Campus Information

District Name	San Elizario Independent School District	**Campus Name**	Garcia Enriquez Middle School	**Superintendent**	Dr. Jeannie Meza-Chavez	**Principal**	Richard Salcido

District Number		**Campus Number**	000000140	**District Coordinator of School Improvement (DCSI)**	Blanca Cruz	**ESC Support**	Yocelina Hernandez

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Richard Salcido**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	For Student Achievement, our goal is to rise our approaches to 72%, meets to 37%, and masters to 17%. School Progress Domain is to move from an overall score of an 88 to a 90. In the domain of Closing the Gaps, our goal is to move from an overall score of 74 to an 80.
	What changes in student group and subject performance are included in these goals?	Using the MAP Assessment as well as 2024 STAAR scores we are prioritizing our special pops (EB, SPED, and GT students) for a more target intervention/ acceleration program. This will be done during small-group within the classroom, after school tutoring, Saturday Camps, as well as enrichment activities. Students focusing on their strengths in addition to their weaknesses.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	We have College Career Readiness thorough the Texas On-Course Program as well as AVID. This will allow our students to see what opportunites are available to them post high school.

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**	
5.1 Objective-driven daily lesson plans with formative assessments.	**3**	
5.3 Data-driven instruction.	**3**	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Adjustment to planning for the 4-day week. Our Instructional Officers have provided a pacing guide for the all content areas but teachers are still struggling to keep pace.	Due to results from STAAR and TELPAS we believe that objective-driven daily lesson plans need to be a priority. There is always a room for growth and we need to shift the focus to effective instruction using instructional time purposefully and engage in rigorous instruction.	Due to the results from STAAR, TELPAS Spanish we believe that data-driven instruction needs to be a priority. We need to better focus our PLCs by reviewing data to focus on what we need to do when the students don't understand the concepts taught.
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Barriers to Address During the Year	Although minutes are the same for the year, on-going adjust from 180 days to 149 days. Implemtation of AVID with fidelity and ensure teachers are bell to bell.	Time, not following the scope and sequence, YAG, not following the pacing calanders.	Gaps in learning from previous grade levels, misconceptions in data comprehension, pacing/YAG

District Commitment Theory of Action:	

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	Capacity Builder

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal - BOY	Actual - MOY	Data Source	Goal	Actual	Data Source	Goal	Actual
7	Reading Approaches	STAAR	64%	55%	District Interim								
7	Reading Meets	STAAR	33%	28%	District Interim								
7	Reading Masters	STAAR	14%	9%	District Interim								
7	Reading - MAP				District Interim	14%	12%						
7	Math Approaches	STAAR	85%	45%	District Interim								
7	Math Meets	STAAR	62%	21%	District Interim								
7	Math Masters	STAAR	20%	2%	District Interim								
7	Math - MAP				District Interim	32%	26%						
8	Reading Approaches	STAAR	80%	74%	District Interim								
8	Reading Meets	STAAR	44%	39%	District Interim								
8	Reading Masters	STAAR	13%	8%	District Interim								
8	Reading - MAP				District Interim	14%	13%						
8	Math Approaches	STAAR	85%	51%	District Interim								
8	Math Meets	STAAR	62%	9%	District Interim								
8	Math Masters	STAAR	20%	0%	District Interim								
8	Math - MAP				District Interim	15%	13%						
8	Algebra I Appoaches	STAAR	100	98	District Interim								
8	Algebra I Meets	STAAR	90	89	District Interim								
8	Algebra I Masters	STAAR	65	61	District Interim								
8	Algebra I MAP												

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.	
Desired 90-day Outcome	Provide resources and tools for teachers to teach Bell to Bell. Teachers will be provided resources to incorporate the 5 phases of Focus Notes to effectively have students interact with their note taking and revisit implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders will monitor and guide teachers on effective lesson plans effectively using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a Data Analysis Form to identify low performance SE's for our 4 and 8 Week assessments. Provide professional learning on gettng to know your Eagles and strategies for their coding. Plan intervention and reteach based on data talks. PLC's will alllow teachers to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.	
Barriers to Address During this Cycle	Although minutes are the same for the year, on-going adjust from 180 days to 149 days. Implemtation of AVID with fidelity and ensure teachers are bell to bell.	Time, not following the scope and sequence, YAG, not following the pacing calanders.	Becoming familiar with MAP testing reports and dissagregation of data.	
District Actions for this Cycle				
District Commitments Theory of Action				

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Teacher Professional Learning	1 ☐1 ☐2 ☐3	Daily through PLC and end of year results	Writing Critically, AVID strategies, Fundamental 5 strategies	Administration, Instructional Specialists	4 and 8 week data talks, lesson plans, walkthroughs	4 and 8 week data talks, weekly PLC best practices	Some Progress	Teacher input on what additional supports they need.
Leadership Targeted Walkthroughs from Professional Learning	1,2, ☐1 ☐2 ☐3	Wednesday Weekly	STRIVE, TTESS evaluation tools	Principal, Assistant Principal, Instructional Specialist, District Personnal	Callobration, collaboration in STRIVE	Monday Leadership	Significant Progress	Collaborate on targeted focus areas
Leadership Data Talks Weekly	1,2, ☐1 ☐2 ☐3	Weekly thoughout the year	Walk Through Template, Walk through Data,	Administration, Instructional Specialists	Agendas	Weekly goal and reflection	Some Progress	Collaborate on targeted focus areas

Milestone	#	Frequency	Data Source	Who	Target	Evidence	Progress	Next Steps
Tiering teachers	3 ☐☐☐	By semester	STAAR Data	Leadership Team	Sign in sheets, Instructional Rounds	Leadership Meeting sign in sheets, agendas,	No Progress	Meet with Instructional Specialists to Tier teachers
Monthly meetings with strategies, best practices, monitoring/tracking form, supplemental aids, data talks	1,2 ☐☐☐	Every 4 weeks	Friday PLC, student data, IEP information, student tracker	Principal, Assistant Principal, Instructional Specialist, SPED teachers	Student tracker monitoring, IEP goal percentage	Every progress report, after every assessment	Some Progress	Ongoing through PLC's and half day professional learning
TELPAS increase	1,2 ☐☐☐	Monthly	Looks fors" weekly targeted domains	Leadership Team	Advanced High by 5% High by 10%	Walkthrough data ongoing	Some Progress	Practice Summit K-12 during STAAR labs and Golden Hour period
Incorporating speaking campus wide	1,2 ☐☐☐	Daily, Weekly		Classroom Teachers	TELPAS practice through Summit K-12	TELPAS scores results date	Some Progress	Practice Summit K-12 during STAAR labs and Golden Hour period
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, we were able to create a 57 model using Sean Cain Lesson Cycle and provide a sample lesson time frame (like clockwork). Teachers have been provided ongoing training on AVID stragegies to increase rigor in the classroom.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Not yet, we did not use comparitive data from STAAR to MAP.

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

	Cycle 2 90-Day Outcomes (December-February)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Desired 90-day Outcome	Teachers incorporating the 5 phases of Focus Notes to effectively have students interact with their note taking. Teachers implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders will monitor and guide teachers on effective lesson plans effectively using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a Data Analysis Form to identify low performance SE's for our 4 and 8 Week assessments. Provide professional learning on gettng to know your Eagles and strategies for their coding. Plan intervention and reteach based on data talks. PLC's will alllow teachers to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Barriers to Address During this Cycle	Although minutes are the same for the year, on-going adjust from 180 days to 149 days. Implemtation of AVID with fidelity and ensure teachers are bell to bell.	Time, not following the scope and sequence, YAG, not following the pacing calanders.	Becoming familiar with MAP testing reports and dissagregation of data.
District Actions for this Cycle			
District Commitments Theory of Action			

	Action plan-Milestones							
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Teacher Professional Learning	1	Daily through PLC and end of year results	Writing Critically, AVID strategies, Fundamental 5 strategies	Administration, Instructional Specialists	4 and 8 week data talks, lesson plans, walkthroughs	4 and 8 week data talks, weekly PLC best practices	Significant Progress	Teacher input on what additional supports they need.
Leadership Targeted Walkthroughs from Professional Learning	1,2,	Wednesday Weekly	STRIVE, TTESS evaluation tools	Principal, Assistant Principal, Instructional Specialist, District Personnal	Callobration, collaboration in STRIVE	Monday Leadership	Significant Progress	Collaborate on targeted focus areas
Leadership Data Talks Weekly	1,2,	Weekly thoughout the year	Walk Through Template, Walk through Data,	Administration, Instructional Specialists	Agendas	Weekly goal and reflection	Some Progress	Collaborate on targeted focus areas
Tiering teachers	3	By semester	STAAR Data	Leadership Team	Sign in sheets, Instructional Rounds	Leadership Meeting sign in sheets, agendas,	No Progress	Meet with Instructional Specialists to Tier teachers

Monthly meetings with strategies, best practices, monitoring/tracking form, supplemental aids, data talks	1,2,3 ☐☐☐	Every 4 weeks	Friday PLC, student data, IEP information, student tracker	Principal, Assistant Principal, Instructional Specialist, SPED teachers	Student tracker monitoring, IEP goal percentage	Every progress report, after every assessment	Significant Progress	Ongoing through PLC's and half day professional learning
TELPAS increase	1,2,3 ☐☐☐	Monthly	Looks fors" weekly targeted domains	Leadership Team	Advanced High by 5% High by 10%	Walkthrough data ongoing	On Track	Practice Summit K-12 during STAAR labs and Golden Hour period
Incorporating speaking campus wide	1,2 ☐☐☐	Daily, Weekly		Classroom Teachers	TELPAS practice through Summit K-12	TELPAS scores results date	On Track	Practice Summit K-12 during STAAR labs and Golden Hour period
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, teachers are incorporating effective note taking and maximizing bell to bell instruction. The lesson plan template has been adjusted to provide more detailed planning with targeted areas to focus on. Teachers are utilizing data from data talks to incorporate into bell ringers, after school tutoring, and our rotation schedule during Golden Hour.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The BOY to MOY Map data did not show growth.

	Carryover Milestones		New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Teacher Professional Learning		Provide more interventions through Spring Intersession, After School Tutoring, Saturday Camps, and rotations during Golden Hour
	Leadership Targeted Walkthroughs from Professional Learning		
	Leadership Data Talks Weekly		
	Tiering teachers		
	Monthly meetings with strategies, best practices, monitoring/tracking form, supplemental aids, data talks		
	TELPAS increase		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent Bilingual, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
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	☐1 ☐2 ☐3							
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	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Ensure teachers are teaching Bell to Bell with a strong 1st teach and implementing AVID core strategies of WICOR (Writing Inquiry Collaboration Organization and Reading).	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Provide resources and tools for teachers to teach Bell to Bell. Teachers will be provided resources to incorporate the 5 phases of Focus Notes to effectively have students interact with their note taking, and revisit	Campus instructional leaders will monitor and guide teachers on effective lesson plans effectively using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded	Teachers use a Data Analysis Form to identify low performance SE's for our 4 and 8 Week assessments. Provide professional learning on getting to know your Eagles and strategies for their coding. Plan intervention and reteach based on data talks. PLC's will
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							

	1 2 3						
	1 2 3						
	1 2 3						
	1 2 3						

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		