Garcia is utilizing 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 are scheduled for parent/teacher/student conferences.

Discussion on communication protocols

School Culture and Climate Strengths

- Innovative in ideas of how to reach potential families and staff
- Effective and innovative use of technology (microsite, Instagram, Facebook....)

- Incorporating student/family "voice" in the development of practices that lead to a positive culture and climate
- Partnership with SAFFE officers
- TrueColors 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
- Partnership with City of San Antonio Police Department to have on site support during all school

School Culture and Climate Needs

Need Statement 1 (Priority): Access incoming student 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 and co-curricular based student organizations and activities.

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 Administrator with previous experience at K-8 campus and experience in district
- Identified 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
- Executive Principal and Campus Administrator with strong instructional background and dedicated experience in working with adults
- 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. Still a need

Need Statement 2 (Priority): Provide quality professional learning opportunities to teachers in helping teachers grow in the classroom. Continued need with PLC and with R-20

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 TBD, PD (\$TBD), PD TBD), Staff Recruitment (TBD), PD (TBD)

CURRICULUM, INSTRUCTION, AND ASSESSMENT

SUMMARY: Garcia ECI is committed to providing a high quality 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

- Effective Schools Framework has helped build systems of support through the district
- Collaborated with Region 20 specialist for support
- Facilitated stakeholder meetings with various stakeholder groups (NFPS, R-20, community....)
- Utilized TCMPC to establish YAG, 3 weeks planning guides and incorporate ITRS guides
- LMS of Schoology (in alignment with district early college high schools)
- Professional Learning Communities—built into master schedule
- 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 HB1416 campus needs.

Fund Resources: Federal Funds TBD, PD TBD), PD (TBD), Staff Recruitment TBD), PD TBD)

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 shared with families via Schoology
- Parent Technology training for LMS—Schoology
- 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 their educational journey Include SCC and other parent activities
- Student-led conferencing
- Co-create opportunities with families that extend beyond the school environment that lead to student success (ie Parent Symposium)
- Scheduled opportunities for Parent Engagement via Parent Workshops (face-to-face and virtual).
- Identified parent-conference days on master calendar
- Offer opportunities for parents to provide input (meetings, surveys, etc.).
- Provide parent access to grades, assignments, teacher contact via Schoology and Ascender.

Parent, Family, and Community Engagement Needs

Need Statement 1 (Priority): Provide scaffolded 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:

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.

The leadership team is leading the efforts to meet and build authentic relationships with our founding families. Teacher voice will be incorporated through representation in both required and recommended committees across campus/district. Information communicated by campus leadership/district office will be shared in a timely fashion and additional resources/support needed will be provided.

Garcia ECI will participate in district-wide climate surveys and will also structure its own opportunities to collect qualitative and quantitative data to guide in decision making. Structures will be put in place to allow for student "voice" in creating an innovative environment that promotes personalized learning experiences.

School Context and Organization Strengths

- Dedicated PLC time and a dedicated Conference time for all teachers to allow for vertical and horizontal planning and alignment.
- Master schedule options for college prep-type schools

- Dedicated time for academic lab in the schedule to align with ECHS components.
- Campus Administrator and Assistant Principal will implement a strategic system of observation/feedback and coaching.
- Alternative morning duty schedule to allow additional teacher prep time (classroom prep, parent conferences, etc.) and extra student learning/support opportunities through availability of library, innovation zones, computer lab, etc.
- Collaboration with the district counselor on district-aligned curriculum.
- Communication structures to delineate the various platforms and the intent/expectations and target audience.
- Purposeful planning and prepping

School Context and Organization Needs

Need Statement 2 (Priority): Establish expectations and support for Academic Lab.

Need Statement 3 (Priority): Create a system of “milestones” that supports students, families, and staff.

Fund Resources:

TECHNOLOGY

Summary: Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. Technology should connect to real-world experiences, including early college high school and post-secondary opportunities.

All classrooms are outfitted with an in one Activepanel and docking stations. All students will have access to a chromebook. Garcia ECI will incorporate the ISTE standards along with the Technology TEKs. Garcia will implement the SAMR/TIMS models.

Innovation zones will foster critical thinking, creativity, communication and collaboration for students and staff. Garcia Innovation zones will include activities such as Makerspace projects, Lego Education, Code.org, VisionCoders and others.

Opportunities for students to engage in these type activities will be cross-disciplinary to include PE and fine arts programming. Activities and experiences will not be limited to the indoor learning environment, rather they will extend to our outdoor learning spaces and the broader school community.

Technology Strengths

- 1:1 Chromebook device for all students
- Dedicated technology training for staff on the use and implementation of classroom technology
- Library/Media Center
- wireless connectivity
- exploring coding/robotics/esports for phase-in considerations

Technology Needs

Need Statement 1 (Priority): Dedicated campus-based Instructional Technology support to ensure the implementation of the technology resources.

Need Statement 2 (Priority): Provide technology training for staff to meet the SAMR/TIMS model expectations.

Need Statement 3 (Priority): Ensure master schedule includes a technology strand that includes, coding, robotics and makerspaces among others.

Fund Resources: Federal funds (TBD)

DATA SOURCES

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

- District Lone Star Governance goals
- 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
- STAAR current and longitudinal results
- STAAR 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
- MTSS data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high-quality staff data
- Campus leadership data/surveys
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS and T-PESS data
- Parent engagement rate (analytics and Schoology)
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications systems data
- Budgets/entitlements and expenditures data
- Study of best practices

Goal 1: Greg A. Garcia Early College Intermediate will ensure that it provides a personalized learning experience for our students, families and staff to ensure student success in an early college high school setting and post-graduation.

Performance Objective 1: Have 68% of students achieve *Approaches* grade level performance, 37% of students achieve *Meets* Grade Level Performance with 5% achieving *Masters* Grade Level Performance in 6th– 8th grade Mathematics

Strategy 1: Interventions will be embedded into the master schedule that makes tutoring and targeted support available for students within the school day.	
Person(s) Responsible: Campus Administrator and Teachers	Evidence of Implementation: Daily attendance
Evidence of Impact (Formative): Attendance and unit exams, benchmark exams	Evidence of Impact (Summative): STAAR Scores, grade
Funding:	Timeline: August 2024 - July 2025

Strategy 2: Students will be taught a systematic metacognitive process that they will utilize in developing a plan(s) that supports critical thinking (Comprehension skills).	
Phase in Year 1--24/25	
Person(s) Responsible: Campus Administrator and Teachers	Evidence of Implementation: Assignments, Attendance, Informal and Formal Assessments, T-TESS walkthroughs

Evidence of Impact (Formative): Released STAAR, Interim Assessments, semester and final grades	Evidence of Impact (Summative): STAAR Scores, semester and final grade
Funding:	Timeline: August 2024 - July 2025

Strategy 3: Goal setting based on student conferencing will be implemented for all grade levels and be shared during student-led parent conferencing that will be facilitated quarterly.	
Person(s) Responsible: Campus Administrator, Counselor, Teachers	Evidence of Implementation: Independent practice, walkthroughs, observation from , T-TESS walkthroughs; Parent Conferences
Evidence of Impact (Formative): assignment completion in alignment with course syllabus	Evidence of Impact (Summative): STAAR Scores and semester and final grades
Funding:	Timeline: August 2024 - July 2025

Strategy 4: Sec. 28.029. MIDDLE SCHOOL ADVANCED MATHEMATICS PROGRAM. (a) To increase the number of students who complete advanced mathematics courses in high school, each school district and open-enrollment charter school shall develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.	
Person(s) Responsible: Campus Administrator, Counselor, Teachers	Evidence of Implementation: Independent practice, walkthroughs, observation from , T-TESS walkthroughs; Parent Conferences
Evidence of Impact (Formative): assignment completion in alignment with course syllabus	Evidence of Impact (Summative): STAAR Scores and semester and final grades
Funding:	Timeline: August 2024 - July 2025

Performance Objective 2: Have 85% of students achieve *Approaches* grade level performance, 71% of students achieve *Meets* Grade Level Performance with 31% achieving *Masters* Grade Level Performance in Reading Language Arts STAAR.

Strategy 1: Small group reading intervention for students who are reading below Lexile for the current grade. Interventions will be research based instructional strategies that are based on the individual student need.	
Person(s) Responsible: Campus Administrator, Teachers	Evidence of Implementation: Student writing samples, benchmarks, observation from , T-TESS walkthroughs
Evidence of Impact (Formative): Informal/Formal Assessments, review of intervention/MTSS progress, Lexile level.	Evidence of Impact (Summative): STAAR Scores, semester and final grade
	Timeline: August 2024 - July 2025

Strategy 2: School library that provides a variety of resources to support literacy rich activities.	
Person(s) Responsible: Campus Administrator, Teacher, library aide, Teachers	Evidence of Implementation: circulation reports, observation from, T-TESS walkthroughs
Evidence of Impact (Formative): Circulation counts, writing samples, informal assessments, Lexile levels	Evidence of Impact (Summative): STAAR Scores, Semester and Final grade
Funding:	Timeline: August 2024 - July 2025

Strategy 3: Students will write daily across all content areas that demonstrate a depth of understanding on various topics, across multiple texts within and across genres.	
Person(s) Responsible: Person(s) Responsible: Campus Administrator, Teachers	Evidence of Implementation: Exit tickets, PLC review of writing samples, T-TESS walkthroughs
Evidence of Impact (Formative): PLC review of student artifacts, and evaluation of writing samples	Evidence of Impact (Summative): STAAR Scores, semester and final grade
Funding:	Timeline: August 2024 - June 2025

Performance Objective 3: Have 72% of students achieve *Approaches* grade level performance, 28% of students achieve *Meets* Grade Level Performance with 3% achieving *Masters* Grade Level Performance in 8th Science.

Strategy 1: Dedicated science lab that supports hands-on demonstrations, activities and experiments to offer an immersive learning experience where students conduct investigations, use scientific inquiry and utilize the metacognitive process to guide their critical thinking and scientific problem solving.	
Person(s) Responsible: Campus Administrator, Teachers	Evidence of Implementation: Use of science lab, lesson plans, observation from , T-TESS walkthroughs, stemsscopes
Evidence of Impact (Formative): Quizzes, Unit assessments, Informal and Formal Assessments.	Evidence of Impact (Summative): STAAR Scores, semester and final grade
Funding:	Timeline: August 2024 – July 2025

Strategy 2: Intervention through online/web-based platforms that support appropriate grade level science concepts to develop knowledge of topic based on individual student needs.continue this practice increase programs that are available to students	
Person(s) Responsible: Campus Administrator, Teacher,	Evidence of Implementation: Unit assessments, observation from , T-TESS walkthroughs, student usage on platform, I stations, stemsscopes
Evidence of Impact (Formative): Quizzes, Informal and Formal Assessments, benchmark, practice, homework, classwork, projects	Evidence of Impact (Summative): STAAR Scores, semester and final grade
Funding:	Timeline: August 2024 – July 2025

Performance Objective 4: Have 52% of students achieve *Approaches* grade level performance, 17% of students achieve *Meets* Grade Level Performance with 3% achieving *Masters* Grade Level Performance in 8th Social Studies.

Strategy 1: Metacognitive processes and discussion circles will be implemented to support students' application of problem solving and decision making to identify a problem and evaluate the effectiveness of the solution.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Short and Extended Constructive responses, observation from T-TESS walkthroughs
Evidence of Impact (Formative): Quizzes, unit exams, benchmark exams, interim assessments, Released Test, Mid-Term	Evidence of Impact (Summative): Tests/Projects, Final Exam, STAAR Scores
Funding:	Timeline: August 2024 - July 2025

Strategy 3: Intervention through online/web-based platforms that support appropriate grade level social studies concepts to develop knowledge of topics based on individual student needs.	
Person(s) Responsible: Campus Administrator, Teacher, Instructional Supports	Evidence of Implementation: Exit tickets, observation from , T-TESS walkthroughs
Evidence of Impact (Formative): Evidence of Impact (Formative): Quizzes, unit exams, benchmark exams, EOC Released Test, Mid-Term	Evidence of Impact (Summative): Tests/Projects, Semester and Final Exam
Funding:	Timeline: August 2023 - July 2024

Performance objective 5: Have 100% of teachers provide high quality instruction through implementation of TCMPC.

Strategy 1: Students are provided explicit instruction through reading, writing, speaking and college readiness skills using research-based practice and teaching methodology promoting WICOR strategies. This will increase student ownership, accountability and critical thinking.
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Person(s) Responsible: Campus Administrator, Teachers	Evidence of Implementation: AVID class, tutorial process, evidence of note taking, AVID interactive notebook
Evidence of Impact (Formative): Notebook checks, checking notes (i.e. Cornell Notes), Socratic seminar, philosophical chairs	Evidence of Impact (Summative): Class grades, Test Scores, college course enrollment
Funding:	Timeline: August 2024 - July 2025

Strategy 2: AVID tutoring focusing on areas identified as needing reinforcement.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: AVID class, tutorial process, evidence of note taking, AVID interactive notebook
Evidence of Impact (Formative): Notebook checks, checking notes (i.e. Cornell Notes), Socratic seminar, philosophical chairs	Evidence of Impact (Summative): Class grades, Test Scores, college course enrollment
Funding:	Timeline: August 2023 - July 2024

Strategy 3: Provide all teachers training in RBIS (Research Based Instructional Strategies).	
Person(s) Responsible: Campus Administrator, Teachers	Evidence of Implementation: schedule of support, lesson plans, walkthroughs, T-Tess
Evidence of Impact (Formative): Weekly coaching sessions	Evidence of Impact (Summative): Class grades, Test Scores, attendance
Funding:	Timeline: August 2024 - July 2025

Strategy 4: Provide planners/binders, organizational strategies, study skills, test-taking strategies, confidence building, reading materials, and other college-readiness training/resources during students' middle school experience.

Person(s) Responsible: Campus Administrator, Counselor	Evidence of Implementation: binders, classroom visits, student presentations, anecdotal data
Evidence of Impact (Formative): Observation, high student engagement	Evidence of Impact (Summative): Grade reports, Binder checks
Funding:	Timeline: August 2024 – July 2025

Strategy 5: Provide all teachers and students access to academic support that provides engaging digital classroom tools that support the curriculum, intervention and test readiness	
Person(s) Responsible: Campus Administrator, Counselor	Evidence of Implementation: usage reports
Evidence of Impact (Formative): Review all data (analytics, scores, and student surveys) – demonstrated use by students and staff	Evidence of Impact (Summative): Grade reports, scores,
Funding:	Timeline: August 2024 - June 2025

Strategy 6: Teachers will conduct after school tutorials for students in all content areas.	
Person(s) Responsible: Campus Administrator, Counselor	Evidence of Implementation: sign-in sheets, usage reports
Evidence of Impact (Formative): Review all data (analytics, scores, and student surveys) – Quarterly	Evidence of Impact (Summative): Grade reports, scores
Funding:	Timeline: August 2023 – July 2024

Performance Objective 6: Have 50% of students achieve *Approaches* grade level performance, 0% of students achieve *Meets* Grade Level Performance with 0% achieving *Masters* Grade Level Performance in *Special Education-Math* (based on student enrollment)

Strategy 1: Collaboration with General Education Teachers to assist students by implementing the IEP, providing supports and accommodations	
Person(s) Responsible: Campus Administrator, Special Education Teacher, Teacher, Special Programs Coordinator	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	Evidence of Impact (Summative): Final grades and STAAR
Funding:	Timeline: August 2024 - July 2025

Strategy 2: Direct Support to SPED students in General Education classrooms to meet IEP recommendations for academic growth	
Person(s) Responsible: Campus Administrator, Special Education Teacher, Teacher, Special Programs Coordinator	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,	Evidence of Impact (Summative): Final grades and STAAR
Funding:	Timeline: August 2024 - July 2025

Performance Objective 7: Have 50% of students achieve *Approaches* grade level performance, 25% of students achieve *Meets* Grade Level Performance with 25% achieving *Masters* Grade Level Performance for At-Risk Students-Math (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, HB1416 and accelerated instruction.	
Person(s) Responsible: Campus Administrator, Teacher, Counselor, Special Programs Coordinator	Evidence of Implementation: complete at-risk student profile by listing at-risk criteria and documentation
Evidence of Impact (Formative): Grades, promotion rates	Evidence of Impact (Summative): STAAR, grades, student retention
Funding:	Timeline: August 2024 - July 2025

Strategy 2: Provide supplemental instruction in addition to instruction typically provided to students in the grade levels in which they are enrolled and include targeted instruction in the Texas Essential Knowledge and Skills (TEKS) for the applicable grade levels and subject areas.	
Person(s) Responsible: Campus Administrator, Counselor, Teachers, Special Programs Coordinator	Evidence of Implementation: complete at-risk student profile by listing at-risk criteria and documentation
Evidence of Impact (Formative): Grades, promotion rates	Evidence of Impact (Summative): STAAR, grades, student retention
Funding:	Timeline: August 2024 - July 2025

Strategy 3: Evaluate and document the effectiveness of the SCE program	
Person(s) Responsible: Campus Administrator, Counselor, Teacher, Special Programs Coordinator	Evidence of Implementation: Annual evaluation, data
Evidence of Impact (Formative): Grades, attendance, discipline	Evidence of Impact (Summative): STAAR, student retention, discipline, attendance

Funding:	Timeline: August 20234 - June 2025
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Strategy 4: Students will be monitored and exited from the SCE program	
Person(s) Responsible: Campus Administrator, Counselor, Teacher, Special Programs Coordinator	Evidence of Implementation: Monitoring form, exit criteria
Evidence of Impact (Formative): Grades, benchmarks	Evidence of Impact (Summative): STAAR, student retention, attendance, discipline
Funding:	Timeline: August 2024- July 2025

Strategy 5: Provide supplemental instruction/support and timely interventions for students who are at-risk of failing core classes (needing additional services)	
Person(s) Responsible: Campus Administrator, Counselor, Teacher	Evidence of Implementation: tutoring, HB1416 logs, sign-in sheets, grades
Evidence of Impact (Formative): Review all grades every 3 weeks.	Evidence of Impact (Summative): Increase in passing rate, decrease in students on academic probation
Funding:	Timeline: August 2024 - July 2025

Performance Objective 8: Have 100% of students achieve *Approaches* grade level performance, 80% of students achieve *Meets* Grade Level Performance with 60% achieving *Masters* Grade Level Performance for 504 Students-Math (based on student enrollment)

Strategy 1: Student will be referred and evaluated for section 504 to determine the qualification of a disability that substantially limits a major life activity	
Person(s) Responsible: Campus Administrator, Counselor, Special Programs Coordinator, Teacher	Evidence of Implementation: Following the 504 referral and evaluation, progress reports
Evidence of Impact (Formative): Grades, istation, benchmarks	Evidence of Impact (Summative):

	STAAR, final grades, promotion, attendance, discipline
Funding:	Timeline: August 2024 - July 2024

Strategy 2: Provide 504 students with accommodations to address areas of need	
Person(s) Responsible: Campus Administrator, Counselor, Special Programs Coordinator, Teacher	Evidence of Implementation: Supplemental aids and services, individual accommodations
Evidence of Impact (Formative): Grades, benchmarks, istation	Evidence of Impact (Summative): STAAR, final grades, promotion, attendance, discipline
Funding:	Timeline: August 2023 - July 2024

Performance Objective 9: By May of 2024, 83% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment -composite of 3 or 4 (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.	
Person(s) Responsible: Campus Administrator, Counselor, Special Programs Coordinator, Teacher,	Evidence of Implementation: LPAC documentation, assignments, T-TESS walkthroughs, practice tests
Evidence of Impact (Formative): Grades, benchmark, grades	Evidence of Impact (Summative): STAAR, TELPAS, final grades, attendance
Funding:	Timeline: August 2024 - July 2025

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 Administrator, Counselor, Special Programs Coordinator, Teacher	Evidence of Implementation: STAAR, TELPAS, final grades
Evidence of Impact (Formative): Grades, benchmarks,	Evidence of Impact (Summative):

	STAAR, final grades, TELPAS, attendance, discipline
Funding:	Timeline: August 2024 - July 2025

Strategy 3: Students will be guided to improve their own writing through the evaluation and analysis of exemplar writing samples and will be monitored through lessons and walk-throughs.	
Person(s) Responsible: Campus Administrator, Counselor, Special programs Coordinator, Teacher	Evidence of Implementation: T-TESS walkthroughs, assignments
Evidence of Impact (Formative): Grades, benchmarks, grades	Evidence of Impact (Summative): STAAR, attendance, discipline final grades, TELPAS
Funding:	Timeline: August 2024 - July 2025

Performance Objective 10: Students will attend school 98% of the time.

Strategy 1: Attendance is cumulative 90% attendance is required for promotion (excused and unexcused). Attendance impacts a student’s learning. Interventions are in place to assist students to avoid loss of credit.	
Person(s) Responsible: Campus Administrator, Counselor, Teachers	Evidence of Implementation: Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies, attendance meetings
Evidence of Impact (Formative): Number of students absent	Evidence of Impact (Summative): Number of students absent for each semester
Funding:	Timeline: August 2024 - July 2025

Performance Objective 11: Personnel will attend evidence-based professional development to assist students succeed academically.

Strategy 1: Provide all teachers training (monthly) in RBIS.

Person(s) Responsible: Campus Administrator, Counselor	Evidence of Implementation: sign in sheets, monthly coaching reports, artifacts
Evidence of Impact (Formative): PLC attendance	Evidence of Impact (Summative): TTESS
Funding:	Timeline: August 2024 - July 2025

Strategy 2: Teachers will attend PD to learn strategies to better align TEKS to the curriculum with Region 20 support contract	
Person(s) Responsible: Campus Administrator	Evidence of Implementation: Excel spreadsheet on TEKS and curriculum
Evidence of Impact (Formative): Assessments, lessons, discipline	Evidence of Impact (Summative): STAAR
Funding:	Timeline: August 2024- July 2025

Strategy 3: Teachers will attend PD to understand the process of the CNA/CIP.	
Person(s) Responsible: Campus Administrator, Counselor, Teacher, Special Programs Coordinator	Evidence of Implementation: CNA/CIP, Teacher-developed strategies
Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): STAAR
Funding:	Timeline: August 2024 - July 2025

Strategy 4: Teachers will attend PD to understand the process of identifying, monitoring, exiting, and providing supplemental services to at-risk students.	
Person(s) Responsible: Campus Administrator, Counselor, Teacher, Special Programs Coordinator	Evidence of Implementation: At-Risk Form, Monitoring Form, Student Grades
Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): EOCs
Funding:	Timeline: August 2024 - July 2025

Strategy 5: Teachers/Administration will attend PD to increase their knowledge of content and best practices to support student success.	
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Person(s) Responsible: Campus Administrator, Counselor, Teacher	Evidence of Implementation: Agenda, Connect20 Invoice
Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): STAAR, Final Exams
Funding:	Timeline: August 2024 - July 2025

Goal 2: Increase social emotional support for students to decrease achievement gaps, dropout rates, and student attrition rates for all populations.

Performance Objective 1: The campus will implement and provide support 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 Administrator, Counselor, Teachers	Evidence of Implementation: Schedule of activities, sign-in sheets, analytic review of SEL program
Evidence of Impact (Formative): Review all data – quarterly	Evidence of Impact (Summative): STAAR, grades
Funding:	Timeline: August 2024– July 2025

Strategy 2: Students will be provided field trips/conferences/training opportunities to create real life connections to State Curriculum, Career Fields, and higher ed opportunities (college visits). Field trips provide instructional support opportunities to engage and promote student academics	
Person(s) Responsible: Campus Administrator, Counselor	Evidence of Implementation: Student permission slips, agendas for activities
Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June.	Evidence of Impact (Summative): Grades, attendance, discipline, test scores, student surveys.
Funding:	Timeline: August 2024 – July 2025

Strategy 3: Data will be collected and reviewed for benchmarks, NWEA MAP, PSAT, class grades. Campus Testing Coordinator (CTC) will assist with all campus

testing requirements.	
Person(s) Responsible: Campus Administration, Campus Testing Coordinator	Evidence of Implementation: Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.
Evidence of Impact (Formative): Review all data – September, January, March, June	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding:	Timeline:

Strategy 4: Provide students with opportunities to be involved in academic and athletic based extra-curricular activities.	
Person(s) Responsible: Campus Administration, Teachers	Evidence of Implementation: National Honor Society, Student Council, Sports (Basketball, Soccer, Volleyball, Football, etc.)
Evidence of Impact (Formative):	Evidence of Impact (Summative):
Funding:	Timeline:

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 visits, COVID absence days	Evidence of Impact (Summative): Clinic log
Funding:	Timeline: August 2024– July 2025

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:	Timeline: August 2024 - July 2025

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:	Timeline: August 2024 - July 2025

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:	Timeline: August 2024 - July 2025

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:	Timeline: August 2024 - June 2025

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:	Timeline: August 2024 - June 2025

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.	
Person(s) Responsible: Campus Administrator, Nurse, Special Education Teacher, 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:	Timeline: August 2024- July 2025

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 Administrator, Counselor, Teachers	Evidence of Implementation: Staff training, Campus policies, Student training
Evidence of Impact (Formative): Campus staff and students will complete training.	Evidence of Impact (Summative): Certificate of completion
Funding:	Timeline: August 2024 – July 2025

Goal 3: Garcia 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 Administrator, Counselor, Teacher, Special Programs Coordinator	Evidence of Implementation: Family trainings and Parent Night sign-in sheets, Power Points, Agendas
Evidence of Impact (Formative): Parent communication via email and remind and smore	Evidence of Impact (Summative): Participation at meetings, parent feedback
Funding:	Timeline: August 2024– July 2025

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 Administrator, Counselor, Teacher, Special Programs Coordinator	Evidence of Implementation: Attendance at Parent Nights and parent conferences, Parent registered remind, account
Evidence of Impact (Formative): Conferences and Parent Nights, remind and smore analytics	Evidence of Impact (Summative): Participation at meetings, parent feedback, remind and smore analytics
Funding:	Timeline: August 2024 - July 2025

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 Administrator, Counselor, Teacher, Special Programs Coordinator	Evidence of Implementation: Sign-in sheets, agendas, Power Points, PFE Policy, Compact.
Evidence of Impact (Formative): Parent communication-Schoology, attendance of meetings.	Evidence of Impact (Summative): Participation at meetings, parent feedback

Funding:	Timeline: August 2024 - July 2025
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<p>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)]</p>	
Person(s) Responsible: Campus Administrator, Counselor, Special Programs Coordinator	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:	Timeline: August 2024 - July 2025

<p>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)]</p>	
Person(s) Responsible: Campus Administrator, Counselor, Special Programs Coordinator	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:	Timeline: August 2024 - July 2025

<p>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</p>	
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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 Administrator, Counselor, Teacher, Special Programs Coordinator	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:	Timeline: August 2024- July 2025

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)]	
Person(s) Responsible: Campus Administrator, Counselor, Special Programs Coordinator	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:	Timeline: August 2024 - July 2025

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)]	
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Person(s) Responsible: Campus Administrator, Counselor, Special Programs Coordinator	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:	Timeline: August 2024 - July 2025

Goal 4: Garcia ECHI will implement a Multi-Tiered Systems of Support (MTSS) framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional support for the whole child. Tiers are based on student need and increase the level of support provided as a student moves from classroom-wide, to targeted and intensive interventions.

Performance Objective 6: The goal of MTSS is to find struggling students early and quickly to provide intervention. The systems use interventions proven by research to meet a student’s needs. Progress monitoring data is used to make decisions about movement between the tiers.

Strategy 1: Tier 1 includes high quality classroom-wide instruction and support for all students.	
Person(s) Responsible: Campus Administrator, District Leadership, Teacher	Evidence of Implementation: Student files, scores, grades
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): STAAR
Funding:	Timeline:

Strategy 2: Tier 2 provides targeted support to address a student’s gaps in skills.	
Person(s) Responsible: Campus Administrator, District Leadership, Teacher	Evidence of Implementation: Student files, scores, grades
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): STAAR

Funding:	Timeline:
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Strategy 3: Tier 3 involves intensive support usually provided more often and in smaller groups.	
Person(s) Responsible: Campus Administrator, District Leadership, Teacher	Evidence of Implementation: Student files, scores, grades
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): Benchmarks, Exams
Funding:	Timeline:

FUNDING

Insert budget 24/25 here

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., Schoology
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 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.