

San Elizario Independent School District
Ann M. Garcia-Enriquez Middle School
2024-2025 Campus Improvement Plan



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.

CIP Plan of Dissemination

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

Revised/Approved: May 16, 2024

Demographics

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 418 students—201 in 7th grade and 217 in 8th grade—Garcia-Enriquez Middle School has a demographic split of 48.33% female and 51.67% male students, with an attendance rate of 94.5%.

The school employs a dedicated team of 34 teachers, two administrators, two counselors, and two instructional specialists, supported by a full custodial and cafeteria staff as well as ten educational aides. Notably, 97% of the teaching staff are Hispanic, and 23% 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 418 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%

Demographics 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 has fostered 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 and unity among everyone.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus is experiencing declining enrollment. **Root Cause:** 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 and outflow of students.

Problem Statement 2: The demographics of the students has changed over the year in addition to Spanish being the dominant language in the community. **Root Cause:** Our campus has witnessed a notable rise in the enrollment of Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk students. This demographic shift underscores the importance of ensuring that our educational programs and support services are responsive to the unique needs and challenges faced by these student groups.

Student Achievement

Student Achievement Summary

Garcia-Enriquez Middle School STAAR scores for the 2023-2024 school year are as follows:

2024 STAAR Scores

Math	Approaches	Meets	Masters	Approaches Difference from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	42%	21%	2%	-7%	5%	-1%
Grade 8	51%	9%	0%	-25%	-22%	-2%
Algebra 1	98%	89%	61%	-2%	-5%	-14%

Reading	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	55%	28%	9%	-9%	-1%	3%
Grade 8	74%	39%	8%	-2%	-3%	-5%

Science	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	56%	23%	5%	-2%	-3%	-3%

Social Studies	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	35%	8%	3%	-11%	-9%	-2%

Student Achievement 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 II, 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 AVID (Advancement via Individual Determination), STEM, STEAM, Honors/PBL courses, Fine Arts, sports, clubs, and organizations. Our Eagles have been successful winning Softball District, Band UIL competitions, Do the Write Thing winner to Washington D.C., and Literary Anthology winners. Students who are struggling are provided support and interventions through STAAR labs, after school tutoring, Saturday Camps, intersession, and Summer School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall STAAR achievement scores have declined. **Root Cause:** The consistent emphasis on strong first teaching, rigorous implementation, effective lesson closure, and adjustments to the 4-day instruction schedule have presented academic challenges in maintaining instructional fidelity.

Problem Statement 2: Language barriers and consistent use of English. **Root Cause:** 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.

School Culture and Climate

School Culture and Climate Summary

Overall, most faculty and staff members appear satisfied to be at GEMS and are genuinely concerned with student growth. We are a close-knit 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 and Professional Development sessions.

School Culture and Climate Strengths

Recognition is given intermittently (both individually and publicly) for outstanding achievements. The campus promotes positivity through our marquee, X, Instagram, and Facebook. 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 avenues. There are a variety of clubs, sports, organizations, and fine arts available for students to join to embrace their individuality. Students are recognized for their academic, attendance, and behavioral achievements through quarterly celebrations. Students are provided and rewarded with a variety of field trips to provide experiences they may not have experienced.

Counselors conduct restorative circles and hold individual counseling sessions for students. Counselors provide techniques and strategies for all stakeholders to take care of their social and emotional needs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: PBIS and Student Code of Conduct implementation. **Root Cause:** 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.

Problem Statement 2: Inappropriate use of social media. **Root Cause:** The emergence of students creating accounts on various social media platforms to promote fights and engage in negative interactions with their peers is a serious concern. This behavior not only undermines the safety and well-being of our students but also contravenes our school's values of respect and responsibility.

Problem Statement 3: Vaping on and off campus **Root Cause:** The accessibility of vapes, both containing nicotine and THC, poses a significant challenge. These products are often discreet, easily concealable, and difficult to detect, making it challenging for school staff to identify and address vaping incidents effectively.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2023-2024 school year, we were fully staffed and will maintain this status with no vacancies for the 2024-2025 school year. During the 2023-2024 year, San Elizario ISD 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 seven administrative staff, 34 teachers, ten instructional aides, one librarian, two counselors, one principal, and one assistant principal.

35% of our teachers have 1-5 years of experience

15% of our teachers have 6-10 years of experience

34% of our teachers have 11-20 years of experience

16% of our teacher have 21-30 years of experience

Staff Quality, Recruitment, and Retention Strengths

100% of faculty & staff are trained in PBIS so teachers feel confident in managing classroom behavior; support is offered to any educator that may show the need. The campus promotes a positive culture that has a family orientated feeling that enables the faculty and staff to work as a team. Vacancies have been filled through a fast turnaround that allows classes to be taught by a highly qualified teacher. All faculty and staff are encouraged and empowered to use a growth and innovators mindset.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Age of facilities compared to neighboring schools. **Root Cause:** The age and condition of buildings and facilities on campus, particularly the main building being 52 years old, present significant challenges for maintaining a conducive learning environment and may not be comparable to neighboring middle school buildings.

Problem Statement 2: Distance to drive to the campus **Root Cause:** The campus's remote location poses difficulties for the majority of the population residing in El Paso, requiring long daily commutes for faculty and staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Garcia-Enriquez MS adheres to the curriculum set by the TEKS Resource System and other available guidelines. Teachers regularly collaborate with Instructional Specialists and administrators during PLCs and planning sessions. 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 Measurement of Academic Proficiency (MAP) tests.

This data—comprising results from the 4 and 8 week assessments, MAP tests, and previous STAAR scores—guides decisions on remediation and further classroom instruction. STAAR classes continue to support students who need extra help, particularly those not meeting the STAAR standards or approaches. Data from the 2023-2024 school year indicates an increase 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 students who are struggling.

Curriculum, Instruction, and Assessment Strengths

Teachers are working to enhance instruction by incorporating technology and new material, striving to create engaging and relevant lessons. The Planning and Implementation (P&I) department, administrators, and the campus librarian are offering support and encouragement.

The introduction of AVID (Advancement via Individual Determination) has fostered a college-focused mindset and equipped students with 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.

Due to reduced funding, we are limited in offering after-school and Saturday camps. To address this, the campus has introduced an Advisory class (Golden Hour), which all students are required to take. During Golden Hour, we will use 4 and 8 week assessments, MAP data, and HB4545 data to provide targeted interventions. Students will rotate among teachers for all tested subjects based on areas where they are underperforming.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Concern for student achievement for STAAR assessment. **Root Cause:** 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.

Problem Statement 2: Low Rigor and Relevance **Root Cause:** 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 100%

Parent and Community Engagement

Parent and Community Engagement Summary

Garcia-Enriquez MS is committed to boosting family involvement in community meetings, parent/teacher conferences, volunteer programs, and other activities. Our Family Literacy workshops aim to enhance parents' understanding of the importance of reading at home. Due to their positive reception, these workshops will continue monthly at the campus Parent Center, with a focus on promoting college readiness through literacy. Keeping families well-informed remains a priority, and we will continue to hold meetings that provide essential information for students, parents, and community members. Each year presents new challenges, which we address promptly and effectively.

Parent and Community Engagement 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 and navigate the San Elizario ISD app to stay engaged in their child's education. Campus information is shared through multiple channels, including Blackboard (text, email, X, and Facebook). The GEMS Gazette is distributed weekly, featuring important campus and district updates, key dates, and highlights of positive campus events.

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!" and Yoga with the Principal. 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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent participation **Root Cause:** The misconception that secondary students do not require as much parent involvement affects students' academic success and overall well-being.

Problem Statement 2: Parent and guardian awareness **Root Cause:** 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. Many caregivers are not as tech-savvy or familiar with digital tools, to stay informed and engaged in their child's education.

School Context and Organization

School Context and Organization Summary

For the 2024-2025 school year, the Master Schedule at Garcia-Enriquez MS will 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, known as Golden Hour, will be incorporated for most teachers to address the whole child, with the following structure: Tuesday for Social Emotional Learning through Character Strong, Wednesday for AVID 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 but 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 such as Spanish I, Principles of Engineering, 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, Girls 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, Track and Field, Wrestling, and Tennis. Additionally, for the 2024-2025 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.

School Context and Organization 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. The advisory period will be structured to provide AVID 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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Time frame for tutoring, after school and outside agencies. **Root Cause:** 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.

Technology

Technology Summary

Garcia-Enriquez MS offers access to use and learn technology to students and staff members. 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.

Technology 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 enhance student learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Problems with equipment and accessories **Root Cause:** 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.

Problem Statement 2: Appropriate use of technology **Root Cause:** Students attempting to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: May 16, 2024

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: By the end of the 2024-2025 school year, 100% of faculty and staff members will be provided high quality professional learning that will increase instructional effectiveness and student academic achievement.

High Priority

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations, STAAR Results in Grades 7-8, TELPAS Results; Documentation of completed professional development offerings.

Strategy 1 Details	Reviews			
<p>Strategy 1: All faculty and staff will be able to attend content specific training and professional learning through campus, district, Region 19, and out of town opportunities. They will be expected to share their newly acquired knowledge with their department and campus through Professional Learning Communities (PLC's) and incorporate strategies in the classroom for student learning. (Weekly)</p> <p>Strategy's Expected Result/Impact: All faculty and support staff members will continue implementing district initiatives, best practices and technology in a manner that proves to be effective in the efforts to reach academic achievement for all students to include subgroups and advanced academics.</p> <p>Staff Responsible for Monitoring: Campus Teachers Counselors Librarian Administration Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities for librarian to attend training in areas of library science. (Yearly)</p> <p>Strategy's Expected Result/Impact: GEMS Librarian will participate in the state conference every other year to stay abreast on new information.</p> <p>Staff Responsible for Monitoring: Administration Librarian</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: At Garcia-Enriquez Middle School, faculty and staff will attend professional development that directly impacts the instruction of the Emergent Bilingual (EB) sub-population, with the intent of improving STAAR Emergent Bilingual results. ESL Teachers, General Education Teachers, Administrators, and other professional educators that will participate in sessions and training, book studies, and supplemental material to improve Emergent Bilingual student learning. (Monthly)</p> <p>Strategy's Expected Result/Impact: Teachers will use strategies to ensure the learning of EB students. Students will increase scores in TELPAS, STAAR, and campus assessments.</p> <p>Staff Responsible for Monitoring: Administrators Bilingual Coordinator Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Faculty and staff will be provided the opportunity to attend conferences and sessions at the district and region level as well as out of town opportunities to enhance knowledge of Special Education legal requirements, writing effective Individual Education Plans (IEP's), and learning a variety of strategies to incorporate accommodations and modifications for students with special needs. (Monthly)</p> <p>Strategy's Expected Result/Impact: Students will be provided resources to increase their knowledge across all classes. Student improvement in STAAR and STAAR-Alt 2 scores Teachers will have proper documentations for audit purposes.</p> <p>Staff Responsible for Monitoring: Administration Instructional Specialists Instructional Officers Diagnostician Special Education Director</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will be able to attend AVID Summer Institute, AVID Ignite, and other AVID sessions to successfully incorporate AVID (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college readiness and success in a global society. (Yearly)</p> <p>Strategy's Expected Result/Impact: Increase the use of WICOR across the campus (Writing, Inquiry, Collaboration, Organization, Readyng). Students will learn effective note taking strategies Increase rigor for STAAR Meets and Masters</p> <p>Staff Responsible for Monitoring: Administration Counselors AVID Coordinator Instructional Specialists</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: For the 2024-2025 school year, at least 85% of the teachers who are observed will attain an overall rating of at least "proficient" on their T-TESS Observations and Summative Evaluations.

Evaluation Data Sources: T-TESS Walkthroughs
 Formal and Informal Observations
 T-TESS Goal Setting
 T-TESS Summative and Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will receive training on the Texas - Teacher Evaluation and Support System (T-TESS) and SLO (Student Learning Objective) prior at the beginning of the year. Teachers will continue to receive training related to the T-TESS throughout the year. (Yearly)</p> <p>Strategy's Expected Result/Impact: Teachers will be providing effective instruction for student centered learning. Increase knowledge of students through formal and informal observations.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Each Administrator will conduct a minimum of 8 walkthroughs every week, providing documented feedback to teachers within 48 hours. (Weekly)</p> <p>Strategy's Expected Result/Impact: Provide constructive feedback and reinforce appropriate lesson delivery. Ensures teachers are providing high quality instruction.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.





Performance Objective 1: In the 2024-2025 academic year, all students and student sub-groups taking the Reading, Math, Science, and Social Studies STAAR assessments will meet all accountability measures as established by the A-F Rating system.

High Priority

Evaluation Data Sources: 2024-2025 STAAR Assessment Results
 MAP Data
 Unit Assessments
 Exit Tickets
 Formal and Informal Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive intervention and enrichment through supplemental resources such as workbooks, intervention kits, textbooks, and online resources during instruction, Advisory Period, RtI process, STAAR Class, After School Tutoring, Fall and Spring Intersession and Saturday Camp. (Daily)</p> <p>Strategy's Expected Result/Impact: Students will fill in the achievement gap. Improved grades and assessment scores. Develop a well-rounded student. RTI Intervention Forms will reflect implementation and changes as needed.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors RtI committee</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: Reading is Fundamental - 199: General, State Compensatory Education - 199.11.6329.00.041.30 - \$8,100</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Transportation will be provided for students attending remediation and enrichment during after-school tutoring sessions, Saturday School, and Intersession. (Daily)</p> <p>Strategy's Expected Result/Impact: Students will fill in the achievement gap. Improved grades and assessment scores. Develop a well-rounded student.</p> <p>Staff Responsible for Monitoring: Administration Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students. (Daily)</p> <p>Strategy's Expected Result/Impact: Rosters will show classes with 30 or fewer students in all core-area classes.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: The Campus Instructional Specialists will work with classroom teachers to support student learning and carry out district initiatives in all content areas via providing professional development and modeling of best-practice instruction. The campus instructional specialists are responsible for improvement of teaching and learning at the assigned campus utilizing technology and appropriate resources to address campus needs, document observations and provide effective feedback utilizing data reports. (2 FTE) (Daily)</p> <p>Strategy's Expected Result/Impact: PLCs will be used to guide teachers through the planning process. Four and eight assessment scores will show mastery by 70% of students. STAAR scores will increase in the areas of Reading, Writing, Science, Social Studies, and Math.</p> <p>Staff Responsible for Monitoring: Title I coordinator Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<p>Strategy 5: An Instructional Aide will provide direct instruction to students in an individual basis or small group, inside and outside the classroom under the teacher supervision. Assist teacher in preparation and management of classroom activities. (1 FTE) (Daily)</p> <p>Strategy's Expected Result/Impact: Student Grade Reports will reflect passing grades every 9 weeks.</p> <p>Staff Responsible for Monitoring: Title I Coordinator Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: GEMS will provide services e.g. tutoring and assistance to Homeless/Transition students including, but not limited to, school supplies, clothing, books, and transportation. District social worker will serve as point of contact (Daily).</p> <p>Strategy's Expected Result/Impact: STAAR Scores for students in transition will show progress in academic achievement.</p> <p>Staff Responsible for Monitoring: Administration Federal Programs Administrator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide incentives to include tangible and edible items to students who participate in Saturday School activities to increase self-esteem and expectations of our students. Weekly between September 2024 to June 2025.</p> <p>Strategy's Expected Result/Impact: Students will participate in Saturday remediation; resulting in improved scores.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				


Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.


Performance Objective 2: STAAR achievement performance in Social Studies for 2024-2025 will reach the following targets by:
Grade 8 Social Studies-- 60% Approaches, 30% Meets, 15% Masters


High Priority


Evaluation Data Sources: 2024-2025 STAAR Grade 8 Social Studies Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
<p>Strategy 1: The Social Studies team will utilize a various websites via technology, applications, programs, instructional practices, workbooks and project based learning to utilize to research pertinent to American History as guided by TEKS Resource System. Classes will participate in Constitution Week. (Monthly)</p> <p>Strategy's Expected Result/Impact: Social studies teachers will use technology in the classrooms and allow students to research various sites for information as appropriate.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Campus Administrators Computer Lab Aides Library Staff Central Office Instructional Personnel</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished

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Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: STAAR achievement performance in Reading for 2024-2025 will reach the following targets by:

Grade 7 -- 64% Approaches, 43% Meets, 14% Masters

Grade 8 -- 80% Approaches, 44% Meets, 13% Masters

High Priority

Evaluation Data Sources: Grades 7 and 8 STAAR Reading Results: All Students, English Language Learners, Special Education Population

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 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)</p> <p>Strategy's Expected Result/Impact: Students will be motivated to read via electronic/technology devices.</p> <p>Staff Responsible for Monitoring: Campus Reading teachers Reading resource teachers English/ESL teachers, Computer Lab personnel Library staff Campus administrators Language Development Aides</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Bilingual Funds Software - 199: General, Bilingual Education - 199.11.6268.00.041.25 - \$3,079.58</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	Review cells are empty			

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: STAAR achievement performance in Math for 2024-2025 will reach the following targets by:





Grade 7 Math -- 85% Approaches, 62% Meets, 20% Masters

Grade 8 Math -- 85% Approaches, 62% Meets, 20% Masters

EOC Algebra I -- 100% Approaches, 90% Meets, 65% Masters

High Priority

Evaluation Data Sources: Grades 7 and 8 STAAR Mathematics and End of Course Algebra I: All Students





Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers and students will be provided support through site-licenses such as iXL and iReady for diagnostic tests. Students will utilize technology such as Chromebooks, Elmos, interactive whiteboards and calculators to enhance instruction and. (Monthly)</p> <p>Strategy's Expected Result/Impact: Students will show increased use of online lessons and technology in the classroom.</p> <p>Staff Responsible for Monitoring: Math Teachers Administration Instructional Specialists Instructional Officers</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: STAAR achievement performance in Science for 2024-2025 will reach the following targets by:
Grade 8 Science -- 66% Approaches, 30% Meets, 15% Masters

Evaluation Data Sources: 2024-2025 Grade 8 STAAR Science Results: All Students

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will read science-related material, incorporate STEMScopes, participate in product-based materials, utilize site-license, workbooks, use consumable supplies for both lab and classroom instruction to help enhance acquisition. (Daily)</p> <p>Strategy's Expected Result/Impact: Students in science classes will be given the opportunity to improve reading skills through content passages, be able to solve algebraic problems, and participate in the Science Fair.</p> <p>Staff Responsible for Monitoring: Campus science teachers Instructional Specialists Instructional Officers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate labs/demonstrations into 40% of instructional time. Every nine weeks through June 2025. This includes having the appropriate materials and supplies to accomplish. (Weekly)</p> <p>Strategy's Expected Result/Impact: Students will learn through labs and demonstrations in the science classes.</p> <p>Staff Responsible for Monitoring: Science Teachers Instructional Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be able to attend field trips and campus visits to provide hands on learning experience and see how science is applied in a real-world experience. (Monthly)</p> <p>Strategy's Expected Result/Impact: Make connections from the classroom to the real-world application. Increase interest in the sciences. Improved formal and informal assessment.</p> <p>Staff Responsible for Monitoring: Administration Counselors Instructional Specialist Instructional Coaches Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Students receiving special education services will increase their STAAR and STAAR-Alt 2 assessments in the area of approaches by 10%, meets by 2%, and masters by 1% for the 2024-2025 school year.

High Priority

Evaluation Data Sources: 2024-2025 STAAR and STAAR-Alt 2 Results: Special Education Population

Strategy 1 Details	Reviews			
<p>Strategy 1: General Education and Special Education Teachers will work cooperatively to implement proper Co-Teaching models at all grade levels to ensure SPED students receive grade level instruction, attend Strengthening Your Wings Camps on Saturday, after school tutoring, and Fall/Spring Intersession and be provided appropriate workbooks, materials, and supplies to meet individual needs. Special Education teachers will work with general education teachers on disaggregation of data utilizing diagnostic tests and Lead4ward during Professional Learning Communities (PLC's). (Daily)</p> <p>Strategy's Expected Result/Impact: Teachers work collaboratively to implement proper modifications and accommodations. Students will increase knowledge in assessments and assignments</p> <p>Staff Responsible for Monitoring: SPED Teachers SPED Instructional Aides SPED Director Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Academic Self-Contained Classrooms will have materials and resources necessary to provide instruction in all core areas and adopt program requirements with the Physical Education department as per Individual Education Plan (IEP) recommendations. Students in the life-skills classroom will have opportunities to practice skills in working, to include the exchange of money and inventory practice, through participation in the community based instruction (Peter Piper Pizza) and an on-site "coffee shop". (Daily)</p> <p>Strategy's Expected Result/Impact: Life Skills students will build independent living skills. PED Teachers (Life skills and/or ASC) will work with coaches to ensure students receive appropriate physical activities during P.E. classes.</p> <p>Staff Responsible for Monitoring: SPED teachers and paraprofessionals General Ed. teachers Campus Administrators District Personnel</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: The Special Education Instructional Aide will provide additional academic support to the students. (Daily)</p> <p>Strategy's Expected Result/Impact: To assist the struggling students in different academic areas.</p> <p>Staff Responsible for Monitoring: Special Education Aide Campus Administrators.</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.


Performance Objective 7: Staff will use varied teaching methods to address the needs of Emergent Bilingual students and promote learning as measured by a minimum of 60% of Emergent Bilingual students meeting the STAAR 2024-2025 performance standard in all assessed subjects. Emergent Bilingual students will increase performance as measured by the 2024-2025 Texas Language English Proficiency Assessment System (TELPAS) to increasing at least one proficiency level in their composite score.


High Priority

Evaluation Data Sources: 2024-2025 STAAR Results: Limited English Proficient Students
TELPAS scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and aides will implement necessary measures to promote exit from the Emergent Bilingual program by utilizing workbooks, online programs, resources, materials, diagnostics such as LAS. Teachers will be able to effectively administer TELPAS and collect writing samples and materials to properly file LPAC documents. The campus will utilize technology for practice online speaking and listening portion of TELPAS. (Annually)</p> <p>Strategy's Expected Result/Impact: TELPAS administration will run smoothly with the focus on student achievement.</p> <p>Staff Responsible for Monitoring: ESL Teachers Administration</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: EL teachers will use authentic visuals as recommended by GLAD, TEKS Resource System, Teacher Created Materials, Zingers, Rosetta Stone, Achieve 3000, vocabulary acquisition, technology and and resources to successfully implement effective lessons to better prepare for mastery of the STAAR. (Daily)</p> <p>Strategy's Expected Result/Impact: Students will learn through GLAD strategies in the ESL, science and social studies classes.</p> <p>Staff Responsible for Monitoring: Administration ESL Teachers Instructional Officers Instructional Specialists LPAC Committee</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished

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Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.





Performance Objective 8: The campus will increase parental participation in parent meetings and parental workshops 10% through different means of communication such as printed flyers, blackboard messages (phone, text messages, email, social media), SEISD app with at least 48- hour notice in English and Spanish.

Evaluation Data Sources: Sign-in sheets from 2022-2023 as compared to sign in sheets from 2023-2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liaison (1 FTE) will be hired to further the educational process through involvement of parent and community members. A parent liaison is on staff to elicit parental involvement and coordinate activities related to parental involvement across the campus. (Daily)</p> <p>Strategy's Expected Result/Impact: Increase in available parental involvement activities, and in the level of parent participation.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus parent liaison will assist in the development of a family-friendly environment at the campus. Support and implement effective, practical, research-based parental involvement practices and policies, and technology (Title I and Title III) to improve student academic achievement. Parents will be offered food, refreshments, coffee, and water when they visit the campus. (Monthly)</p> <p>Strategy's Expected Result/Impact: Parents will feel welcome at the campus for conferences and meetings.</p> <p>Staff Responsible for Monitoring: Parent Liaison Title I Coordinator Administrators Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Reading Materials-Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.041.30, Food Purchases--Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.041.30, General Supplies--Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.041.30</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will stay after hours to meet parents at the Fall and Spring Semester Parent/Teacher Conference. Parents will be given the opportunity to evaluate the parental involvement program. (Annually)</p> <p>Strategy's Expected Result/Impact: Teachers will share grade, attendance, and behavior information with parents to help them understand completion requirements and tutoring.</p> <p>Staff Responsible for Monitoring: Parent Liaison Counselors Administrators Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Literacy sessions will be offered on a monthly bases where parents will be provided with reading materials such as books and brochures, online curriculum, and supplies. Parents will be offered food, refreshments, coffee, and water when they visit the campus. (Monthly)</p> <p>Strategy's Expected Result/Impact: Parents will help support the efforts to improve academic achievement with students.</p> <p>Staff Responsible for Monitoring: Parent liaison Counselors Administrators PBIS Committee Librarian</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Parents and community members will be provided the opportunity to serve as campus volunteers. (Daily)</p> <p>Strategy's Expected Result/Impact: All stakeholders are encouraged to participate as volunteers.</p> <p>Staff Responsible for Monitoring: Parent liaison Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
<p>Strategy 6: Parents and campus parent liaison will be afforded the opportunity to attend parental engagement conferences to implement new strategies for family engagement. (Yearly)</p> <p>Strategy's Expected Result/Impact: Parents will participate in the annual parent engagement conference. Parents and Parent Liaison will be more knowledgeable on student improvement and engagement.</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Parents will be given the opportunity to participate in a variety of parenting activities such as extracurricular events and parenting sessions. Parents will be provided with informational classes (drug awareness, homework help, literacy, healthy habits), Personal Graduation Plans (PGP's), and social emotional awareness. Parents will be invited to attend sessions specifically geared toward various subgroups, clubs, organizations, academic recognition, advanced academics information, sports banquets, inductions and events. (Monthly)</p> <p>Strategy's Expected Result/Impact: Parent Involvement in student academic and extra-curricular endeavors.</p> <p>Staff Responsible for Monitoring: GT Campus Coordinator GT Teachers General Ed Teachers Algebra I Teacher Honors Teachers Sponsors Coaches Counselors Campus Administrators</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 8 Details	Reviews			
<p>Strategy 8: Involve parents in the development/revision of the Parent and Engagement Policy and Parent-Student-School Compact, and conduct annual meetings to inform parents of their child's participation in Title I Part A and Title III program requirements and their right to be involved. (Once per Semester)</p> <p>Strategy's Expected Result/Impact: Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement.</p> <p>Staff Responsible for Monitoring: Principal Parent Engagement Representative State and Federal Programs Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 9: Participation in school activities by business members, community members, and parents/guardians will become more meaningful and applicable to instructional efforts. Garcia-Enriquez will increase community outreach by 5% from the 2024-2025 school year.

Evaluation Data Sources: Sign-in sheets; flyers, and monthly parental involvement calendar.
Participants for SBDM teams

Strategy 1 Details	Reviews			
<p>Strategy 1: Community and business members will be invited to participate in the Site-Based Decision Making Meetings. (Monthly)</p> <p>Strategy's Expected Result/Impact: The SBDM Committee will have representation of all departments and for parents and the community.</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be trained to participate in Language Proficiency Academic Committee Meetings (LPAC) throughout the year. (Monthly)</p> <p>Strategy's Expected Result/Impact: Parent representatives will serve as an advocate for students in the LPAC meetings.</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus Administrators Registrar ESL Teacher</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will be invited to participate in Student Health Advisory Committee (SHAC) meetings throughout the year. (Quarterly)</p> <p>Strategy's Expected Result/Impact: Teachers and parents will work together to represent GEMS at SHAC meetings.</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus Nurse Counselor P.E. Coach Administrator</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sign-in-sheets, agendas, PowerPoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia-Enriquez Middle will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily)</p> <p>Strategy's Expected Result/Impact: To impact students' academic instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Instructional Aides</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Garcia-Enriquez Middle will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily)</p> <p>Strategy's Expected Result/Impact: To encourage students more reading, work with students to read at grade level and improve reading scores.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly)</p> <p>Strategy's Expected Result/Impact: Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, Teachers, Department Chairs</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly)</p> <p>Strategy's Expected Result/Impact: Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily)</p> <p>Strategy's Expected Result/Impact: To positively impact student behavior and implement PBIS</p> <p>Staff Responsible for Monitoring: Administrators, campus counselor</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: 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)</p> <p>Strategy's Expected Result/Impact: Increase Parent Participation</p> <p>Staff Responsible for Monitoring: Campus Administrator. Teachers, Counselors, Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Food - 199: General, Basic - 199.11.6497.00.041.99, Parent Liaison Catering - 211: Title I, Part A Improving Basic Programs - 211.61.6497.04.041.30</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly)</p> <p>Strategy's Expected Result/Impact: Our district and campus must have a written parent and family engagement policy in place.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers, and Parent Liaison</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
<p>Strategy 8: Title 1 funded positions will support and assist students/staff with day-to-day instructional needs. Strategy's Expected Result/Impact: Supplement instructional support and campus needs Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: Instructional Aide (Math & Science) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.041.30 - \$29,768, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.041.30 - \$25,943, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.041.30 - \$25,000, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.041.30 - \$81,617</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners with work books and subscription based programs that can help meet the same challenging State academic standards that all children are expected to meet. (Daily)</p> <p>Strategy's Expected Result/Impact: Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Bilingual Instructional Officer, Instructional Specialists</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Bilingual Funds Software - 199: General, Bilingual Education - 199.11.6268.00.041.25, Bilingual Funds Materials - 199: General, Bilingual Education - 199.11.6399.00.041.25</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. (Daily)</p> <p>Strategy's Expected Result/Impact: To develop and enhance their capacity to provide effective instruction</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Officer, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.


Performance Objective 12: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. (Daily)</p> <p>Strategy's Expected Result/Impact: To improve students' academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers, and Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. (Daily)</p> <p>Strategy's Expected Result/Impact: Provide early intervention mentoring documentation and discipline behavior reports</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers.</p> <p>Funding Sources: Technology Software - 289:Title IV, Part A Subpart 1 - 289.11.6268.02.041.30</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) (Daily)</p> <p>Strategy's Expected Result/Impact: To equip the classroom with the additional technology equipment for better classroom instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth.

Evaluation Data Sources: Students' progress reports, nine-week reports.


Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia-Enriquez Middle School will provide secondary transition students with summer programs to support learning and increase confidence and self-worth. (Extra-Duty Pay teacher, aide, books and school supplies, and educational field trip). (Yearly)</p> <p>Strategy's Expected Result/Impact: To provide students with the additional academic support needed</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselors, and Social Workers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				


Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.


Performance Objective 14: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth.


Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia-Enriquez Middle School will implement college and career activities, academic field trips, and aligned with grade-appropriate TEKS for students in transition--organized visits to colleges and universities to promote and explore various college and career opportunities. Academic activities focus on science, technology, engineering, and mathematics. Also will address learning loss and track attendance and improve student engagement. (Monthly)</p> <p>Strategy's Expected Result/Impact: To have transition student continuing their college education after they graduate from High School.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	Review cells are empty			

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 15: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.





Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia-Enriquez Middle School will provide all students with supplemental instruction on core academic subject materials, intervention materials, software license programs, and extended days. And professional development designed to give instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. (Monthly)</p> <p>Strategy's Expected Result/Impact: To assist students in meeting the State academic standards.</p> <p>Staff Responsible for Monitoring: To assist students in meeting the State academic standards.</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: SCE Software Program - 199: General, State Compensatory Education - 199.11.6268.041.30 - \$16,000, - 199: General, State Compensatory Education - 199.11.6268.00.041.25 - \$4,924, Reading Is Fundamental - 199: General, State Compensatory Education - 199.11.6329.00.041.30</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: By the end of the 2024 - 2025 School Year, 100% of the students will be provided with opportunities to demonstrate technology applications as indicated in TEKS and measured by the Learning Assessment and will be provided with 21st century skills to be future ready.

Evaluation Data Sources: All students will have a Chromebook and will be a 1-1 campus. Computer lab schedules will be maintained to ensure consistent use by all classroom teachers. Technology distribution logs will document uses by all students and for individual classrooms. Administrative walkthroughs will note the use of laptops, Chromebooks, notebooks, iPads, and ActivPanel boards by students. Also the use of IXL, and any programs that require licenses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increased access to technology to 100% of the classrooms through acquisition of classroom computers, wireless connectivity with computers on wheels (COW) storage, and protective equipment for longevity, iPods, iPads, cameras, photo printers, photo processing software, ActivePanels, Chromebooks, and other forms of technology (including replacements and upgrades in the computer labs.) Continual upgrade and maintain existing technology equipment, furniture and software on campus for student and teacher use; to include the computer labs, library, Emergent Bilingual, Special Education, and Gifted and Talented classrooms to provide an environment for instruction and conducive to learning to include IXL. Monthly through June 2025</p> <p>Strategy's Expected Result/Impact: Students will be proficient in using technology and will be better prepared to meet the demands of our technological society.</p> <p>Staff Responsible for Monitoring: All campus personnel, Campus Administrators, Yearbook Teacher, Social Studies Teachers, CTE Teachers, and District and campus technology teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of students will have access to materials and technology devices needed for remediation in the areas of reading and writing to better prepare for success as measured by the STAAR (IStation, e-books, etc.) December 2024 & June 2025</p> <p>Strategy's Expected Result/Impact: Students will visit the computer labs after school and on weekends as necessary.</p> <p>Staff Responsible for Monitoring: All campus personnel, Campus Administrators, and District and campus Technology committees.</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
<p>Strategy 3: Curriculum integration of technology in all disciplines by supporting district initiative of technology training for 100% of teachers. Once a Semester</p> <p>Strategy's Expected Result/Impact: Teachers will feel more comfortable with technology in the classrooms.</p> <p>Staff Responsible for Monitoring: All campus personnel, Campus Administrators, and District and campus CATE teachers and computer teacher.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Incorporate Technology TEKS in all disciplines and include internet safety as per HB 3171. August 2024 through June 2025</p> <p>Strategy's Expected Result/Impact: Students will abide by guidelines set forth in the Student Code of Conduct.</p> <p>Staff Responsible for Monitoring: All campus teachers and administrators.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Career and Technology Education (CTE) classrooms will maintain consumable items for projects, ink/toner for printers, and the annual update for site licenses such as White Box. Annually</p> <p>Strategy's Expected Result/Impact: Students will use materials to prepare projects and assignments for daily announcements, PBMF, CCMR, Game Salad, ICS, CET, and PLTW classes.</p> <p>Staff Responsible for Monitoring: CTE Teacher, CTE District Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be given opportunities to explore various opportunities post-high school (career/college).

Evaluation Data Sources: CTE teachers will maintain record of guest speakers. Counselor calendars will show scheduled presenters. PGP's will show students have a plan for after high school. On-course pre & post-assessment results will be recorded.

Strategy 1 Details	Reviews			
<p>Strategy 1: College and Career Days will be scheduled at the campus where various organizations/careers will be represented. Monthly</p> <p>Strategy's Expected Result/Impact: Students will identify a post-high school plan for PGP's.</p> <p>Staff Responsible for Monitoring: CTE Teachers, Counselors, CTE Administrator</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Career and Technology Education (CTE) students will have the opportunity to visit post-secondary institutions to learn about College Career Military Readiness (CCMR) options. Students will participate in field trips that further enhance the core curriculum and or help students build background knowledge for concepts. Field trips will also include CCMR efforts for awareness of various post-secondary opportunities available (Semester)</p> <p>Strategy's Expected Result/Impact: Students will be better prepared to participate in conversations for PGP's and pathways.</p> <p>Staff Responsible for Monitoring: CTE District Coordinator, CTE Teachers, Instructional Specialists, Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will incorporate AVID (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college readiness and success in a global society. (Daily)</p> <p>Strategy's Expected Result/Impact: AVID's systemic approach is designed to support students and educators as they increase schoolwide/district-wide learning and performance using successful strategies and methodologies.</p> <p>Staff Responsible for Monitoring: AVID coordinator, Administration, Teachers, District Director, Counselor, Instructional Specialists.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors and students will work collaboratively to develop Personal Graduation Plans to identify interventions and high school pathways in conjunction with students and parents. (Fall Semester)</p> <p>Strategy's Expected Result/Impact: Students will identify goals in the PGP's and counselors will maintain accurate records of interventions and/or remediation.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Administration, Instructional Specialists</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 3: By the end of the 2024 - 2025 School Year, students will have access to programs that improve the access to Foreign Languages, Fine Arts, Honors Classes, High School Credit Courses, UIL competition.

Evaluation Data Sources: Master schedule class loads
Student participation in events and performances

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in Dance and Band Classes will participate in competitions e.g. UIL. (Monthly)</p> <p>Strategy's Expected Result/Impact: Students will be exposed to competitive events that will help them see the variety of options for careers and education.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: GT students will be recognized for academic achievements and for participation in Team Quest and GT Family Nights. Semester</p> <p>Strategy's Expected Result/Impact: Students will participate in GT events and will enhance the learning experience through hands-on activities that build critical thinking skills.</p> <p>Staff Responsible for Monitoring: Administrator Research and Evaluation GT Campus Coordinator GT Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: 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).</p> <p>Strategy's Expected Result/Impact: Lesson Plans will include a pre/post writing on the event and what it allowed students to learn through participation. Experiences will help students build background for enhanced learning.</p> <p>Staff Responsible for Monitoring: GT Coordinator, GT Teacher</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide access to accelerated learning opportunities to our advanced courses and programs (AP Spanish, Algebra I, Honors Classes, CTE, GT) through field trips, enrichment programs, targeted curriculum, qualifying criteria, and participation in extracurricular activities (Annually)</p> <p>Strategy's Expected Result/Impact: Lesson plans, walkthroughs, progress reports, report cards, common assessments, benchmarks will show progress. Student products, UIL participation, score reports will reflect the variance of learning with subgroups.</p> <p>Staff Responsible for Monitoring: Algebra I AP. Honors teachers Counselors School administrators</p> <p>TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.





Performance Objective 1: Provide a positive environment conducive to learning by increasing self-esteem and expectations of our students, faculty and staff; Discipline referrals will decrease overall from the 2023-2024 school year to the 2024-2025 school year. Provide health and wellness care for students and staff and community well-being.

Evaluation Data Sources: PBIS committee will conduct a survey each semester for data that confirms the adherence to the three core values: Respect, Responsibility, and Safety. The discipline referral rates will also be evaluated. Counselor records of restorative circles will be presented at meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide mental health and wellness care, support, and knowledge to students, staff, parents, and the community to ensure their well-being; to include wellness Wednesday SEL lessons, restorative circles in classrooms and awareness presentations on mental health issues. Counselors, teachers and outside agencies will provide programs for students that address self-esteem, bullying, character education, gang prevention, drug use, dating violence, etc. throughout the year. Counselors will provide stress management technique/skills sessions to students who display anxiety or depression - students will be provided items to help them recover stability to return to the general classrooms for instruction. Daily/ Weekly through June 2025</p> <p>Strategy's Expected Result/Impact: Students and staff will be in general good health (physical, mental, emotional). Students will have knowledge and information to better make decisions on issues that confront our students. Students will learn strategies and use resources that help reduce anxiety and stress.</p> <p>Staff Responsible for Monitoring: Nurse and Nurses Aide, Counselors, Social Workers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Counseling offices will be maintained to provide a comfortable environment for students; to include items that have been proven effective in helping students with anxiety and/or mood disorders. Daily</p> <p>Strategy's Expected Result/Impact: Students will be offered services with resources that are appropriate for dealing with middle school student issues in a comfortable and adequate environment.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Establish appropriate instructional transition activities to support transition between elementary, middle, and high school (Summer Orientations, Campus Visits, 8th grade transition ceremony, etc.) June 2025</p> <p>Strategy's Expected Result/Impact: Students will feel more comfortable and secure in entering a new campus within our SEISD district.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: The PBIS committee will use the SWIS program to monitor data to review adherence to the three core values: Respect, Responsibility, and Safety. Data will be used to adjust areas of focus and events/topics for Tier 1 presentations. PBIS will incorporate Tier I incentives, PBIS Tier II graduation and other incentives as applicable to help promote a positive school climate. PBIS members and new faculty and staff will attend PBIS training annually.</p> <p>Strategy's Expected Result/Impact: Detailed and accurate record-keeping of PBIS documentation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will offer extra-curricular activities such as clubs and organizations, follow the Positive Behavior Intervention Support (PBIS) model to promote self-esteem and meet the needs of different student populations. Extra-curricular programs will recruit members through displays and booths during pre-registration events to help promote membership in organizations that foster a sense of community and belonging among the campus. Students will be able to experience field trips and incentives for positive promotion. Daily</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to find their niche and feel as if they belong to the campus. Membership Numbers in the various organizations will increase.</p> <p>Staff Responsible for Monitoring: Administration, Club/Organization Sponsors, UIL Coordinator, Band Director, Librarian, Counselors, PBSI Core Team</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Membership Dues - 199: General, Basic - 199.36.6495.00.041.99</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
<p>Strategy 6: Support student recognition programs such as Honor Roll, Academic Achievement, Student Council, National Junior Honor Society (NJHS), Perfect/Excellent Attendance, Transition events, UIL Academics, Science Fair. Monthly</p> <p>Strategy's Expected Result/Impact: Students will be motivated to continue striving for good attendance and good grades. Students will be motivated to achieve academic excellence.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Sponsors, Administrators</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Students who excel in reading through the library program and through Reading classrooms will be recognized at the periodic Literacy Luncheons and receive books and tangible incentives. Every 6 weeks through June 2025</p> <p>Strategy's Expected Result/Impact: Students will be motivated to read and hence improve academic achievement through the use of honed reading skills.</p> <p>Staff Responsible for Monitoring: Counselor, Librarian, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: Our teachers and employees will be recognized for their commitment and dedication to the campus and district on a monthly basis. Areas will be provided where teachers and employees can eat lunch and take breaks as necessary (coffee, chairs, tables, etc.) throughout the instructional day to help maintain a positive campus climate. (Daily)</p> <p>Strategy's Expected Result/Impact: Teacher recognition helps keep a positive environment for all. Faculty members will have a place to eat and "unplug" as appropriate.</p> <p>Staff Responsible for Monitoring: Campus Administration, Spirit Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 9 Details	Reviews			
<p>Strategy 9: Classrooms will be maintained in a clean and organized manner to provide a safe and clutter-free environment for students; furniture, paint, flooring, etc. Student classrooms will have adequate lighting, cooling/heating, white boards, and desks to provide an environment that is conducive to learning and helps provide an overall positive learning experience. Each Semester</p> <p>Strategy's Expected Result/Impact: Students will have a positive learning experience.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, Custodians</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide Nursing Staff with materials to offer Professional Development to staff and classes to students on Health/Medical Subjects; stress relief; and anxiety management (Semester).</p> <p>Strategy's Expected Result/Impact: During benchmarks and STAAR seasons, teachers will be introduced to skills in managing stress and anxiety; thus, resulting in maintaining a positive campus climate.</p> <p>Staff Responsible for Monitoring: Nurse and Nurses Aide</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: By the end of the 2024-2025 school year, 100% of the school will be committed to a safe learning environment to make all students, faculty and staff, community feel safe while in campus. The campus will follow all state policies and mandates for school safety. Daily

Evaluation Data Sources: Safety meeting logs and sign-in sheets
 Daily safety checklist
 Schoolwide safety drills
 Administrative walkthroughs





Strategy 1 Details	Reviews			
<p>Strategy 1: Safety committee will continue to meet and provide management plan. Monthly</p> <p>Strategy's Expected Result/Impact: Audits will show fewer findings and students/staff will feel safe.</p> <p>Staff Responsible for Monitoring: Safety Committee (Emergency Response Team), Counselors, Nurse, Administrators</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to utilize security cameras in strategic areas to ensure student and staff safety. (Daily)</p> <p>Strategy's Expected Result/Impact: Reviewing video will help with investigations.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, faculty, staff and support personnel.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: All faculty, staff members, and students will wear identification badges: cross guards will wear safety vest and any staff helping during duty before and after school. Safety will be enforced with monthly safety meetings. (Daily/Monthly)</p> <p>Strategy's Expected Result/Impact: Visitors can be easily recognized and questioned if there is no badge. Students will cross main street safely before and after school.</p> <p>Staff Responsible for Monitoring: Clerks, Administrators, Safety Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Administrator office(s) main office, PLC rooms, PBIS room, 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)</p> <p>Strategy's Expected Result/Impact: The needs of visitors, faculty, and staff will be met with appropriate forms, badges, etc. Safety measures will be enhanced through the use of radios and other communication devices.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Librarian, Office Personnel</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Admin Tech - 199: General, Basic - 199.23.6395.00.041.99 - \$1,438</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain a Disciplinary Alternative Education Program (DAEP) at the campus site with full-time personnel staffing. Para-educators and/or instructional assistants and DAEP teacher(s) will assist students in the general classrooms to better prepare them for all core content areas. (Daily)</p> <p>Strategy's Expected Result/Impact: Monthly reports by DAEP teachers will show student attendance and completion of successful days.</p> <p>Staff Responsible for Monitoring: Administration Counselor, DAEP Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: By the end of the 2024-2025 School Year, attendance will increase from 95.5% to 98% Average Daily Attendance.

Evaluation Data Sources: Daily Attendance Reports
Monthly Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Enforce compulsory attendance law. (Attendance Officer) Monthly through first week of July 2024</p> <p>Strategy's Expected Result/Impact: Attendance will improve and the number of students recovering seat-time will decrease.</p> <p>Staff Responsible for Monitoring: Attendance Administrator, Attendance Clerk, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and monitor programs that promote 98% Average Daily Attendance (incentives for perfect and excellent attendance, etc.). Every nine weeks</p> <p>Strategy's Expected Result/Impact: Increase in students recognized each grading period. Higher attendance rates</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Counselors, Attendance Clerk, Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<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>				

State Compensatory

Budget for Ann M. Garcia-Enriquez Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for Ann M. Garcia-Enriquez Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenda Jara	Campus Instructional Specialist-Secondar	1
Eva Quezada	Campus Instructional Specialist-Secondar	1
Jacinto Bustos	Aide-Classroom	1
Julieta Vitela	Teacher At Risk Services-Middle School	1
Susana Payan	Aide-Classroom	1
Veronica Hernandez	Teacher DAEP I-Middle School	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrew Perez	Aide-Classroom-Math & Science	Title I Part A	100%
Idania Rodarte	Librarian	Title I Part A	100%
Janet Natividad	Parent Liaison	Title I Part A	100%
Teresita Parra	Social Worker	Title I Part A	33%

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	6	Food	199.11.6497.00.041.99	\$0.00
4	1	5	Membership Dues	199.36.6495.00.041.99	\$0.00
4	2	4	Admin Tech	199.23.6395.00.041.99	\$1,438.00
Sub-Total					\$1,438.00
199: General, Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Bilingual Funds Software	199.11.6268.00.041.25	\$3,079.58
2	11	1	Bilingual Funds Materials	199.11.6399.00.041.25	\$0.00
2	11	1	Bilingual Funds Software	199.11.6268.00.041.25	\$0.00
Sub-Total					\$3,079.58
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Reading is Fundamental	199.11.6329.00.041.30	\$8,100.00
2	15	1	SCE Software Program	199.11.6268.041.30	\$16,000.00
2	15	1		199.11.6268.00.041.25	\$4,924.00
2	15	1	Reading Is Fundamental	199.11.6329.00.041.30	\$0.00
Sub-Total					\$29,024.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	2	Food Purchases--Parent Liaison	211.61.6497.01.041.30	\$0.00
2	8	2	Reading Materials-Parent Liaison	211.61.6329.01.041.30	\$0.00
2	8	2	General Supplies--Parent Liaison	211.61.6399.01.041.30	\$0.00
2	10	6	Parent Liaison Catering	211.61.6497.04.041.30	\$0.00
2	10	8	Instructional Aide (Math & Science)	211.11.6129.00.041.30	\$29,768.00
2	10	8	Social Worker	211.32.6119.00.041.30	\$25,000.00
2	10	8	Librarian	211.12.6119.00.041.30	\$81,617.00

211: Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	8	Parent Liaison	211.61.6129.00.041.30	\$25,943.00
Sub-Total					\$162,328.00

289: Title IV, Part A Subpart 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	12	2	Technology Software	289.11.6268.02.041.30	\$0.00
Sub-Total					\$0.00