

Grand Prairie Independent School District

Garcia Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Garcia staff seeks to broaden opportunities for our students to learn and implement individual responsibility, ethics, and integrity to drive their personal growth as a successful member of society.

Vision

Garcia seeks to provide students with staff members who model self-responsibility, ethical behavior, and integrity. Garcia Elementary is a safe, nurturing and engaging learning environment where students will become partners in their academic achievement.

Value Statement

Garcia Elementary students, parents, and staff value the tradition of individual freedom to be responsible for their own actions and academic success.

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Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Leadership program participation/advancement, Recruitment data, retention rates, training records, classroom walk-through, teacher evaluations.(TEA Strategic Priority 1: Local Strategic Priority 7)	20
Goal 3: Parent and Community Engagement: Parents, families and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 6) (ESSA and ESSER requirements)	23
Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Staff/teacher/parent training resources, lesson plans, technology inventory, Campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 5 and 6)	25
Goal 5: Health and Safety: GPISD will provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees. Measurements: Safety audit reports, COVID-19 Safety Protocol checklist/data, CDC guidance, discipline management plans, discipline records, attendance rates, social-emotional focused surveys, social and emotional learning lessons, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5 and 7)	27
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Comprehensive Needs Assessment

Revised/Approved: November 4, 2021

Demographics

Demographics Summary

Garcia elementary is a one-way dual language campus. It has 516 students enrolled. Garcia elementary has various programs. Students have opportunities to participate in GT or Dual Language classes. Students with special needs who meet eligibility are serviced through functional skills, dyslexia and special education classes.

The latest Texas Education Agency AEIS report (most current: 19-20 due to covid) indicates that Garcia's ethnic distribution is 88% Hispanic, 1% African American, 9% White and 0.4% Asian. At risk data shows 92% Socio-Economic and the percentage of Limited English Proficient students is 60%.

Garcia elementary is a school-wide Title 1 program and receives State Compensatory Education (SCE) funds. Garcia elementary is committed to supporting the focus for improved coordination of programs and services for students at risk of not meeting academic goals.

Demographics Strengths

Garcia's ethnic breakdowns are consistent with those of the previous year.

The At-Risk numbers and Economically Disadvantaged numbers are consistent with those of the previous year.

TEA did not calculate accountability scores or issue A–F accountability ratings for the 2020–2021 school year but will process and report all available data from the 2020–2021 school year.

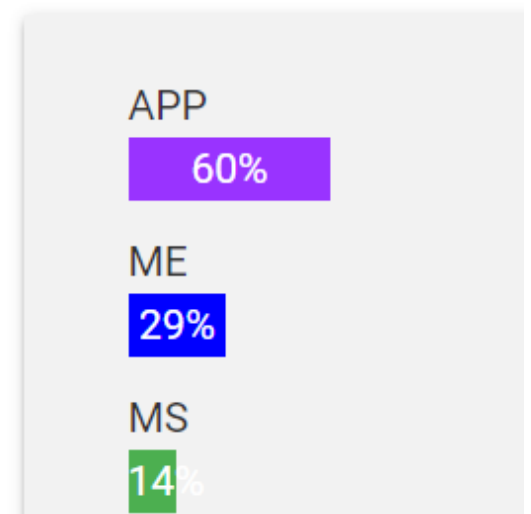
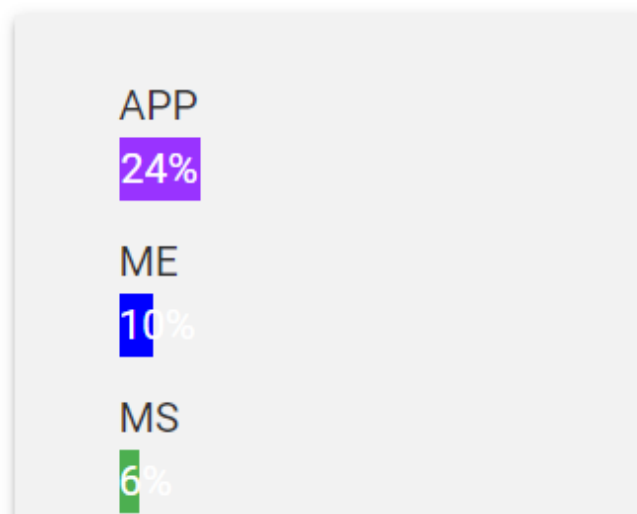
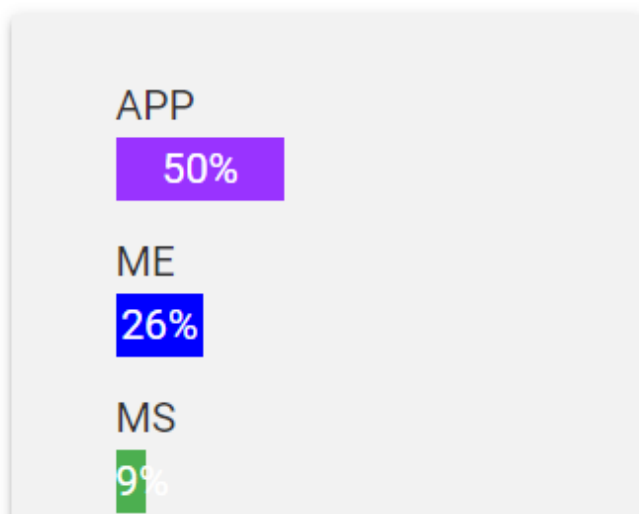
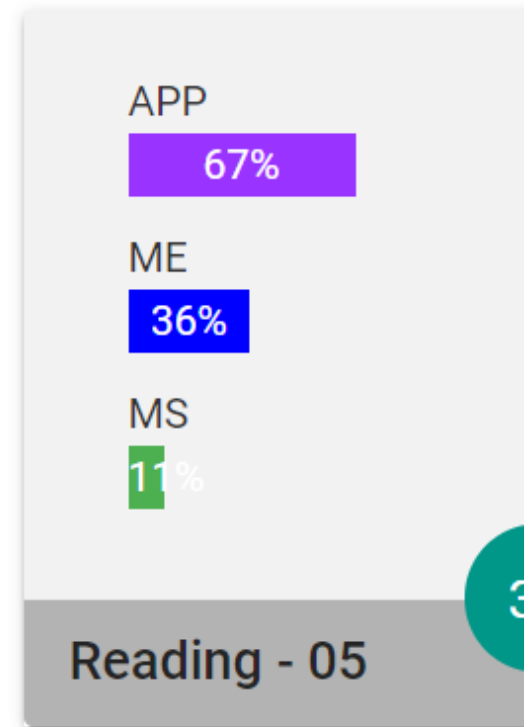
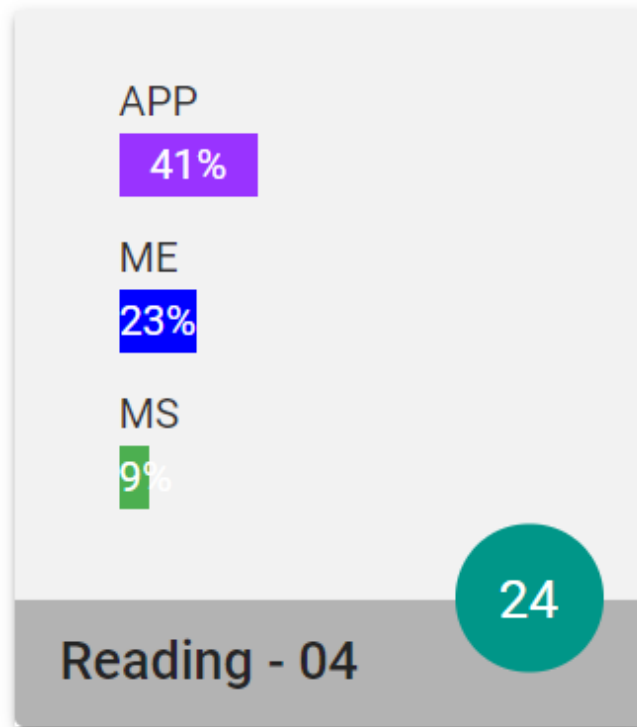
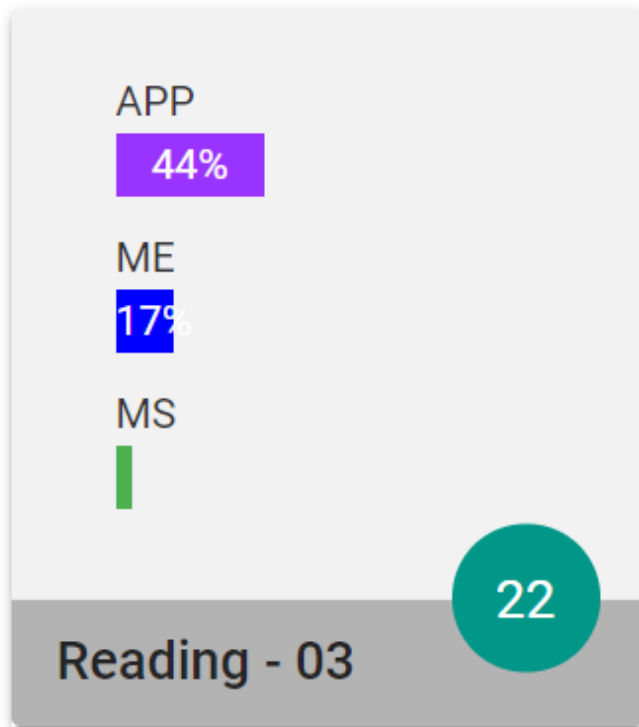
Garcia elementary Met all requirements for STAAR testing for the 2021 year.
Garcia elementary has students from out of district and from neighboring campuses.

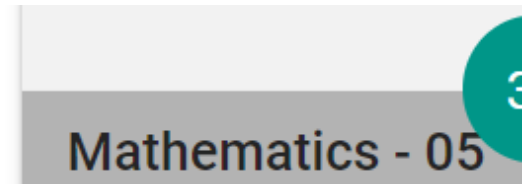
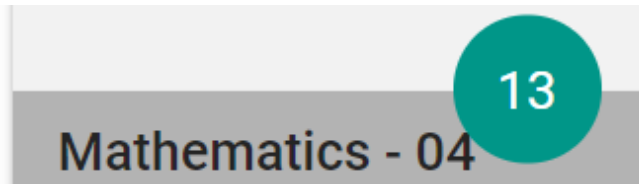
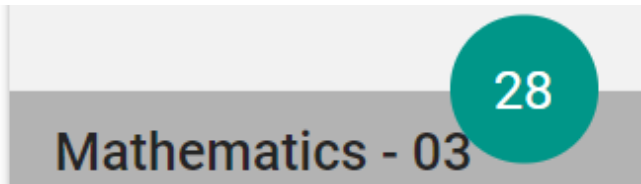
Problem Statements Identifying Demographics Needs

Problem Statement 1: Garcia Elementary has 92% of students who are Economically Disadvantaged. **Root Cause:** Our campus needs teacher training on meeting the academic, social and emotional needs of our economically disadvantaged students.

Student Learning

Student Learning Summary





Student Learning Strengths

TEA will not calculate accountability scores or issue A–F accountability ratings for the 2020–2021 school year but will process and report all available data from the 2020–2021 school year.

Garcia Elementary met all requirements for testing students during the 2021 state assessment school year.

The school counselor provides a comprehensive Guidance Curriculum to all students
The teachers retained are highly qualified.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TEA will not calculate accountability scores or issue A-F accountability ratings for the 2020-2021 school year but will process and report all available data from the 2020-2021 school year. Garcia Elementary has met all requirements for state testing for the 2020-2021 school year. Garcia will continue to ensure and adopt plans the overall scale score implementation for the 2022 state assessment. **Root Cause:** Students are not entering the next year's grade at or above BOY reading levels. Throughout the year, there was little to no growth in reading level to close the reading gap.

School Processes & Programs

School Processes & Programs Summary

Garcia elementary is working towards obtaining distinctions in the state accountability system. The focus is on supporting teachers in the delivery of effective, well-planned and aligned lessons. Classrooms are expected to be of high engagement and the delivery of the lessons is expected to be differentiated in order to ensure student mastery for all students. Decisions are based on data to determine the teaching and reteaching of the lowest SE's. Assessments are formal and informal and are used to determine if students are achieving mastery.

Teachers will receive support in the area of integrating science, technology, arts and math across the curriculum.

School Processes & Programs Strengths

The I-coach supports teachers with the planning of lessons and with analyzing the curriculum as well as the data to ensure lessons are effective. Solid Tier 1 instruction will continue to improve if going to attain goal of 90% or more of students reaching mastery. PD is provided to help support the teachers in the areas of differentiation and other research-based Tier 1 practices. Professional Learning Communities are the norm and teachers plan with their grade level team on Tuesdays and Wednesdays. Curricular additions to be seen daily in the classroom are; Hands-on Science lessons and embedding critical writing across the curriculum. Data tracking at the campus level, classroom level and student level. Incentives provided to motivate students to improve test scores for each quarter assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 1 instruction in the areas of reading and math have to improve. 2021 TEA Accountability STAAR Component score average for Approaches, Meets, Masters 13%-38%. **Root Cause:** BOY Reading data shows over 50 % of students are entering school below reading level.

Perceptions

Perceptions Summary

Parental Involvement is highly valued at Garcia elementary. Communication to parents is delivered in two languages since our campus has a high population of spanish speaking families. Parent communication is weekly thorough classroom newsletters, monthly through the parent calendar and notes from the principal. Communication is also dispursed through Skylert: email and phone calls home.

Garcia elementary guidance counselor has teamed up with the community liason to provide parent support. Monthly grade level musical performances and PTA meetings encourage more parental involvement.

Garcia elementary is focused on providing a safe and positive learning environment. The campus culture is one of encouraging all students to be kind and compassionate, along with demonstrating, honesty, integrety, fairness and respect The expectations for appropriate behavior are known by the student body and when good behavior is observed, it is rewarded. Postive parent phone calls and Garcia elementary is a Capturing Kids Heart Campus.

Excellent Attendance is highly valued and there are weekly incentives. Awards be given to students who have perfect attendance. Teacher attendance will also be highlighted and incentives are provided.

College Readiness is supported by a variety of college and career activities that occur throughout the year and is coordinated by our school counselor.

Perceptions Strengths

The guidance counselor and the community liason have teamed up to provide parent support.

Garcia elementary has an active PTA board and monthly activities are planned to encourage more parental involvement

The campus communicates with the stakeholders through a variety of media, such as; Skylert email, text messages, newsletters and the use of the phone message system

Full implementation of Capturing Kids Hearts in every classroom.

Student's participate in after school clubs along with having the KC club which promotes service in the community.

Parents encouraged to volunteer and partipate in monthly parent/student activities (math night, literacy night, etc..) and monthly PTA functions.

Active PTA board

Problem Statements Identifying Perceptions Needs

Problem Statement 1: An increase in student attendance is needed. Attendance needs to increase to 96% each day. **Root Cause:** Attendance has dropped since the last year, yet, we want to have it reach 96% every day.

Priority Problem Statements

Problem Statement 1: TEA will not calculate accountability scores or issue A-F accountability ratings for the 2020-2021 school year but will process and report all available data from the 2020-2021 school year. Garcia Elementary has met all requirements for state testing for the 2020-2021 school year. Garcia will continue to ensure and adopt plans the overall scale score implementation for the 2022 state assessment.

Root Cause 1: Students are not entering the next year's grade at or above BOY reading levels. Throughout the year, there was little to no growth in reading level to close the reading gap.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Tier 1 instruction in the areas of reading and math have to improve. 2021 TEA Accountability STAAR Component score average for Approaches, Meets, Masters 13%-38%.

Root Cause 2: BOY Reading data shows over 50 % of students are entering school below reading level.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals





Goal 1: Accelerating Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the academic areas of reading, literacy and writing of the English language and in the understanding of mathematics, science and social studies including a focus on SEL and mental health needs. Accelerated learning is needed because many students have experienced learning loss since the COVID-19 pandemic made it necessary to close schools last year. Some of the funds that the District receives through ESSER III will be earmarked for the specific purpose of helping students to catch up academically. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4 and Local Strategic Priorities 6, 7)

Performance Objective 1: Accelerate and increase the academic achievement for all students as measured by district and state assessment performance and growth. which will decrease dropout rates and increase completion rates for students designated as At-Risk of dropping out of school by TEA definitions. Continue to implement needs assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective interventions for all students in all subject areas.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: District Data Sources and State Accountability Ratings and Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase academic achievement for all students. Strategy's Expected Result/Impact: Students will reach Meets and Masters goals on District and state assessment performances. Staff Responsible for Monitoring: Admin will meet with teachers after every summative assessment for data conferences to review students current level and what strategies, interventions are needed for the next assessments.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan with the instructional coach once a week and plan with administrative team once a week. Planning will consist of analyzing data and aligning the lessons to the TEKS. Strategy's Expected Result/Impact: With consistent planning and analysis of data, the lesson planning will improve which will impact student achievement. Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.4 Funding Sources: Professional books and Resources for improving comprehension in reading and resources for improving math activities. - 211 - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 2: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, 504, EL, GT, Homeless, GT, Migrant, Students in Foster Care, and At-Risk) (ESSA Requirement)





Evaluation Data Sources: Edugence Data, RTI data, tutoring records, STAR 360 prescriptive interventions documented and work samples provided

Strategy 1 Details	Reviews			
Strategy 1: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Retired teachers - Day tutors will be hired to work with our lowest 20% of the student population. Students will receive reading interventions during the enrichment block. Strategy's Expected Result/Impact: Increase in reading levels for students who started the school year below the expected level Staff Responsible for Monitoring: Principal, assistant principal and Instructional coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: 6 retired certified teachers - 199 - SCE - \$30,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 3: Garcia will meet and or exceed the accountability standards set by TEA in all all content areas. Communication of meeting standards will be made through announcements, newsletters, Skylert, hall way communication post, classroom

Evaluation Data Sources: District Data (benchmark assessments), Campus data (DRA,/EDL) Target Data, Incentives Reports, STAAR data, TAPR reports, TEA performance reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor and administrative team will meet with students at the beginning of every 9 weeks to discuss grades, progress and their target scores.</p> <p>Strategy's Expected Result/Impact: Students who are in danger of failing Or are currently failing will have discussions with the counselor or the leadership team to discuss social emotional barriers impeding the learning and to provide support to avoid retention at the end of the year.</p> <p>Staff Responsible for Monitoring: Counselor and principal</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - 211 - Title 1 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 4: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from Pre-Kindergarten-Kindergarten into elementary programs. (TEA Strategic Priorities 2 and 4)

HB3 Goal

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
Strategy 1: Advertise Pre-Kindergarten-Kindergarten Round-up and enrollment to support district initiative to increase enrollment of 4-5 year olds. Strategy's Expected Result/Impact: Increased Pre-kindergarten and Kindergarten enrollment. Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 5: Continue to implement, expand and monitor College/Career and Military Readiness (CCMR) initiatives through Programs and Schools of Choice with annual increases in successful completion rates, graduation rates and STAAR performance, post-secondary rates, advanced academics, college coursework, scholarships, college acceptance rates and specialized licenses and certifications, work-based learning opportunities for in-demand occupations and industries. (ESSER requirement and TEA Strategic Priorities 2, 3 and 4)

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: PLC rosters, training agendas, intervention documentation, tutoring records. College acceptance, AP course data, completion rates, FAFSA/TASFA percentages, Programs of Study completion. Licenses and Certifications.

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Performance Objective 6: Continue the implementation of social and emotional learning curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment including building healthy relationships, bullying prevention, self regulation, etc.

Targeted or ESF High Priority





Evaluation Data Sources: Program documentation (Kindness Clubs and/or Capturing Kids' Hearts & NearPod Social Emotional Learning usage report), student/teacher feedback & surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of The Comprehension Toolkit to help improve comprehension skills in reading.</p> <p>Strategy's Expected Result/Impact: Once this implementation takes effect, student comprehension of non fiction text will improve by a significant amount.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coach and team leaders for 3rd and 4th grade.</p> <p>Funding Sources: - 211 - Title 1 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 7: Garcia will increase attendance average to the Exemplary level of 97%

Evaluation Data Sources: Campus attendance records, AEIS

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia elementary will provide all students with college/career awareness activities.</p> <p>Students will participate in career exploration throughout the year.</p> <p>Strategy's Expected Result/Impact: Counselor will schedule college and career awareness activities throughout the year. Students will use career cruising website monthly. Students will also have representatives from various career pathways to inform students on a variety of career options.</p> <p>Staff Responsible for Monitoring: counselor and administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 8: Garcia staff will focus on academic growth of our Sped population in reading and math by implementing co-teaching, station teaching, PLC attendance, discussion and Summative Data conferences.





Evaluation Data Sources: Lessons posted in google drive, PLC sign in sheet, PLC binder, Data conference sign in, meeting participation.

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Leadership program participation/advancement, Recruitment data, retention rates, training records, classroom walk-through, teacher evaluations.(TEA Strategic Priority 1: Local Strategic Priority 7)

Performance Objective 1: Support district's leadership mission and goals: We Create Success-We Lead by Example-We Empower People through leadership development initiatives and professional development for teachers and staff.

Targeted or ESF High Priority





Evaluation Data Sources: goal setting conferences, classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will be attending conferences and trainings that will enhance leadership skills. Classroom teachers will be provided opportunities for professional growth.</p> <p>Principal will be evaluated with T PESS and the classroom teacher will receive feedback through T TESS evaluation system.</p> <p>Strategy's Expected Result/Impact: Providing staff and administrative team opportunities for professional growth will have an impact on student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Leadership program participation/advancement, Recruitment data, retention rates, training records, classroom walk-through, teacher evaluations.(TEA Strategic Priority 1: Local Strategic Priority 7)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Provide a continued focus on staff wellness and building a positive school climate.





Evaluation Data Sources: Lessons posted in google drive, PLC sign in sheet, PLC binder, Data conference sign in, meeting participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Sped inclusion teachers will collaborate with teachers and administrative team in PLC to plan and effectively carry out lesson for academic growth in reading and math.</p> <p>Strategy's Expected Result/Impact: Students from our special populations will show an increase in reading and math scores.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal I-coach</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 3: Provide ongoing technical assistance and professional development to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, 504, EL, GT, Migrant and At-Risk students, as identified) in all subject areas. (ESSA Requirement)





Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Strategy 1 Details	Reviews			
<p>Strategy 1: Inclusion teachers on campus will work with grade levels and the instructional coach to look at specific data pertaining to the special population groups. Interventions and strategies will be developed to help the students increase their growth in reading and math.</p> <p>Strategy's Expected Result/Impact: Students from our special populations will show an increase in reading and math scores.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, inclusion teachers and instructional coach</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Parent and Community Engagement: Parents, families and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 6) (ESSA and ESSER requirements)

Performance Objective 1: Expand outreach services to all parents, families, and community members and implement programs, activities, and procedures for the engagement of parents, families, community members and volunteers (including virtual/online meetings).





Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms. Notifications of events made through Skylert, emails, flyers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with the community liaison and the district social worker to provide services to students and parents.</p> <p>Strategy's Expected Result/Impact: the partnership with the community liaison and the district social worker will bring more services to the campus and the community. The community liaison has been able to provide classes to the parents free of charge. The social worker has provided resources to the parents and students.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal and Counselor</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 2: Provide district/campus opportunities for parents and community members to participate in academic and social-emotional workshops and trainings to strengthen home-school/community connection. (ESSA Requirement)





Evaluation Data Sources: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia elementary provides many opportunities for parental involvement. The PTA is active and has family nights for the beginning of the year, holidays and for math and literacy nights. The community liaison partners up with the campus to provide nutrition classes, computer classes for parents and ESL classes.</p> <p>Strategy's Expected Result/Impact: The goal is to increase parental involvement along with informing parents of how they can help students at home to ensure success in the classroom.</p> <p>Staff Responsible for Monitoring: Instructional coach, Principal, Asst. Principal and PTA president</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: - 211 - Title 1 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Staff/teacher/parent training resources, lesson plans, technology inventory, Campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 5 and 6)

Performance Objective 1: Update, expand and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or Needs Assessment.





Evaluation Data Sources: Campus inventory, purchase orders, usage data

Strategy 1 Details	Reviews			
<p>Strategy 1: IMS on campus will be providing PD for apple classroom to teachers and students. Apple classroom and apple applications will be embedded in the curriculum.</p> <p>Strategy's Expected Result/Impact: Students will use their apple devices in the classroom during instruction and for creating and communicating their learning.</p> <p>Staff Responsible for Monitoring: IMS and administrative staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 2: GPISD will continue to design and implement a comprehensive 1-to-1 student/device digital integration plan to incorporate technology and effective applications into the teaching and learning process to support online/technology-based learning.





Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades PK-5 will have a 1-to-1 ratio of i pads for use in the classroom. I pads in the classroom will help classroom teachers implement effective technology use in student activities and teacher lessons.</p> <p>Strategy's Expected Result/Impact: With technology being purchased for the campus, students will have access to technology on a daily basis.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Health and Safety: GPISD will provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees. Measurements: Safety audit reports, COVID-19 Safety Protocol checklist/data, CDC guidance, discipline management plans, discipline records, attendance rates, social-emotional focused surveys, social and emotional learning lessons, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5 and 7)

Performance Objective 1: Garcia will continue to ensure the safety and well-being of students, staff, parents and community members, including COVID-19 precautions and safeguards according to CDC guidelines and recommendations.





Evaluation Data Sources: Incident & safety reports.reports. Counselor reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly drills will be performed school wide to ensure safety measures are known protocol for tornados, bad weather, fire and emergency situations occurring on and off campus.</p> <p>Strategy's Expected Result/Impact: Staff and students will be aware of all drills to ensure student safety in all emergency situations.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 2: Provide an effective student management framework to reduce discipline referrals, increase restorative practices and increase attendance rates to ensure student success. (ESSA Requirement)

Evaluation Data Sources: Incident reports. Monthly safety drills.

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia elementary is a Capturing Kids Heart Campus. Staff has been trained and CKH strategies are implemented in the classrooms.</p> <p>Strategy's Expected Result/Impact: As a CKH campus, the learning environment is one of respect, kindness and where the focus is on building positive and appropriate relationships with students, parents and staff.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, administrative team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 3: Expand counseling services to provide structure, support, awareness, and training for Social Emotional Learning and wellness for students and staff. In addition, bullying/suicide/violence prevention and trauma-informed care for students will be included

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

State Compensatory

Budget for Garcia Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Garcia Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melissa Castillo	iCoach	1
Tom Massey	tutor	1
Warren Green	Tutor	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Castillo	Instructional Coach	T & L	
Ruth Amaro	Parent Liason-Social Worker	Parental Involvement	