

Mission Statement

Our mission: *Leading transformation as a model of excellence through courageous college-ready expectations.*

Vision

Our vision: *Transform Hector P. Garcia Middle School into an exemplary campus where all scholars will have the opportunity to reach their full academic, emotional, and social potential.*

Value Statement

Our values: We **THINK** - Tenacious, High expectations, Integrity, No excuses, Kindness.

Our Core Ideals:

1. We do whatever it takes.
2. We are positive and optimistic.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Description of our school:

Hector P. Garcia Middle School is a neighborhood school serving the ever-changing Oak Cliff Community. Built-in 2007, Garcia Middle School serves students in grades 6-8 and provides students to W. H. Adamson High School in the Southwest Network. We are an open campus and just became a Choice School. We are entering our authorization phase of IB. Students and community members participate in meetings with school staff to ensure Garcia will continue to meet our community’s needs as a whole. Our special programs do meet the needs and desires of our students, parents and community. Our parents participate in PTO and SBDM, but there was a decrease in participation due to COVID. Our student enrollment over the last 3 years has declined due to local Charter Schools. Our students Race/Ethnicity for the school year 2020-2021 is below and over the last 3 years has remained consistent.

STUDENT ENROLLMENT and Demographic data (As of _5/18/2022_)

GRADE LEVELS:	Enrollment	%	STUDENT ETHNIC COMPOSITION (TOTAL):		
6	193		Hispanic	586	95.8%
7	190		African American	18	2.9%
8	229		White	4	.7%
Total Number of Students	612		Asian	0	
GENDER			American Indian	1	.10%
Male	328	53.6	National Hawaiian/ Pacific Islander	0	0%
Female	284	46.4	Multi-Race	4	0.7%
TOTAL	612	100%	Total Students	612	100%

Our special groups will require additional intervention time during the school day to close the gap on achievement that became widen learning lose due to COVID-19.

Staff DATA

- Our Garcia faculty consists of 4 DTR teachers and six teachers who are DTR eligible. A large number of teachers, 30%, are also ESL certified.
- We currently have about 20% of our staff that is SPED certified.
- Our Staff demographics: 34.7% Hispanic; 37.5% African American; 25% White; and 2.7% Asian
- About 85% of our staff completed traditional state certification and 15% went through alternative certification

School Environment DATA

- For the 2021-2022 school year, there was a decrease in discipline referrals for each grade level. For all grade levels, there were only 145 total written referrals. Compared to the other feeder schools, Garcia had the least amount of referrals than the other schools and also had minimal level 3 and 4 referrals.
- Attendance rate for 2021-2022 school year was 92.5%
- Strategies to increase student attendance is to increase the number of extra-curricular activities and student participation
- For the 2021-2022 school year, every student and every teacher participated in an extra-curricular sport or club.
- School has attendance committee that meets regularly to discuss action for students with high percentage of absences. Home visits are made by counselors as well as teachers to bring to encourage attendance.
- Data reveals that student attendance decreases student achievement.

Parents/Guardians/Community

- Participation rates are based on the number of parents involved in PTO and SBDM, Coffee with the Principal. About 10% of our parents were involved in PTO and SBDM. About 50% of parents attending school functions, ARDS, etc.
- School includes a Parent Liaison who is responsible for creating events to engage parent involvement
- Parent Liaison provides translation services at all meetings and events to ensure parent participation
- COVID prevented parent participation in athletic events. By the Spring of 2022, the district had relaxed restrictions and more parents attended Spring events
- Lack of use with technology prevented parents from participation in virtual meetings.
- Parents feel the school is safe. The 2020-2021 parent survey indicated over 75% favorable responses on each category.

Demographics Strengths

Strengths:

- Our Garcia faculty consists of 4 DTR teachers and six teachers who are DTR eligible. A large number of teachers, 30%, are also ESL certified.
- We currently have about 20% of our staff that is SPED certified.
- Diversity among staff: Our Staff demographics: 34.7% Hispanic; 37.5% African American; 25% White; and 2.7% Asian

Student Learning

Student Learning Summary

Subject Approaches
Spring 2018

This table is based on the preliminary data for the Spring of 2022.

Closing the Gap (Domain 3)

**SPED Former, Continuously
Enrolled, and Non-Continuously**

Problem Statement 1 (Prioritized): The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to

School Processes & Programs

School Processes & Programs Summary

**Personnel-Policy and
Procedures**

- **We use Teacher for America teachers when we are filling vacancies, recommendations from staff members.**
- **We are also listing jobs on Texas IB Schools to find prospective candidates with IB experience.**
- **ILTs provide coaching support to new teachers, but ILTs were required to support more than one teacher due number of new teachers and lack of proficient I teachers needed to be mentors**
- **There is a culture of feedback to improve teacher practices using Waterfall.**
ILTs engage in Content planning with assistant principals and ILCs

Professional Practices

We use Teacher for America teachers when we are filling vacancies, recommendations from staff members.

**Personnel-Policy and
Procedures**

**Personnel-Policy and
Procedures**

- **We use Teacher for America teachers when we are filling vacancies, recommendations from staff members.**
- **We are also listing jobs on Texas IB Schools to find prospective candidates with IB experience.**
- **ILTs provide coaching support to new teachers, but ILTs were required to support more than one teacher due number of new teachers and lack of proficient I teachers needed to be mentors**
- **There is a culture of feedback to improve teacher practices using Waterfall.**
- Teachers follow the district scope and sequence and prioritize TEKS based on previous year data and if they are high frequency TEKS
- Lesson plans and instruction are data driven, not all lessons include critical thinking, and interventions. Teachers give formative assessments and make adjustments based on results. These lesson plans will now utilize the IB unit plan model that requires additional critical thinking, and the explicit instruction of how a student approaches learning (ATLs), student voice, and reflection. For next school year, teachers will create IB units that will address more critical thinking strategies as Inquiry is a huge component of IB learning.

Procedures

Lockdown drills—don't give a warning on all drills. Have teachers and students come up with a lock down plan and have admin go to each class and have them demonstrate their procedure

--what is the plan for teachers who are outside when lock down is initiated (not safe to bring them inside) PE is instructed to go to gym

Perceptions

Perceptions Summary

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

**STUDENT
ENGAGEMENT**

The attendance for the 2020-2021 school year was very inconsistent throughout all race and ethnicity groups.

Students **How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?**

78% of students said teachers care about and support their personal development and well-being beyond the classroom.

We are a comprehensive neighborhood middle school campus, composed of 6th, 7th, & 8th grade students, educating a 90% low socioeconomic population in the North Oak Cliff area. We have a large spanish speaking community. Most families work within the community. But the area is experiencing gentrification leading to a Community decreased mirroring between community and school. In our immediate community, we are surrounded by small Perceptions businesses and an increase of gentrified residential and commercial businesses within the community. There are a small percentage of national retailers including food chains and supermarkets. Community crime data is the area is rated D-. Parents consider the area to be a safe place. Henry Wade Juvenile Justice Center is located 5 miles away. Parents likely do not use the resource. Less than 1% of students need the service.

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

-

What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?

- 18-19 there were a total of 157 disciplinary actions documented

How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.

Problem Statement 3 (Prioritized): There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 4 (Prioritized): There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause:** Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 5 (Prioritized): Additional training needs to be provided for our support staff (teacher's assistants) in order for them to best support teachers and students. **Root Cause:** Time and compensation were not available due to their hourly requirements. TAs also have duties they would not be able to fulfill if they were trained during the day.

Problem Statement 6 (Prioritized): The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7 (Prioritized): The overall attendance rate for our campus did not meet our goal of 97%. **Root Cause:** Parents struggled to send students to school and wanted a virtual option for fear of exposure to COVID. Students experienced anxiety returning to face to face instruction.

Problem Statement 8 (Prioritized): Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause:** There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Goals

Goal 1: Uejqqn" I qcn<"Uvwfgpv"cejkgxg o gpv"qp"UVCCT" y knn"kp fkecvg" i tqyv j "kp"uvwfgpv" i tqyv j "kp fkecvqtu" hqt"uvwfgpvu"kp" Fq o ckpu"4D"cpf" Fq o ckp"50

Strategy 2 Details	Reviews
Strategy 2:	

School Processes & Programs

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause:** There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**

Goal 1:

Strategy 6 Details	Reviews
Strategy 6:	

Strategy 8 Details	Reviews
<p>Strategy 8: Address mitigating learning loss due to the COVID-19 pandemic by supporting in classroom resources by creating TEKS aligned manipulatives and Supplemental Instructional resources in STAAR tested classroom to support IB focused project-based learning through a VariQuest Cutout Maker.</p> <p>Strategy's Expected Result/Impact: Student will increase in 1 years of learning as measured by STAAR for Reading and Math and 8th grade Science STAAR and Science ACPs for 6th and 7th grade</p> <p>Staff Responsible for Monitoring:</p>	

Student Learning

Problem Statement 5: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause:** Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Student Learning

Problem Statement 11: Data indicates the number of 9th-grade students failing one or more courses during their 9th-grade students' entry year into high school is greater than 30% and the number of African American male 9th-grade students who fail one or more courses during their 9th-grade students grade entry year into high school is greater than 40%.

Root Cause: A need to develop and support campus-based options for supporting a successful transition from 8th to 9th grade and follow up support throughout the 9th-grade school year.

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Performance Objective 1: Uvw fgpv"ce jkgxg o gpv"qp"uvcvg"cuuguu o gpv"hqt" O ggvu"hqt"cm"uwdlgevu" y knn"kpetgcug"htq o "53 ' "vq"62 ' 0

High Priority

HB3 Goal

Evaluation Data Sources: Results from State testing (STAAR/STAAR ALT)

Strategy 1 Details	Reviews
<p>Strategy 1: Leadership Team will monitor the assessment data of students that are enrolled in Honors courses and create initiatives to increase the number of students enrolled in those courses.</p> <p>Strategy's Expected Result/Impact: Students will exceed performance growth target set by the state and increase the percentage of students achieving master's level on the STAAR, which will be monitored through review of Data from Common Assessments, DOLS and ACPs.</p> <p>Staff Responsible for Monitoring: Teachers Leadership Team ILTs</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 6, 7 - Perceptions 6</p>	

Strategy 2 Details	Reviews			
<p>Strategy 2: Leadership team will give feedback on instruction, unit plans, instructional calendars, and the utilization of backwards design to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increasing student achievement through the use of best practices, intervention, and data-driven Instruction. Improved TEI Domain 2</p> <p>Staff Responsible for Monitoring: Leadership team ILTs IB Coordinator Mentor Teachers Other campus teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 6, 7 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details

Student Learning

Strategy 2 Details	Reviews
<p>Strategy 2: Students will be involved in IB learning experiences in all classes which require them to engage with Learner profiles, reflection, and address their dominant Approach to Learning (ATL) that will help them to be more successful in</p>	

Student Learning

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause:** Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

School Processes & Programs

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause:** Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Strategy 3 Details	Reviews
<p>Strategy 3: Utilizing district attendance support, monitoring student attendance early, conducting parent meeting regarding attendance expectations, and continued communication with parents of truant students.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates Increased parental involvement</p> <p>Staff Responsible for Monitoring:</p>	

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High Priority

HB3 Goal

Evaluation Data Sources: State STAAR data.

Strategy 1 Details	Reviews
Strategy 1: Provide high-quality PD to maximize ELA instructional strategies via campus PLCs and/or off-campus	

Strategy 2 Details	Reviews
<p>Strategy 2: Administer weekly Power DOLs and 6 six week common assessments and use progress monitoring tools such as All in Learning to track growth and plan interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on ELAR assessments</p> <p>Staff Responsible for Monitoring: ELAR Teachers ELAR ILT/Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning</p>	

School Processes & Programs

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause:** Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Strategy 2 Details	Reviews
Strategy 2:	

School Processes & Programs

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause:** Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Goal 3: Uejqqnykfg"UVCCT"iqcnu"ctg"92 ' "Crrtqcejgu."57 ' "Oggvu."cpf"37 ' "Ocuvgtu0

Strategy 2 Details	Reviews
<p>Strategy 2: Administer weekly Power DOLs, 6 six week common assessments, and use progress monitoring tools such as All in Learning to track growth and plan interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased use of MTSS plans for intervention Data Driven Instruction</p> <p>Staff Responsible for Monitoring:</p>	

Demographics

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause:** Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 5: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause:** There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Problem Statement 6: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide.

Perceptions

Goal 3: Uejqqnykfg"UVCCT"iqcnu"ctg"92 ' "Crrtqcejgu."57 ' "Oggvu."cpf"37 ' "Ocuvgtu0
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High Priority

Evaluation Data Sources: State Testing (STAAR data)

Strategy 1 Details	Reviews
<p>Strategy 1: Provide high-quality PD to maximize instructional strategies via campus PLCs and/or off-campus workshops such as PBL and IB.</p>	

Strategy 2 Details	Reviews
<p>Strategy 2: Administer weekly Power DOLs, 6 six week common assessments, and use progress monitoring tools such as All in Learning to track growth and plan interventions.</p>	

School Processes & Programs

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause:** There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. Root Cause: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Student Learning

Goal 4: Uejqqn" I qcn<"Uvwfgpv"rctvkekrcvkqp"kp"gzvtcewttkewnct"qt"eq/ewttkewnct"y knn"dg"322 ' "d{"Urtkpi"42450
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Evaluation Data Sources: Unit Plans
8th grade personal project
Teacher observations
Advisory data
Professional development

Strategy 1 Details	Reviews	
<p>Strategy 1: Educational stakeholders will engage in professional development to increase teacher capacity, IB programme implementation, the use of Project and inquiry based learning, and increased use of SEL strategies campus wide.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity and use of best practices to achieve effective instruction. Increased student achievement. IB Programme implementation Increased student engagement</p> <p>Staff Responsible for Monitoring: Leadership team ILTs IB Coordinator Mentor Teachers Other campus teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 7</p>	Formative	

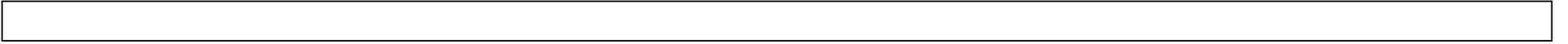
Strategy 2 Details	Reviews
<p>Strategy 2: Increased use of IB Unit Plans and IB Principles and Policies as required in IB documents such as subject</p>	

Goal 5: Uejqqn" I qcn<"Gpuwtg"vjcv"vjgtg"ku"cp"kpetgcug"kp"cevkxg"cpf"hc o kn{"gp i c i g o g p v"uvtcvg i k g u"v j c v"k p e t g c u g"r c t v k e k r c v k q p."h g g f d c e m" c p f" e q m n c d q t c v k q p" y k v j
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Evaluation Data Sources: Parent Survey

Strategy 2 Details	Reviews
<p>Strategy 2: Increased parental involvement in programs and opportunities through the use of Parent/Principal Monthly Coffees, Parent workshops, Family/Community Involvement events, Family Nights that support positive family and school relationships, High School/Collegiate parent workshops, and the development of a Parent and Family Engagement Policy to help all stakeholders better support student achievement. During events provide food and refreshments for parents/community. Parental involvement requires use of technology, purchase of 10 laptops and black and white printer for the parent center.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Increased student achievement Increased awareness of future opportunities Decreased drop-out rate</p> <p>Staff Responsible for Monitoring: All stakeholders</p> <p>Title I: 4.2</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning</p>	



Goal 5:

Strategy 2 Details	Reviews			
<p>Strategy 2: Increased parental involvement in programs and opportunities through the use of Parent/Principal Monthly Coffees, Parent workshops, Family/Community Involvement events, Family Nights that support positive family and school relationships, High School/Collegiate parent workshops, and the development of a Parent and Family Engagement Policy to help all stakeholders better support student achievement.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Increased student achievement Increased awareness of future opportunities Decreased drop-out rate</p> <p>Staff Responsible for Monitoring: All stakeholders</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increased use of parent information/education nights, parent-campus communication, and opportunities for parental involvement.</p> <p>Strategy's Expected Result/Impact: Increased comfort of parents with attending campus events Increased parental satisfaction</p> <p>Staff Responsible for Monitoring: Community Liaison Leadership IB Coordinator</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews
<p>Strategy 3: Increased use of parent information/education nights, parent-campus communication, and opportunities for parental involvement.</p> <p>Strategy's Expected Result/Impact: Increased comfort of parents with attending campus events</p>	

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cortez, Jon			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	David Lee	Principal
Administrator	Kimberly Alexander	Assistant Principal
Administrator	Norma Aragon	Assistant Principal
Support Staff	Monica Pena	Office Manager

Campus Planning Committee

Committee Role	Name	Position
Non-classroom Professional	Christy Bass	IB Coordinator
Administrator	Norma Aragon	Assistant Principal
Administrator	Kimberly Alexander	Assistant Principal
Administrator	Molly Lynch	Assistant Principal
Classroom Teacher	Eduardo Jimenez	ILT
Counselor	Kori Anderson	Counselor
Counselor	Shauntee Watson	Counselor
Classroom Teacher	Jose Sanchez	Teacher
Classroom Teacher	Cheresa Gilzean	Teacher
Classroom Teacher	Khira McKenney	Teacher
Classroom Teacher	Dylan Lee	Teacher
Classroom Teacher	Donald Miller	Teacher
Classroom Teacher	Stephanie Gonzalelz	Teacher
Classroom Teacher	Princess Fair	Teacher
Classroom Teacher	Palens Pacius	Teacher
Classroom Teacher	Martica Tolbert	Teacher
Classroom Teacher	Nakoyia Price	Teacher
Classroom Teacher	Joanna McCue	Teacher
Administrator	Darcus Williams	Teacher
Classroom Teacher	Evan Williams	Teacher
Classroom Teacher	Terese Calvert-Sheinberg	

Committee Role	Name	Position
Classroom Teacher	Karla Pagan	Teacher
Classroom Teacher	Jamie Walker	Teacher
Classroom Teacher	Angela Nickson	Teacher
Classroom Teacher	Clifton Lewis	Teacher
Classroom Teacher	Elana Sims	Teacher
Classroom Teacher	Sonia Francis	Teacher
Classroom Teacher	Imani Brown	Teacher
Classroom Teacher	Alyssa Torres	Teacher
Paraprofessional	Taylor Heningburg	Inclusion Sped TA
PTO	Benny Guzman	PTO president
Business Representative	Gloria Hernandez	Business partner