

San Elizario Independent School District

Ann M. Garcia-Enriquez Middle School

2025-2026 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.

Value Statement

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

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

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

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

Campus Library, Main Office, and campus website

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Comprehensive Needs Assessment

Revised/Approved: May 29, 2026

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 395 students—192 in 7th grade and 203 in 8th grade—Garcia-Enriquez Middle School has a demographic split of 49.11% female and 50.88% male students, with an attendance rate of 95.1%.

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

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

Hispanic: 99%

Economically Disadvantaged: 94%

Emergent Bilingual (EB): 72%

English as a Second Language (ESL): 58.37%

At-Risk: 84%

Special Education: 14.35%

Section 504: 6.7%

Gifted & Talented: 8.16%

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 fosters a strong sense of pride within our area. As a close-knit, multicultural school with a smaller student body, we cultivate a family orientated atmosphere that promotes belonging, inclusion, safety and unity among all stakeholders.

In the 2022-2023 academic year, Garcia-Enriquez Middle School introduced the AVID (Advancement via Individual Determination) program to promote a growth mindset among students. AVID's mission is to bridge the achievement gap by providing students with the skills necessary for college readiness and success in a globalized world. The program

focuses on four key areas: Systems, Leadership, Instruction, and Culture, with a particular emphasis on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to support its goals. In the 2023-2024 school year, 104 students enrolled in the AVID elective class, all of whom were accepted into the San Elizario High School Early College, underscoring the program's success in preparing students for higher education. Each year we continue to build AVID elective classes with the goal of having 100% continue in the SEHS Early College program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our community continues to experience a decline in enrollment as we are landlocked.

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/ outflow of students and inconsistent attendance.

Student Achievement

Student Achievement Summary

Garcia-Enriquez Middle School STAAR scores for the 2024-2025 school year are as follows:

2025 STAAR Scores

Math	Approaches	Meets	Masters	Approaches Difference from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	43%	14%	2%	+1%	-7%	0%
Grade 8	72%	42%	9%	+21%	+33%	9%
Algebra 1	98%	91%	73%	0%	+2%	+12%

Reading	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 7	69%	36%	9%	+14%	+8%	0%
Grade 8	74%	42%	17%	0%	+3%	+9%

Science	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	64%	32%	9%	+8%	+9%	+4%

Social Studies	Approaches	Meets	Masters	Approaches Differences from 2023	Meets Difference from 2023	Masters Difference from 2023
Grade 8	48%	13%	4%	+13%	+5%	+1%

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 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 Football, Basketball, Softball, Track, Cross Country, District, Band UIL competitions, Do the Write Thing winners in the city 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. Our focus in Intervention provided many opportunities for students to demonstrate academic growth in their learning and noted in various progress measures throughout the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Due to language barriers and inconsistent use of English in our border community, students do not develop a strong native english language.

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

School Culture and Climate Strengths

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

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

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Inconsistent implementation of PBIS and Student Code of Conduct.

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 , including while on social media.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2025-2026 school year, we were fully staffed and will maintain this status with no vacancies for the 2025-2026 school year. Since 2023-2024, San Elizario ISD has implemented a 4-day week for students, faculty, and staff, which teachers have adapted to from the traditional 5-day model. The campus is supported by six administrative staff, 32 teachers, ten instructional aides, one librarian, one counselor, one assistant principal, and one principal.

33% of our teachers have 1-5 years of experience

25% of our teachers have 6-10 years of experience

24% 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 AVID, PBIS and Fundamental Five. GEMS teachers feel confident in managing classroom behavior; support is offered to any educator that may show need or request support. The campus promotes a positive school-family based culture that enables the faculty and staff to work as a team. Vacancies continue to be 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 self-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.

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. In daily PLC and planning sessions, core content teachers regularly collaborate with Instructional Specialists, District Academic Support Specialists and Administrators. Students are evaluated through aligned unit assessments every 4 and 8 weeks, along with district-wide Beginning of Year, Middle of Year, and End of Year benchmark measuring progress assessments.

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

Curriculum, Instruction, and Assessment Strengths

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

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Inconsistent student achievement for STAAR assessment in core content areas

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: Inconsistent Rigor and Relevance during instruction

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

Family and Community Engagement

Family and Community Engagement Summary

Garcia-Enriquez MS commits to boosting family and parental involvement opportunities in 2025-2026 during monthly community meetings, parent/teacher conferences, volunteer programs, and additional parent-involved committee school programs and activities. Our Family Literacy workshops aim to enhance parents' understanding of the importance of reading at home. Due to the continued positive reception, these family engagement 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.

Family 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, creates engaging parental district and campus family events, and helps parents navigate the San Elizario ISD app to stay engaged in their child's education. Campus information is shared through multiple platforms, including Blackboard (text, email, and social media). The GEMS Gazette is distributed weekly, featuring important campus and district updates, key dates and school activities and highlights a variation of positive campus events and student accomplishments.

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

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Inconsistent and minimal parent participation

Root Cause: The misconception that secondary students do not require as much parent involvement affects students' academic success and overall well-being. Also, the prevalence of students being raised by grandparents or older relatives presents a unique challenge in terms of parental involvement

Problem Statement 2: Parent and guardian awareness in student academic progress

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. Caregivers are not as tech-savvy or familiar with digital tools and are unable to stay informed and engaged in their child's education and school activities.

School Organization

School Organization Summary

For the 2025-2026 school year, the Master Schedule at Garcia-Enriquez MS will continue to provide core content teachers with one PLC (Professional Learning Community) period and one conference period each day dedicated to their subject area. An advisory period, also known as Golden Hour, will continue to allow teachers to address the whole child, with the following structure: Tuesday for Social Emotional Learning through Character Strong, Wednesday for 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 as Spanish I and Principles of Audio/Video Technology will also be available. The Master Schedule accommodates STEM (Science, Technology, Engineering, Math) for 7th graders and STEAM (Science, Technology, Engineering, Art, Math) for 8th graders and GT (Gifted and Talented) for both 7th and 8th grade students.

The campus will continue to provide various clubs and organizations, including the Library Club, Comic Book Club, 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, Baseball, Softball, Track and Field, Wrestling, and Tennis. Additionally, for the 2025-2026 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 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. PLC for elective teachers will be available on a biweekly basis.

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. As a PBIS team member, the AVID Coordinator will co-teach during the GOLDEN HOUR Advisory class to support Teacher implementation of AVID strategies in 2025-2026.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Variation in time frame for tutoring, after school activities and community agencies support.

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

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 maximize student learning. Student use is monitored district wide by Linewize Monitoring systems and offer weekly feedback. Campus and office personnel have access to campus cameras to view student activity throughout the day, and especially in review of behavioral incidents during investigations..

Problem Statements Identifying Technology Needs

Problem Statement 1: Problems with the maintenance of 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 attempt to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship.

Problem Statement 3: Areas not viewable by camera access





Root Cause: We have no cameras present in the new gym, nor outside the bathroom areas in the gym as well as in the middle 200 hallway. Therefore, posing a need for camera view in these areas.

Priority Problem Statements

Goals





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

Performance Objective 1: Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2: Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity Funding Sources: Instructional Material - 199: General, Basic - 199.11.6399.00.041.11	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 3: Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Strategy 1 Details	Reviews			
Strategy 1: High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 4: Increase the percentage of student participation in Post-secondary opportunities

Strategy 1 Details	Reviews			
Strategy 1: Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Collaborate with local employers to provide real-world experiences that align with career pathways	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Continue to offer opportunities for ROTC programs, military or other services opportunities	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Ensure students are well rounded and 21st century ready

Strategy 1 Details	Reviews			
Strategy 1: Provide students with opportunities to learn and develop new skills in the library with the support of our librarians	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily) Funding Sources: Software Programs SCE - 199: General, State Compensatory Education - 199.11.6396.00.041.30	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school Funding Sources: Instructional Material - 199: General, Basic - 199.11.6399.00.041.11	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 6: Provide a safe and supportive environment for all

Strategy 1 Details	Reviews			
Strategy 1: Continue with activities that promote students to attend school every day	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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





Performance Objective 1: Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Strategy 1 Details	Reviews			
Strategy 1: Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 2: Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Strategy 1 Details	Reviews			
Strategy 1: Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Title I Aide, Librarian, Parent Liaison and District Social Worker. Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement. Staff Responsible for Monitoring: Campus Administration, Human Resources Dept. Funding Sources: Aide-Title I - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.041.30 - \$29,768, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.041.30 - \$81,617, 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 - \$12,500	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Provide professional development opportunities for librarians and nurse.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
Strategy 5: Administrator office(s) main office, PLC rooms, PBIS room, nurses office, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily) Funding Sources: Nurse Toner - 199: General, Basic - 199.33.6399.53.041.99 - \$300, Nurse General Supplies - 199: General, Basic - 199.33.6399.00.041.99	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success. Garcia-Enriquez will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly)

Strategy 1 Details	Reviews			
Strategy 1: Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTs. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents Funding Sources: Parent Engagement Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6399.04.041.30	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents Funding Sources: Parent Engagement Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6399.04.041.30	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1 Details	Reviews			
Strategy 1: Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a community-based student mentor program for high-risk students	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





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

Performance Objective 1: Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1 Details	Reviews			
Strategy 1: Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 2: Guarantee the optimization of financial resources

Strategy 1 Details	Reviews			
Strategy 1: Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 3: Focus on the implementation of operational efficiencies

Strategy 1 Details	Reviews			
Strategy 1: Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Graves, Sylvia	Social Worker	Title I, Part A	16.67%
Natividad, Janet	Parent Liaison	Title I, Part A	100%
Perez, Andrew	Aide-Title I	Title I, Part A	100%
Rodarte, Idania	Librarian	Title I, Part A	100%

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Material	199.11.6399.00.041.11	\$0.00
1	5	4	Instructional Material	199.11.6399.00.041.11	\$0.00
2	2	5	Nurse Toner	199.33.6399.53.041.99	\$300.00
2	2	5	Nurse General Supplies	199.33.6399.00.041.99	\$0.00
Sub-Total					\$300.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software Programs SCE	199.11.6396.00.041.30	\$0.00
Sub-Total					\$0.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Social Worker	211.32.6119.00.041.30	\$12,500.00
2	2	1	Aide-Title I	211.11.6129.00.041.30	\$29,768.00
2	2	1	Parent Liaison	211.61.6129.00.041.30	\$25,943.00
2	2	1	Librarian	211.12.6119.00.041.30	\$81,617.00
3	1	1	Parent Engagement Materials	211.61.6399.04.041.30	\$0.00
3	1	3	Parent Engagement Materials	211.61.6399.04.041.30	\$0.00
Sub-Total					\$149,828.00