San Elizario Independent School District

Ann M. Garcia-Enriquez Middle School

2026-2027 Campus Improvement Plan

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Mission Statement

At Garcia-Enriquez Middle School, our purpose is to ensure that all students master academic standards, experience social and emotional growth, and embody the campus' core values. We commit to serve as positive role models, provide a safe and supportive environment, facilitate learning and remediation, and offer extracurricular activities that meet individual student needs.

Vision

Our vision at Garcia-Enriquez Middle School is to cultivate an environment that empowers the 21st century student to be future ready and aspire to reach their dreams.

Value Statement

The final draft of the plan will be disseminated to all staff members on the middle school campus. The plan will be reviewed at SBDM team meetings.

In addition to dissemination of the plan to the entire staff, the plan will also be forwarded to the following individuals:

Superintendent
Associate Superintendent
Administrator of Research and Evaluation
Coordinator of Instructional Programs
Director of Special Education
Chief Financial Officer
Board of Trustees

The plan will also be placed in the following prominent places:

Campus Library, Main Office, and campus website

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Comprehensive Needs Assessment

Demographics

Summary

Ann M. Garcia-Enriquez Middle School (GEMS) is the sole middle school in the San Elizario Independent School District, which consists of six campuses. Serving 395 students— 192 in 7th grade and 203 in 8th grade—Garcia-Enriquez Middle School has a demographic split of 49.11% female and 50.88% male students, with an attendance rate of 95.1%.

The school employs a dedicated team of 32 teachers, two administrators, one counselors, and two instructional specialists, supported by a full custodial and cafeteria staff as well as ten educational aides. Notably, 98% of the teaching staff are Hispanic, and 25% hold a Master's Degree.

As a middle school for grades 7 and 8, Garcia-Enriquez Middle School fosters a close-knit community among its 395 students. The demographic distribution is as follows:

Hispanic: 99%

Economically Disadvantaged: 94%

Emergent Bilingual (EB): 72%

English as a Second Language (ESL): 58.37%

At-Risk: 84%

Special Education: 14.35%

Section 504: 6.7%

Gifted & Talented: 8.16%

Strengths

A significant number of our students are eager to pursue higher education, especially with the opportunities provided by the San Elizario High School Early College, which began its first cohort in the 2021-2022 school year. Many families connected to Garcia-Enriquez Middle School have deep, multi-generational ties to the San Elizario community. The San Elizario Community of Champions initiative fosters a strong sense of pride within our area. As a close-knit, multicultural school with a smaller student body, we cultivate a family orientated atmosphere that promotes belonging, inclusion, safety and unity among all stakeholders.

In the 2022-2023 academic year, Garcia-Enriquez Middle School introduced the AVID (Advancement via Individual Determination) program to promote a growth mindset among students. AVID's mission is to bridge the achievement gap by providing students with the skills necessary for college readiness and success in a globalized world. The program focuses on four key areas: Systems, Leadership, Instruction, and Culture, with a particular emphasis on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to support its goals. In the 2023-2024 school year, 104 students enrolled in the AVID elective class, all of whom were accepted into the San Elizario High School Early College, underscoring the program's success in preparing students for higher education. Each year we continue to build AVID elective classes with the goal of having 100% continue in the SEHS Early College program.

Problem Statements Identifying Demographics Needs

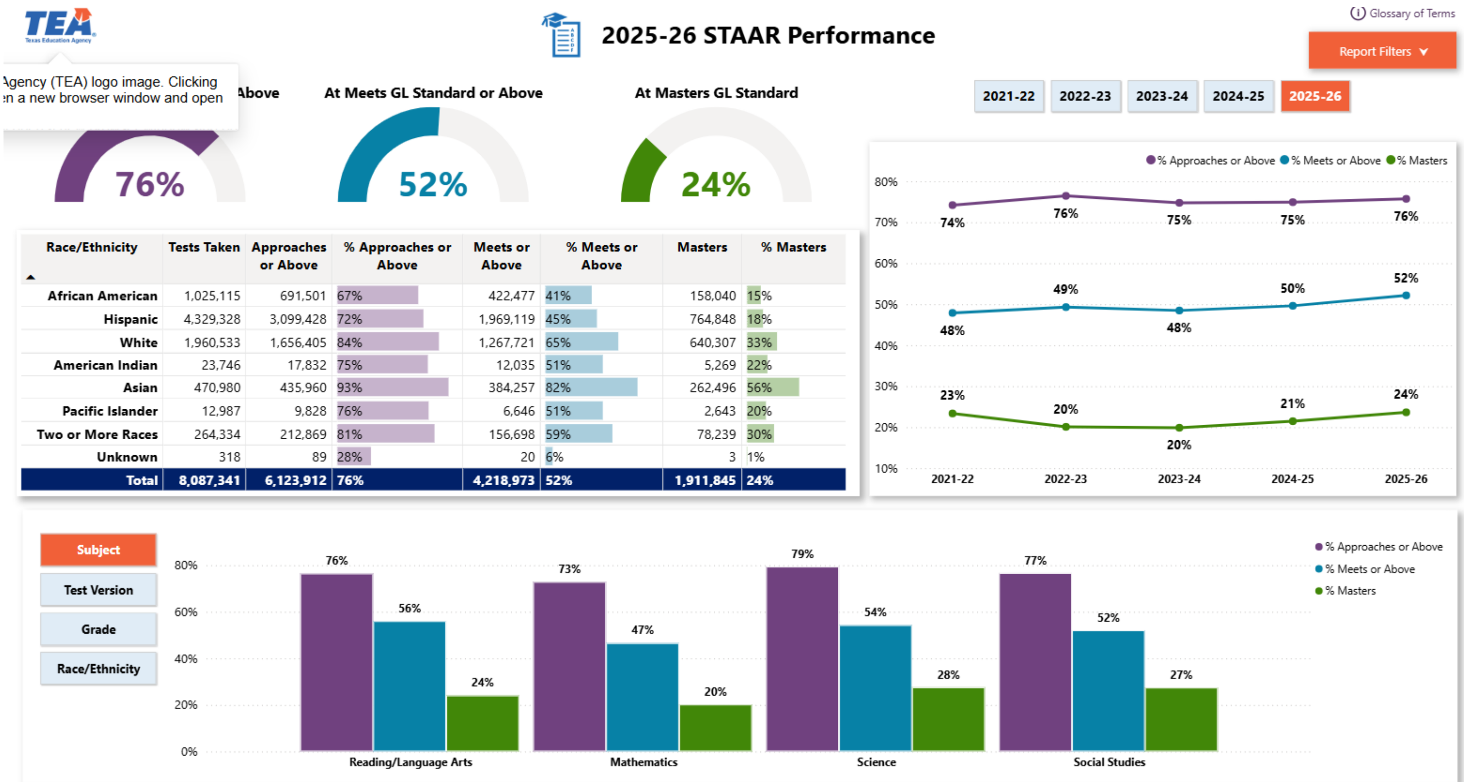
	Problem Statement	Root Cause
1	Our community continues to experience a decline in enrollment as we are landlocked.	Our vicinity to neighboring districts with open enrollment policies, along with the presence of charter schools like IDEA actively recruiting within our community, poses challenges for Garcia-Enriquez Middle School. The high mobility rate in our area, particularly due to our proximity to the border, results in a constant influx/ outflow of students and inconsistent attendance.

★ = Priority

Student Achievement

Summary

Garcia-Enriquez Middle School STAAR scores for the 2025-2026 school year are as follows:



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	1,025,115	691,501	67%	422,477	41%	158,040	15%
Hispanic	4,329,328	3,099,428	72%	1,969,119	45%	764,848	18%
White	1,960,533	1,656,405	84%	1,267,721	65%	640,307	33%
American Indian	23,746	17,832	75%	12,035	51%	5,269	22%
Asian	470,980	435,960	93%	384,257	82%	262,496	56%
Pacific Islander	12,987	9,828	76%	6,646	51%	2,643	20%
Two or More Races	264,334	212,869	81%	156,698	59%	78,239	30%
Unknown	318	89	28%	20	6%	3	1%
Total	8,087,341	6,123,912	76%	4,218,973	52%	1,911,845	24%

Strengths

The students at Ann M. Garcia-Enriquez Middle School are provided with a variety of classes to achieve high school credit in the areas of Algebra I, Spanish I, and Career and Technology courses. There are many non-traditional courses offered to prepare students to be successful in high school and college such as STEM, STEAM, Honors/PBL courses, Fine Arts, sports, clubs, and organizations. Our Eagles have been successful winning Football, Basketball, Soccer, Track, Cross Country, District, Band UIL competitions, Dance, Do the Write Thing winners in the city and Literary Anthology winners. Students who are struggling are provided support and interventions through STAAR labs, Saturday Camps, Intersession Interventions, and Summer School. Our focus in Intervention provided many opportunities for students to demonstrate academic growth in their learning and noted in various progress measures throughout the year.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Due to language barriers and inconsistent use of English in our border community, students do not develop a strong native english language.	Our school community works with a significant influx of newcomers to the United States, many of whom possess limited to no English language proficiency upon arrival. It is noteworthy that 92% of our Emergent Bilingual students have been enrolled in U.S. schools for six years or more without achieving English language proficiency. Also to note, our at-risk population remains well above 95%.

★ = Priority

School Culture and Climate

Summary

Overall, most faculty and staff members would report to be satisfied working at GEMS and genuinely concerned with student growth. We are a close-knit school family that works as a team to support and encourage each other. All stakeholders show a genuine concern for the safety and success of all students. The campus makes attempts to keep high morale and a positive campus climate with several efforts: the Sunshine Committee celebrates birthdays monthly; luncheons are hosted for various occasions e.g. Veterans Day. The campus leaders includes team-building activities in faculty meetings, Professional Development sessions, monthly snacks and Friday morning music before the school day begins.

Strengths

Schoolwide recognition is provided intermittently (both individually and publicly) for outstanding achievements. The campus promotes positivity through our marquee and social media platforms, includin weekly smores updates. Our clubs and organizations are recognized at Board Meetings for their academic accomplishments as well as other milestones.

The campus embraces the PBIS Core Values of Safety, Respect, and Responsibility. Students of the week, teachers and employees of the month are recognized through the marquee and all social media. There are a variety of clubs, sports, organizations, and fine arts available for students to join to embrace their individuality and self growth. Students are recognized for their academic, attendance, and behavioral achievements through quarterly celebrations. Students are also provided and rewarded with a variety of field trips to provide experiences they may not have experienced through the PBIS program and GT program.

Counselors conduct restorative circles, mediations, individual counseling sessions for students as well as large group guidance lessons for electives. Counselors provide techniques and strategies for all stakeholders to take care of their social and emotional needs. Counselors are provide a Character Strong weekly lesson to be implemented during the GOLDEN HOUR Advisory class. While students are in DAEP for vaping, students complete the Stanford Vaping Prevention program as part of the national vape free awareness program.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of PBIS and Student Code of Conduct.	Ensuring consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and adherence to the Student Code of Conduct across all staff members is crucial for maintaining a safe and supportive learning environment. students need to adhere to being safe-keepers and learners by applying these frameworks with fidelity , including while on social media.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

For the 2026-2027 school year, we were fully staffed and will maintain this status with no vacancies for the 2026-2027 school year. Since 2023-2024, San Elizario ISD has implemented a 4-day week for students, faculty, and staff, which teachers have adapted to from the traditional 5-day model. The campus is supported by six administrative staff, 30 teachers, nine instructional aides, seven custodians, one librarian, one counselor, one assistant principal, and one principal.

12% of our teachers have 1-5 years of experience

32% of our teachers have 6-10 years of experience

26% of our teachers have 11-20 years of experience

30% of our teacher have 21-30 years of experience

Strengths

100% of faculty & staff are trained in HQIM, PBIS, AVID and Fundamental Five. GEMS teachers feel confident in managing classroom behavior; support is offered to any educator that may show need or request support. The campus promotes a positive school-family based culture that enables the faculty and staff to work as a team as evidence in PLC collaborations. Few vacancies over the years continue to be filled through a fast turnaround that allows classes to be a taught by highly qualified teachers. All faculty and staff are encouraged and empowered to use a self-growth and innovators mindset.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Age of facilities compared to neighboring schools.	The age and condition of buildings and facilities on campus, particularly the main building being 53 years old, present significant challenges for maintaining a conducive learning environment and may not be comparable to neighboring middle school buildings.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Garcia-Enriquez MS adheres to the curriculum set by the TEKS Resource System and other available guidelines. In daily PLC and planning sessions, core content teachers regularly collaborate with Instructional Specialists, District Academic Support Specialists and Administrators. Students are evaluated through aligned unit assessments every 4 and 8 weeks, along with district-wide Beginning of Year, Middle of Year, and End of Year benchmark measuring progress assessments.

This data—comprising results from the 4 and 8 week assessments, unit benchmarks, and previous STAAR scores—guides decisions on remediation and further classroom instruction. STAAR LAB classes continue to support students who need extra help, particularly those not meeting the STAAR standards or approaches. Data from the 2024-2025 school year indicate a decrease in the number of students requiring STAAR remediation in math and reading. Teachers remain focused on delivering strong initial instruction and use quintile reports from Eduphoria to provide targeted remediation for struggling students who require additional support.

Strengths

Teachers primarily focus to enhance instruction by incorporating technology, new instructional material, and strive to create engaging and relevant lessons. The Planning and Implementation (P&I) department, administrators, and the campus librarian offer continuos support and extended learning opportunities.

As an AVID (Advancement via Individual Determination) designated showcase campus in 25-26, GEMS has fostered a college-focused mindset and equipped students with instructional strategies to be future-ready. AVID emphasizes four key domains—Systems, Culture, Instruction, and Leadership—and integrates Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to strengthen initial instruction in all student scheduled classes.

Due to reduced funding, we are limited in offering after-school/morning tutoring and Saturday camps. To address this, the campus continues to embed an Advisory class (Golden Hour) in the main master schedule, which all students are required to take. During Golden Hour, we use 4 and 8 week assessments and HB1416 data to provide targeted interventions. On a rotation basis, students will attend intervention for underperforming STAAR tested subjects.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Inconsistent student achievement for STAAR assessment in core content areas	The implementation of STAAR 2.0, with its introduction of new question types, presents a unique challenge for students who may not be accustomed to these formats.
2	Inconsistent Rigor and Relevance during instruction	The absence of high-level questioning and critical thinking opportunities hinder students' academic performance and limit their overall growth and development. Rigorous and thought-provoking instructional practices that foster critical thinking skills and encourage deep engagement with content are not at

★ = Priority

Family and Community Engagement

Summary

Garcia-Enriquez MS commits to boosting family and parental involvement opportunities in 2026-2027 during monthly community meetings, parent/teacher conferences, volunteer programs, and additional parent-involved committee school programs and activities. Our Family Literacy workshops aim to enhance parents' understanding of the importance of reading at home. Due to the continued positive reception and collaborations with community agencies, these family engagement workshops will continue monthly at the campus Parent Center as well as off campus at local areas, with a focus on promoting college readiness through literacy. Keeping families well-informed remains a priority, and we will continue to hold various monthly meetings that provide essential information for students, parents, and community members. Each year presents new challenges, which we address promptly and effectively.

Strengths

Garcia-Enriquez MS maintains a dedicated parent liaison and benefits from the support of loyal, consistent parent volunteers. The parent liaison helps families set up parent portal accounts, creates engaging parental district and campus family events, and helps parents navigate the San Elizario ISD app to stay engaged in their child's education. Campus information is shared through multiple platforms, including Blackboard (text, email, and social media). The GEMS Gazette is distributed weekly, featuring important campus and district updates, key dates and school activities and highlights a variation of positive campus events and student accomplishments.

The campus stays current with issues such as vaping, social media, and bullying/cyberbullying, providing parents with relevant information. We offer a range of presentations and activities for parents, including events like "I Painted That!" Our clubs and organizations also contribute to community projects and support local elementary schools. Additionally, we continue to see strong parent participation in Parent/Teacher Conferences and in teacher-led parent conferences.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Inconsistent and minimal parent participation	The misconception that secondary students do not require as much parent involvement effects students' academic success and overall well-being. Also, the prevalence of students being raised by grandparents or older relatives presents a unique challenge in terms of parental involvement.
2	Parent and guardian awareness in student academic progress	The prevalence of students being raised by grandparents or older relatives presents a unique challenge in terms of parental involvement and communication with the school. Caregivers are not as tech-savvy or familiar with digital tools and are unable to stay informed and engaged in their child's education and school activities.

★ = Priority

School Organization

Summary

For the 2026-2027 school year, the Master Schedule at Garcia-Enriquez MS will continue to provide core content teachers with one PLC (Professional Learning Community) period and one conference period each day dedicated to their subject area. An advisory period, also known as Golden Hour, will continue to allow teachers to address the whole child, with the following structure: Tuesday for Social Emotional Learning through Character Strong, Wednesday for instructional strategies, and Thursday and Friday for Intervention Rotations. All classes will be taught by certified teachers in their respective subjects. A Reading Interventionist will support students with a history of difficulties in Reading STAAR, and STAAR labs will be available for those who are close to passing and need additional help in Reading and/or Math.

In addition to core subjects, Garcia-Enriquez MS offers a range of Fine Arts classes, including Art, Band, Dance, and Mariachi. High school credit courses as Spanish I and Principles of Audio/Video Technology will also be available. The Master Schedule accommodates STEM (Science, Technology, Engineering, Math) for 7th graders and STEAM (Science, Technology, Engineering, Art, Math) for 8th graders and GT (Gifted and Talented) for both 7th and 8th grade students.

The campus will continue to provide various clubs and organizations, including the Library Club, Comic Book Club, Algebra Club, National Junior Honor Society (NJHS), Student Council, UIL competitions, and a broad range of sports: Volleyball, Football, Cross Country, Cheerleading, Boys and Girls Soccer, Boys and Girls Basketball, Baseball, Softball, Track and Field, Wrestling, and Tennis. Additionally, for the 2026-2027 school year, the campus has partnered with outside agencies such as Aliviene, Boys and Girls Club, and Project Vida to further support student and parent engagement and involvement.

Strengths

PLCs for content teachers will be held on a daily basis to provide productive collaboration among team members to make efforts to address the needs of the student academic and social emotional needs. PLC for elective teachers will be available on a monthly basis.

Weekly rehearsals with content teachers will seek to maximize and refine instructional strategies. Coaching conferences will also be a strength to empower daily instruction.

The advisory period will be structured to provide instructional strategies of organization, note taking skills, study skills and higher order thinking. The advisory period will also consist of a social and emotion day where students will learn skills to address their well-being and building capacity with school and home. The advisory period will provide students with 21st century skills to be future ready and intervention catered to the student needs. The PBIS team will enhance a multi-tiered systems of support program to ensure struggling students are afforded interventions and possibly consider academic comprehensive evaluations if needed.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Variation in time frame for tutoring, after school activities and community agencies support.	Extending the school day to accommodate a four-day week has impacted the participation of after-school tutoring, extracurricular activities, and the participation of outside agencies.

★ = Priority

Technology

Summary

Garcia-Enriquez MS offers access to utilize technology to students and staff members in various platforms. Our classroom teachers have access to Chromebooks, Elmos, iPads and/or laptops, computer labs, and ActivPanels with Chromeboxes. Teachers are encouraged to embed teaching through technology into their lesson plans, as this is how today's students expect to be engaged at school. We have accomplished our previous goal having a 1:1 ratio of students to devices. Teachers are able to continue to utilize the Google Classroom. Student use is monitored by district systems as well as student behaviors by campus cameras.

Strengths

All students are assigned a Chromebook which enables us to be a one-one campus. All teachers are utilizing the Google Classroom and Meets to post assignments, notes, and videos for students. All instructional classrooms have an Interactive White Board along with a Chromebox to provide interactive and engaging lessons. Teachers are proficient in using various digital resources to maximize student learning. Student use is monitored district wide by Linewize Monitoring systems and offer weekly feedback. Campus and office personnel have access to campus cameras to view student activity throughout the day, and especially in review of behavioral incidents during investigations..

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Problems with the maintenance of equipment and accessories	The challenges related to students' responsibility for their Chromebooks, including damage, loss of chargers, and inability to participate electronically in class, impacts their learning experiences.
2	Appropriate use of technology	Students attempt to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship.
3	Areas not viewable by camera access	We have no cameras present in the new gym, nor outside the bathroom areas in the gym as well as in the middle 200 hallway. Therefore, posing a need for camera view in these areas.

★ = Priority

Goals

Goal 1 To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1

Increase the percentage of all students making academic growth in Mathematics and GT using evidence based strategies and resources.

Strategy 1

High-quality instructional Materials in Mathematics Pre-K-12 and GT, meeting state standards, will be used to help students be succcessful with state academic achievements.

Funding Sources: Title IV General Supplies 289:Title IV, Part A Subpart 1, 289.11.6399.05.041.30, $6,296, Title I General Funds 211: Title I, Part A Improving Basic Programs, 211.11.6399.01.041.30, $9,936.92, General Material 199: General, Basic, 199.11.6399.00.041.11, , GT General Supplies 199: General, Gifted & Talented, 199.11.6399.00.041.21, $981.74, GT Student Travel 199: General, Gifted & Talented, 199.11.6494.00.041.21, $2,536.48

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Strategy 6

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Funding Sources: Testing Materials 199: General, Gifted & Talented, 199.11.6339.00.041.21, $84.74, Extra Duty Pay 199: General, Gifted & Talented, 199.11.6117.01.041.21, $683.93, Student Travel 199: General, Gifted & Talented, 199.11.6412.00.041.21, $2,536.48, General Supplies 199: General, Gifted & Talented, 199.11.6399.00.041.21, $981.74, GT Misc Operating Expenses 199: General, Gifted & Talented, 199.11.6499.00.041.21, $1,399.55, GT Student Field Trip 199: General, Gifted & Talented, 199.11.6494.00.041.21, $1,459.64, Technology 199: General, Gifted & Talented, 199.11.6395.00.041.21, $1,339.5

Formative Reviews

September	November	January	March

Performance Objective 2

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity

Funding Sources: Instructional Material 199: General, Basic, 199.11.6399.00.041.11, , Technology 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.041.30, $4,242

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Strategy 1

High-quality instructional materials to be used in Science, Social Studies Pre-K-12, meeting state standards, used to help students with state academic achievements.

Funding Sources: Title IV Reading Materials 289:Title IV, Part A Subpart 1, 289.11.6329.01.041.30, $455, Title IV General Material 289:Title IV, Part A Subpart 1, 289.11.6399.05.041.30, $6,296, Title IV Software/Site Licenses 289:Title IV, Part A Subpart 1, 214.11.6396.02.041.24, $4,000, Science Fair Student Lunch 199: General, Basic, 199.11.6497.00.041.11, , Title I Technology 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.041.30,

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 4

Strategy 1

Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School

Formative Reviews

September	November	January	March

Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

Funding Sources: CTE General Supplies 199: General, Career & Technology, 199.11.6399.00.041.22, $2,848.74, CTE Toner 199: General, Career & Technology, 199.11.6399.52.041.11, $703.26

Formative Reviews

September	November	January	March

Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Formative Reviews

September	November	January	March

Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

Funding Sources: Food 199: General, Basic, 199.11.6497.00.041.11, $264.9

Formative Reviews

September	November	January	March

Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

Formative Reviews

September	November	January	March

Performance Objective 5

Ensure students are well rounded and 21st century ready

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

Formative Reviews

September	November	January	March

Strategy 2

Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)

Funding Sources: Software Programs SCE 199: General, State Compensatory Education, 199.11.6268.00.041.24, $4,000, Library Literacy Luncheon Expenses 199: General, Basic, 199.12.6499.00.041.99, $400, Bilingual Classroom Libraries 199: General, Bilingual Education, 199.11.6329.00.041.25, $3,972.17, Reading Materials 199: General, Bilingual Education, 199.11.6329.00.041.25, $3,607.63, Emergent Bilingual Materials 263: Title III, Part A English Language Acq., 263.11.6399.01.041.30, $1,109, Library General Supplies 199: General, Basic, 199.12.6399.00.041.99, $400, Special Education General Supplies 199: General, Pre-Kinder Special Education, 199.11.6399.00.041.23, $1,158.62, TELPAS Testing Material 199: General, Bilingual Education, 199.31.6339.00.041.25, $727.2, Special Education SES General Supplies 199: General, Pre-Kinder Special Education, 199.11.6399.23.041.11, $31.84, Emergent Bilingual Teacher Books 211 Priority and Focus School Grant, 211.13.6329.00.041.25, $225, Short Term SBITAs - Software licenses that expire within 12 months 199: General, Pre-Kinder Special Education, 199.11.6268.00.041.25, $1,000, Reclassified Transp Exp - SPED 199: General, Pre-Kinder Special Education, 199.11.6494.00.041.23, $100, Leadership Books 199: General, Pre-Kinder Bilingual Education, 199.13.6329.00.041.25, $300

Formative Reviews

September	November	January	March

Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

Funding Sources: Contracted Maintenance & Repair 199: General, Basic, 199.11.6249.00.041.11, $100

Formative Reviews

September	November	January	March

Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

Funding Sources: Instructional Material 199: General, Basic, 199.11.6399.00.041.11, , Extra Duty Pay - Tutoring Teacher 199: General, State Compensatory Education, 199.11.6117.10.041.30, $7,448

Formative Reviews

September	November	January	March

Performance Objective 6

Provide a safe and supportive environment for all

Strategy 1

Continue with activities that promote students to attend school every day, not limited to, but to also include basic necessities for sub-populations such as migrant, homeless, foster care and transition students.

Formative Reviews

September	November	January	March

Strategy 2

Services that help promote PBIS, SEL and activities in which counselors/Librarians are involved in campus wide

Funding Sources: Awards 199: General, Basic, 199.11.6499.19.041.11, $1,500, Character Strong Software 199: General, Basic, 199.11.6396.00.041.11, $4,497

Formative Reviews

September	November	January	March

Strategy 3

Ensure custodians and support staff have all of the necessary supplies to keep the building healthy, clean and sanitized.

Formative Reviews

September	November	January	March

Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support like tutoring, mentoring, and accelerated instruction to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Extra Duty Pay- Tutoring 199: General, State Compensatory Education, 199.11.6117.10.041.30, $10,211.84, Extra Duty Pay Tutoring 199: General, State Compensatory Education, 199.11.6127.10.041.30, $797.59, Short Term SBITAs - Software licenses that expire within 12 months 199: General, State Compensatory Education, 199.11.6268.00.041.30, $11,850, Membership Fees 199: General, State Compensatory Education, 199.11.6495.00.041.30, $4,351, General Supplies 199: General, State Compensatory Education, 199.11.6399.00.041.30, $8,316, Perpetual & Non-SBITA Licenses 199: General, State Compensatory Education, 199.11.6396.00.041.30, $2,149

Formative Reviews

September	November	January	March

Performance Objective 8

Career and Technical Education will provide students with high quality in demand work based learning skills for all students

Strategy 1

Develop and improve CTE training/conferences for teachers, faculty, counselors and administration.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: Reclassified Transp Exp - CTE 199: General, Career & Technology, 199.11.6494.00.041.22, $434.91, Short Term SBITAs - Software licenses that expire within 12 months 199: General, Career & Technology, 199.11.6268.00.041.22, $2,438.82, General Supplies 199: General, Career & Technology, 199.11.6399.00.041.22, $2,848.74, Toner - CTE 199: General, Career & Technology, 199.11.6399.52.041.11, $703.26

Formative Reviews

September	November	January	March

Strategy 2

Provide opportunities for CTE students to earn Local and industry certifications and /or licensures, which will include career and technical student organization conferences. Providing real world experiences with internships incorporating work base learning in areas of in demand occupations. To include student curriculum, instructional materials and other program needs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Formative Reviews

September	November	January	March

Strategy 3

CTE programs of studies; annual evaluation, licensing (software), State license for program, technology upgrades and maintenance, program renewals, and curriculum. Purchase and maintenance of furniture and equipment to improve, expand and modernize CTE programs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: CTE Technology 199: General, Career & Technology, 199.11.6395.00.041.22, $2,857.2

Formative Reviews

September	November	January	March

Goal 2 To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1

Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Strategy 1

Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).

Formative Reviews

September	November	January	March

Strategy 2

Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

Formative Reviews

September	November	January	March

Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Formative Reviews

September	November	January	March

Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Title I Aide, Librarian, Parent Liaison and District Social Worker.

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: Campus Administration, Human Resources Dept.

Funding Sources: Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.041.24, $11,063, Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.041.24, $28,250, Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.041.24, $24,250, Librarian 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.041.24, $75,850

Formative Reviews

September	November	January	March

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Formative Reviews

September	November	January	March

Strategy 3

Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training

Funding Sources: Title I Professional Development 211: Title I, Part A Improving Basic Programs, 211.13.6239.03.041.30, $800, Title I Professional Development 211: Title I, Part A Improving Basic Programs, 211.23.6239.00.041.30, $350

Formative Reviews

September	November	January	March

Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

Strategy's Expected Result/Impact: Improved knowledge, skills, and effectiveness of librarians and nurses through targeted professional development opportunities. This will enhance their ability to support student learning, health, and well-being, contributing to a stronger overall school environment.

Staff Responsible for Monitoring: District Nurse, District Librarian, Administrators

Formative Reviews

September	November	January	March

Strategy 5

Administrator office(s) main office, PLC rooms, PBIS room, nurses office, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Funding Sources: Nurse Furniture 199: General, Basic, 199.33.6398.00.041.99, $279.99, General Material 199: General, Basic, 199.23.6399.00.041.99, $200, Toner 199: General, Basic, 199.11.6399.53.041.11, $500, Nurse Toner 199: General, Basic, 199.33.6399.53.041.99, $300, Nurse General Supplies 199: General, Basic, 199.33.6399.00.041.99,

Formative Reviews

September	November	January	March

Strategy 6

Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities

Formative Reviews

September	November	January	March

Goal 3 To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1

Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success. Garcia-Enriquez will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly)

Strategy 1

Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents

Funding Sources: Parent Engagement Technology 211: Title I, Part A Improving Basic Programs, 199.61.6395.02.041.30, $2,003.21, Parent Engagement Materials 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.041.30, $178, Parent Engagement Licenses 211: Title I, Part A Improving Basic Programs, 211.6396.02.041.30, $50, Parent Engagement Food Purchases 211: Title I, Part A Improving Basic Programs, 211.61.6497.04.041.30, $662, Parent Engagement Education Service Center 211: Title I, Part A Improving Basic Programs, 211.61.6419.04.041.30, $270

Formative Reviews

September	November	January	March

Strategy 2

Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program

Formative Reviews

September	November	January	March

Strategy 3

Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents

Funding Sources: Parent Engagement Materials 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.041.30,

Formative Reviews

September	November	January	March

Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1

Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Formative Reviews

September	November	January	March

Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Formative Reviews

September	November	January	March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1

Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use

Funding Sources: Student & Teacher Devices 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.041.30, $115,799, Student & Teacher Devices 289:Title IV, Part A Subpart 1, 289.11.6395.02.041.30, $111,447

Formative Reviews

September	November	January	March

Strategy 2

Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action

Formative Reviews

September	November	January	March

Performance Objective 2

Guarantee the optimization of financial resources

Strategy 1

Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan

Formative Reviews

September	November	January	March

Performance Objective 3

Focus on the implementation of operational efficiencies

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Formative Reviews

September	November	January	March

State Compensatory Education

State Compensatory

Budget for Ann M. Garcia-Enriquez Middle School

Total SCE Funds: $539,086.00

Total FTEs Funded by SCE: 9.36

Brief Description of SCE Services and/or Programs

Personnel for Ann M. Garcia-Enriquez Middle School

Name	Position	FTE
Bustos, Jacinto	Aide-Computer Lab	1
Castruita, Adriana	Teacher-Middle School	0.345
Espinoza, Mario	Teacher-Middle School	0.345
Garcia, Nidia	Teacher-Middle School Math	0.305
Garcia, Nivia	Teacher-Middle School Math	0.305
Gomez, Marilyn	Campus Instructional Specialist	1
Gonzalez, Rebecca	Teacher-Middle School Math	0.305
Gonzalez, Soledad	Teacher-Middle School	0.325
Gutierrez, Alejandro	Teacher-Middle School	0.22
Jara, Brenda	Campus Instructional Specialist	1
Kimmel-Hazeltine, Genoveva	Teacher-Middle School ESL	0.45
Luna, Kimberly	Teacher-Middle School Math	0.305
Mitchell, Norma	Teacher-Middle School	0.325
Nevarez, Thalia	Teacher-Middle School Science	0.285
Olvera, Gregoria	Teacher-Middle School	0.555
Rodriguez, Roman	Teacher-Middle School Science	0.16
Solano Melendez, Lydia	Teacher-Middle School Science	0.16
Soto, Lorenzo	Teacher-Middle School	0.345
Vitela, Julieta	Teacher-At Risk Services	1
Zaragoza, Stephanie	Teacher-Middle School	0.625

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Graves, Sylvia	Social Worker	Title I, Part A	0.15
Natividad, Janet	Parent Liaison	Title I, Part A	1
Perez, Andrew	Aide-Title I	Title I, Part A	1
Rodarte, Idania	Librarian	Title I, Part A	1

Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Material	199.11.6399.00.041.11	$0.00
1	2	1	Instructional Material	199.11.6399.00.041.11	$0.00
1	3	1	Science Fair Student Lunch	199.11.6497.00.041.11	$0.00
1	4	4	Food	199.11.6497.00.041.11	$264.90
1	5	2	Library Literacy Luncheon Expenses	199.12.6499.00.041.99	$400.00
1	5	2	Library General Supplies	199.12.6399.00.041.99	$400.00
1	5	3	Contracted Maintenance & Repair	199.11.6249.00.041.11	$100.00
1	5	4	Instructional Material	199.11.6399.00.041.11	$0.00
1	6	2	Awards	199.11.6499.19.041.11	$1,500.00
1	6	2	Character Strong Software	199.11.6396.00.041.11	$4,497.00
2	2	5	Nurse Furniture	199.33.6398.00.041.99	$279.99
2	2	5	General Material	199.23.6399.00.041.99	$200.00
2	2	5	Toner	199.11.6399.53.0	

				41.11	
2	2	5	Nurse Toner	199.33.6 399.53. 041.99	$300.00
2	2	5	Nurse General Supplies	199.33.6 399.00. 041.99	$0.00
				Sub-Total	$8,441.89

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GT General Supplies	199.11.63 99.00.0 41.21	$981.74
1	1	1	GT Student Travel	199.11.64 94.00.0 41.21	$2,536.48
1	1	6	Testing Materials	199.11.63 39.00.0 41.21	$84.74
1	1	6	Extra Duty Pay	199.11.61 17.01.04 1.21	$683.93
1	1	6	Student Travel	199.11.64 12.00.04 1.21	$2,536.48
1	1	6	General Supplies	199.11.63 99.00.0 41.21	$981.74
1	1	6	GT Misc Operating Expenses	199.11.64 99.00.0 41.21	$1,399.55
1	1	6	GT Student Field Trip	199.11.64 94.00.0 41.21	$1,459.64
1	1	6	Technology	199.11.63 95.00.0 41.21	$1,339.50
				Sub-Total	$12,003.80

199: General, Career & Technology

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	CTE General Supplies	199.11.63 99.00.0 41.22	$2,848.74
1	4	2	CTE Toner	199.11.63 99.52.0 41.11	$703.26
1	8	1	Reclassified Transp Exp - CTE	199.11.64 94.00.0 41.22	$434.91
1	8	1	Short Term SBITAs - Software licenses that expire within 12 months	199.11.62 68.00.0 41.22	$2,438.82
1	8	1	General Supplies	199.11.63 99.00.0 41.22	$2,848.74
1	8	1	Toner - CTE	199.11.63 99.52.0 41.11	$703.26
1	8	3	CTE Technology	199.11.63 95.00.0 41.22	$2,857.20
				Sub-Total	$12,834.93

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Bilingual Classroom Libraries	199.11.63 29.00.0 41.25	$3,972.17
1	5	2	Reading Materials	199.11.63 29.00.0 41.25	$3,607.63
1	5	2	TELPAS Testing Material	199.31.63 39.00.0 41.25	$727.20
				Sub-Total	$8,307.00

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software Programs SCE	199.11.6268.00.041.24	$4,000.00
1	5	4	Extra Duty Pay - Tutoring Teacher	199.11.6117.10.041.30	$7,448.00
1	7	1	Extra Duty Pay- Tutoring	199.11.6117.10.041.30	$10,211.84
1	7	1	Extra Duty Pay Tutoring	199.11.6127.10.041.30	$797.59
1	7	1	Short Term SBITAs - Software licenses that expire within 12 months	199.11.6268.00.041.30	$11,850.00
1	7	1	Membership Fees	199.11.6495.00.041.30	$4,351.00
1	7	1	General Supplies	199.11.6399.00.041.30	$8,316.00
1	7	1	Perpetual & Non-SBITA Licenses	199.11.6396.00.041.30	$2,149.00
				Sub-Total	$49,123.43

199: General, Pre-Kinder Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Special Education General Supplies	199.11.6399.00.041.23	$1,158.62
1	5	2	Special Education SES General Supplies	199.11.6399.23.041.11	$31.84
1	5	2	Short Term SBITAs - Software licenses that expire within 12 months	199.11.6268.00.041.25	$1,000.00
1	5	2	Reclassified Transp Exp - SPED	199.11.6494.00.041.23	$100.00
				Sub-Total	$2,290.46

199: General, Pre-Kinder Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Leadership Books	199.13.6329.00.041.25	$300.00
				Sub-Total	$300.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I General Funds	211.11.6399.01.041.30	$9,936.92
1	2	1	Technology	211.11.6395.02.041.30	$4,242.00
1	3	1	Title I Technology	211.11.6395.02.041.30	$0.00
2	2	1	Social Worker	211.32.6119.00.041.24	$11,063.00
2	2	1	Aide-Title I	211.11.6129.00.0	

				41.24	
2	2	1	Parent Liaison	211.61.61 29.00.0 41.24	$24,250.00
2	2	1	Librarian	211.12.61 19.00.04 1.24	$75,850.00
2	2	3	Title I Professional Development	211.13.62 39.03.0 41.30	$800.00
2	2	3	Title I Professional Development	211.23.62 39.00.0 41.30	$350.00
3	1	1	Parent Engagement Technology	199.61.63 95.02.0 41.30	$2,003.21
3	1	1	Parent Engagement Materials	211.61.63 99.04.0 41.30	$178.00
3	1	1	Parent Engagement Licenses	211.6396. 02.041.30	$50.00
3	1	1	Parent Engagement Food Purchases	211.61.64 97.04.0 41.30	$662.00
3	1	1	Parent Engagement Education Service Center	211.61.64 19.04.04 1.30	$270.00
3	1	3	Parent Engagement Materials	211.61.63 99.04.0 41.30	$0.00
4	1	1	Student & Teacher Devices	211.11.63 95.02.0 41.30	$115,799.00
				Sub-Total	$273,704.13

211 Priority and Focus School Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Emergent Bilingual Teacher Books	211.13.63 29.00.0 41.25	$225.00
				Sub-Total	$225.00

263: Title III, Part A English Language Acq.

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Emergent Bilingual Materials	263.11.63 99.01.04 1.30	$1,109.00
				Sub-Total	$1,109.00

289:Title IV, Part A Subpart 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title IV General Supplies	289.11.63 99.05.0 41.30	$6,296.00
1	3	1	Title IV Reading Materials	289.11.63 29.01.04 1.30	$455.00
1	3	1	Title IV General Material	289.11.63 99.05.0 41.30	$6,296.00
1	3	1	Title IV Software/Site Licenses	214.11.63 96.02.0 41.24	$4,000.00
4	1	1	Student & Teacher Devices	289.11.63 95.02.0 41.30	$111,447.00
				Sub-Total	$128,494.00