

Brownsville Independent School District

Garcia Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 4, 2020
Public Presentation Date: November 13, 2020

Mission Statement

Mission : Cultivating global learners through academic excellence.

Vision

Vision: Academic excellence for Every Student

Value Statement

It is our mission at Dr. Juliet V. García Middle School to provide students with a diverse educational foundation consisting of high levels of academic, artistic, and athletic achievement as determined by local, state, and national standards. This will be accomplished by using a support system involving school, parents, and community in a safe and structured environment.

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Comprehensive Needs Assessment

Revised/Approved: May 4, 2020

Needs Assessment Overview

Needs Assessment Overview Summary

Dr. Juliet V. Garcia Middle School

2020-2021 Campus Narrative

Dr. Juliet V. Garcia Middle School is located near the Port of Brownsville in Brownsville, Texas and serves students in 6th, 7th, and 8th grade. The school is named in honor of Dr. Juliet V. Garcia, President of the former UTB and Texas Southmost College partnership. Garcia Middle School opened its doors to the community in August 2002. The faculty and staff are committed to providing students with a diverse educational foundation consisting of high levels of academic, artistic, and athletic opportunities and has won many accolades as determined by local, state, and national standards. This is accomplished by using a support system involving school, parents, and community in a safe and structured environment.

The student population at Garcia Middle School is predominantly Hispanic. The student population is representative of the community with 96.6% Hispanic and 3.4% White. 89.7% are identified as economically disadvantaged, 25.4% English Learners (EL), 15.3% Gifted and Talented, 66.4% At-Risk, and 10.8% are special needs students. The student body is made up of 364 sixth graders, 367 seventh graders, and 354 eighth graders for 1,085 students. The attendance Rates for the 2019-2020 school year was 95.8% for all the students and 96.6% for at-risk students. The dropout rate for the 2019-2020 school year was 0.0% for all the students and for 0.0% for at-risk students. Moreover, the retention rate was less than 0.0% for all students and less 0.0% for at-risk students.

Garcia Middle School's leadership includes Luis G. Segura, Principal; Sandra Barron-Herrera, Dean of Instruction; Julio C. Martinez & Lupita Perez, Assistant Principals. The Faculty includes 69.6 (TAPR) certified teachers, 9.6 (TAPR) professional support and 11.5 (TAPR) educational aides 7.5 clerical and office personnel, service special education, migrant, PEIMS, library, health, matriculation and attendance. A nurse, librarian, three academic counselors, one At-Risk counselor, ten cafeteria employees, six custodians, and two security officers and one police officer that provide additional services. The faculty has an ethnic representation of 89.3% Hispanic, African American 1.4% and 9.3% White. Female teachers represent 70.4% and males 29.6% of the teaching staff.

Garcia Middle School is comprised of a diverse student population. The campus houses two Life Skills units for special education students and implements special education inclusion program as part of the school curriculum along with two BI units that provide social skills curriculum. Campus Band, Choir, Art, and Dance provide opportunities from the beginners' levels to the advanced levels. Garcia Middle School also offers a wide range of additional educational opportunities such as participation in the GT/Honors, STEM, Algebra EOC, University Interscholastic League, Athletics, Performing Arts Dance Ensemble, Destination Imagination, Chess, Spanish, Science Club, Art Club, cultural field trips, NJHS, Student Council, and the Gator Ecology Club. Our National Junior Honor Society provides our student leadership a platform for college and community awareness.

Note*Due to COVID-19 pandemic and CDC guidelines many of these opportunities were not available or cancelled for the 2020-2019 school year.

At Garcia Middle School, the main focus is on each student's individual academic progress. Due to COVID-19 classes were conducted virtual/face-to-face using technology (laptops, hotspots, and smartboards). In order to support student success, students are offered after school and Saturday tutorials, along with Credit Recovery both virtual/face-to-face. The teachers embraced professional development opportunities in both curriculum and the use of technology to develop and implement the lessons that would engage distance learning students. Academic Challenges in Reading and Math should be met through the additional strategies provided to teachers by the district curriculum specialist. Key deficiencies in

students' mathematics and reading content knowledge and skills will be addressed so students will meet college readiness standards and achieve masters levels on the state exams.

The campus addresses health and nutritional issues through our campus award winning CATCH (Coordinated Approach to Child Health) committee. This committee offers a variety of activities such as: Turkey Walk, Jump Rope for Life, Health Screening, monthly presentations, and staff Health Fair. Students also participate in Summer Bridge programs, ELA Camps, Poetry Night, Science Fair, History Day, Brainsville, and One Act Play.

Note*Due to COVID-19 pandemic and CDC guidelines many of these opportunities were minimal, not available or cancelled for the 2020-2021 school year.

Students are rewarded for academic accomplishments during the Academic Awards Ceremony held on May 7 (6th grade), May 8 (7th grade), May 9 (8th grade), 2021. In addition, our athletes were recognized during our Athletic Awards Ceremony held on May 5, 2021. Both ceremonies celebrated the great success our students achieved during this year with their teachers, parents, and family members. The above-mentioned dates were scheduled following the CDC guidelines for COVID-19 with the ceremonies being conducted with limited participation.

Dr. Juliet Garcia Middle School was awarded Distinction Designations in: ELA/Reading, Science, Social Studies and Postsecondary Readiness. Met Standard with a scaled score of 84 Overall, 77 Student Achievement, 89 School Progress and 71 Closing the Gaps.

The Administration and Staff are determined to work very hard to earn Dr. Juliet Garcia Middle School additional State Distinctions.

Note: Due to COVID-19, all spring semester STAAR testing was administered online on campus with the exception of the Writing test that was administered on paper.

Demographics

Demographics Summary

The SBDM committee will meet every other 6 wks to review the CIP goals and to amend the document appropriately to campus needs.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The student population at Garcia Middle School is predominantly Hispanic. The PEIMS Data review of our student population is representative of the community with 97.0% Hispanic and 2.9% White. 86.9% are identified as economically disadvantaged, 27.7% English Learners (EL), 14.0% Gifted and Talented, 61.6% At-Risk, and 12.1% are special needs students. The student body is made up of 374 sixth graders, 358 seventh graders, and 381 eighth graders for 1,112 students. The attendance Rates for the 2019-2020 school year was 95.4% for all the students and 96.34% for at-risk students. The dropout rate for the 2019-2020 school year was 0.0% for all the students and for 0.0% for at-risk students. Moreover, the retention rate was less than 0.0% for all students and less 0.0% for at-risk students.

Currently 6th grade has two and 1/2 academic teams, 7th grade has two and 1/2 academic teams, and 8th grade has three full academic teams. Our elective positions are all filled and although the classes range from 25-35, instruction is well delivered.

6th -8th Grade

The following information originated from the 2018-2019/2017-2018 TAPR results.

*Please not that due to the cancelllation of spring 2020 STAAR, due to COVID-19 pandemic the performance section of this (2019-2020) is not updated.

STAAR Summary of 6th – 8th Grades Tested

A student group that performed less than or equal to the state/district average in a given STAAR tested content area is identified as a priority.

2018- 2019 TAPR: Reading - 6th grade (campus 64%, district 64%, state 68%), 7th grade (campus 76%, district 73%, state 76%), 8th grade (campus 92%, district 86%, state 86%)

2017- 2018 TAPR: Reading – 6th grade (campus 71%, district 65%, state 69%), 7th grade (campus 74%, district 72%, state 74%), 8th grade (campus 97%, district 85%, state 86%)

2018- 2019 TAPR: Math - 6th grade (campus 79%, district 81%, state 81%), 7th grade (campus 70%, district 73%, state 75%), 8th grade (campus 94%, district 90%, state 88%)

2017- 2018 TAPR: Math – 6th grade (campus 77%, district 77%, state 77%), 7th grade (campus 70%, district 70%, state 72%), 8th grade (campus 93%, district 88%, state 86%)

2018- 2019 TAPR: Writing - 7th grade (campus 72%, district 74%, state 70%)

2017- 2018 TAPR: Writing - 7th grade (campus 70%, district 68%, state 69%)

2018- 2019 TAPR: Science - 8th grade (campus 85%, district 78%, state 81%)

2017- 2018 TAPR: Science - 8th grade (campus 82%, district 72%, state 76%)

2018- 2019 TAPR: Social Studies - 8th grade (campus 80%, district 71%, state 69%)

2017- 2018 TAPR: Social Studies -- 8th grade (campus 80%, district 65%, state 65%)

Middle School End of Course (EOC) Results

2018- 2019 TAPR: Math--Algebra --- 8th grade (campus 100%, district 94%, state 85%)

2017- 2018 TAPR: Math—Algebra --- 8th grade (campus 100%, district 90%, state 83%)

Performance Variation Between All Student Groups and All Grades

| | All Students | Hispanic | White | Econ Disadv | At-Risk | Special Ed | ELL |
|-----------------------|--------------|----------|-------|-------------|---------|------------|-----|
| All Subjects | 79% | 80% | 62% | 78% | 48% | 58% | 74% |
| Reading | 77% | 78% | 53% | 76% | 65% | 51% | 71% |
| Mathematics | 81% | 82% | 73% | 81% | 64% | 58% | 79% |
| Writing | 72% | 73% | 53% | 72% | 62% | 43% | 65% |
| Science | 85% | 85% | 67% | 84% | 56% | 66% | 78% |
| Social Studies | 80% | 80% | 67% | 78% | 58% | 84% | 72% |

Demographics Strengths

The following strengths have been identified after the SBDM Committee analyzed findings:

- Strong Special Education and ESL departments
- 21st Century Coordinator support
- Algebra I provides advanced classes for 8th grade students
- STEMS Curriculum for math and science students in 6th, 7th, and 8th grade

Need Statements Identifying Demographics Needs

Need Statement 1: Parental Involvement :Increase the number of participation in parent meetings by sending parent flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent afternoon or night throughout the school year for additional parental involvement opportunities (Cricut/supplies/resources for activities) with light snacks. Include migrants. **Data Analysis/Root Cause:** Involving parents in the decision making process is paramount to all stakeholders buy in and input at Garcia M.S.

Need Statement 2 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 3: Professional development in the research based implementation of Response to Interventions (RtI) for struggling students to address academic and behavior issue and allow the teachers to implement the classroom interventions with fidelity and consistency to assist with student success. **Data Analysis/Root Cause:** Teachers, Counselors and Administration will work on Response to Intervention (RtI) for addressing academic and behavior issues as a preventative measure for struggling students.

Need Statement 4 (Prioritized): Need to increase supports for students and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 5 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Student Learning

Student Learning Summary

SBDM, Departments and Teams will meet regularly to review data and set goals in order to improve student achievement.

The campus goal is to meet the standards of College Readiness using the rigor of the STEM math and science curriculum. Using the training and curricular support from our Curriculum and Instruction specialist we will apply new training techniques, and meet more rigorous goals. The goal is to challenge all students with high expectations, to be prepared for class, and able to utilize a broad range of technology in preparation for post-secondary challenges using critical thinking skills. Support sub-populations with additional supplies and resources as needed to encourage self-confidence, motivation and academic success.

Our campus scores :

At- Risk Student profile for Economically Disadvantaged : 89.7 %

English Language Arts : 77 % Campus; 76% Eco. Disadv.

Math : 81 % Campus; 81% Eco. Disadv.

7th Writing: 72% Campus; 72% Eco. Disadv.

Science : 85 % Campus; 84% Eco. Disadv.

Social Studies: 80% Campus; 78% Eco. Disadv.

Attendance Rate: 95.8 %

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Student Learning Strengths

The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

- Social Studies scores
- Attendance
- Academic Extracurricular/Fine Arts Participation
- District training for STEM
- Algebra I

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 2: Provide Instructional Supplies and materials for classroom use (Cricut equipment/supplies), more parental involvement and to create more unity among the faculty, staff and administration. Investment was made on instructional supplies for teachers and for the parent involvement center to address this need. **Data Analysis/Root Cause:** Teachers need materials to address the varied learning needs of all students and parental involvement to increase unity among the faculty, staff and administration.

Need Statement 3 (Prioritized): The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 4: Professional development in the research based implementation of Response to Interventions (RtI) for struggling students to address academic and behavior issue and allow the teachers to implement the classroom interventions with fidelity and consistency to assist with student success. **Data Analysis/Root Cause:** Teachers, Counselors and Administration will work on Response to Intervention (RtI) for addressing academic and behavior issues as a preventative measure for struggling students.

Need Statement 5 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 6: Provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. We have provided students with guest speakers to address the issues of bullying, drugs, mental issues, and self-esteem. Furthermore, the district has invested in providing the campus with a disinfectant machine that helps promote a healthy environment for faculty and student body. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Garcia MS.

Need Statement 7 (Prioritized): Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 8 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

School Processes & Programs

School Processes & Programs Summary

Garcia M.S. conducted campus surveys to help provide the data needed for the adjustments in the Campus Improvement Plan. The survey results were reviewed by all departments and teams making all stakeholders aware of the results. The SBDM members and faculty analyzed survey results along with benchmark scores due to lack of STAAR Scores (COVID-19). The information from all committees were used to allocate funds in areas needed for activities and resources for 2020-2021 CIP.

Teacher training for STEM, Math and Science, STAAR, Curriculum Frameworks, DOK, TEKS Refinement math, ELAR, and social studies changes ensure that core subjects are prepared with rigorous curriculum for STAAR, EOC, and PreAP classes. Assessment is designed by the teaching staff based on the district curriculum. Teachers will use TANGO/Eduphoria to monitor student progress. ESL Reading Smart and Benchmarks occur in November and February, in addition to the Universal Screener (1st Benchmark) which provides additional student data.

Garcia teachers have an engaging Curriculum in all content areas. It is enhanced by providing students more opportunities to participate in extracurricular experiences such as: STEM training for math and science provided by district. Updated TEKS Curriculum for Science, ELAR, Social Studies, and Math. Teachers are up to date with the use of Tango Trainings and the updates on software.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

School Processes & Programs Strengths

The SBDM Committee analyzed the survey findings and noted that Garcia M.S. would need to work with HR Dept., ensure walkthrough data is analyzed, additional professional development for teachers and GT/Honors compliance is ensured. Classes are organized into Academic Teams for each grade level. Strong teachers are placed at each grade level for each content area to provide leadership for Horizontal Alignment. Departments meet weekly to review campus initiatives and plan for the coming week. Content is complemented by Career and College Readiness relationships. Hallways are decorated with pennants from various colleges and universities, and several events during the year are designed to bring awareness and focus on life after middle school. The 21st Century Coordinator provides students opportunities for enrichment, academics and college ready along with resources to engage parents and increase parental involvement. Students will be monitored on a six weeks basis by the 21st Century Coordinator. CIS (communities in schools) coordinator provides students with resources needed for their educational success.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Processes and program areas of improvement would be addressed: More rigorous content and lesson delivery training in math and technology. Provide training, resources, and supplies in preparations to provide a safe and orderly environment. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time-lines related to School Context and Organization are set forth in all sections of the 2020-2021 Campus Improvement Plan.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: Provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. We have provided students with guest speakers to address the issues of bullying, drugs, mental issues, and self-esteem. Furthermore, the district has invested in providing the campus with a disinfectant machine that helps promote a healthy environment for faculty and student body. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Garcia MS.

Need Statement 2: Parental Involvement :Increase the number of participation in parent meetings by sending parent flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent afternoon or night throughout the school year for additional parental involvement opportunities (Cricut/supplies/resources for activities) with light snacks. Include migrants. **Data Analysis/Root Cause:** Involving parents in the decision making process is paramount to all stakeholders buy in and input at Garcia M.S.

Need Statement 3 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4 (Prioritized): Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 5: Provide Instructional Supplies and materials for classroom use (Cricut equipment/supplies), more parental involvement and to create more unity among the faculty, staff and administration. Investment was made on instructional supplies for teachers and for the parent involvement center to address this need. **Data Analysis/Root Cause:** Teachers need materials to address the varied learning needs of all students and parental involvement to increase unity among the faculty, staff and administration.

Need Statement 6 (Prioritized): The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 7: Professional development in the research based implementation of Response to Interventions (RtI) for struggling students to address academic and behavior issue and allow the teachers to implement the classroom interventions with fidelity and consistency to assist with student success. **Data Analysis/Root Cause:** Teachers, Counselors and Administration will work on Response to Intervention (RtI) for addressing academic and behavior issues as a preventative measure for struggling students.

Need Statement 8 (Prioritized): Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 9 (Prioritized): Need to increase supports for students and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 10 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Perceptions

Perceptions Summary

Our school culture and climate from the previous academic school year has significantly improved; it can still be better. We want to increase our Parent Involvement active participation. We need to provide more positive incentives and recognition's for teachers, students, staff, and parents with the support of our very dedicated community members. We must improve on the effective communication with teachers, parents, and all campus stakeholders. Garcia MS conducted campus survey and shared with all stockholders who provided input to be used to allocate funds for activites, resources and supplies needed for the 2020-2021 CIP. Due to COVID 19 the survey and benchmark scores were analyzed to make recommendations for the CIP.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The following sources provided valuable data for culture, climate, values, and beliefs in regards to the identification of needs:

- Referral categories/ISS reports by infraction
- Data from Do the WRITE Thing essays (violence prevention)
- Student and Teacher Campus Needs Assessment Survey
- Weekly Academic Team Meetings and Department Meetings
- Extracurricular activities and fine arts electives
- Campus Cleanliness
- Hosting a variety of parent events to spotlight student academic achievement
- Effective use of School Messenger to communicate with parents

Perceptions Strengths

The following strengths were identified after all findings were analyzed by the SBDM committee:

- Highly Qualified Teachers
- Administration is visible at all times
- Parents want their students to attend our campus as evidenced by the number of parents requesting transfers
- Parents are supportive of extracurricular activities

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, the following areas (School Culture and Climate) of improvement would be addressed: Campus provide enriching classes for parents, Parent meetings held in language parents understand providing information on the students and to increase contact between parents, teachers and administrative staff. Mileage for parent liaison and incentives for teacher retention. To best support campus efforts and meet identified needs at the campus level; activities, resources, and implementation time-lines related to Family and Community Involvement are set forth in the Parent and Community section of the 2019-2020 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

- Parental Involvement Survey Results
- Tally of parental involvement events during 2019-2020

- Attendance tally for each event during 2019-2020
- Feedback from Various Meetings

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 2: Parental Involvement :Increase the number of participation in parent meetings by sending parent flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent afternoon or night throughout the school year for additional parental involvement opportunities (Cricut/supplies/resources for activities) with light snacks. Include migrants. **Data Analysis/Root Cause:** Involving parents in the decision making process is paramount to all stakeholders buy in and input at Garcia M.S.

Need Statement 3 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4: Provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. We have provided students with guest speakers to address the issues of bullying, drugs, mental issues, and self-esteem. Furthermore, the district has invested in providing the campus with a disinfectant machine that helps promote a healthy environment for faculty and student body. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Garcia MS.

Need Statement 5: Provide Instructional Supplies and materials for classroom use (Cricut equipment/supplies), more parental involvement and to create more unity among the faculty, staff and administration. Investment was made on instructional supplies for teachers and for the parent involvement center to address this need. **Data Analysis/Root Cause:** Teachers need materials to address the varied learning needs of all students and parental involvement to increase unity among the faculty, staff and administration.

Need Statement 6 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 7 (Prioritized): Need to increase supports for students and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Priority Need Statements

Need Statement 5: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings.

Data Analysis/Root Cause 5: Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations.

Data Analysis/Root Cause 4: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 4 Areas: Student Learning - School Processes & Programs

Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.

Data Analysis/Root Cause 2: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 1: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels.

Data Analysis/Root Cause 1: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 6: Need to increase supports for students and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 6: Additional state requirements and district student and employee data indicate need.

Need Statement 6 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 7: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.

Data Analysis/Root Cause 7: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals



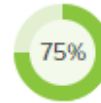

Revised/Approved: June 17, 2020

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Garcia M.S. student performance (all students, all grades, all subjects) will exceed all 2018- 2019 STAAR percent scores from the Approaches to Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports comparing 2021 to 2019 due to COVID-19.
Benchmark Data was used to determine progress. (Comparing 2021-2019)

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| Strategy 1: Garcia MS Teachers will meet during team and department meetings to align vertical and horizontal curriculum, TEKS objectives, district frameworks, benchmarks, TELPAS, STAAR, formative evaluations. Integrate core content areas through classroom activities and differentiate instruction for all learners by analyzing data. Garcia MS will allocate local, state and federal funds to provide instructional resources, toner, and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.. Garcia MS will stress the importance of making qualifying scores as part of college and career readiness. APEX Pearson Math STEM Edgenuity Summit K-12: Nearpod/Flocabulary Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Texas Coach Teachers Discovery |  |  |  |  |

Rally Educ.
Mentoring Minds/Think Up
History Resources

Los maestros de maestria de Garcia se reuniran durante las reuniones de equipo y departamento para alinear el curriculo vertical y horizontal, los objetivos de TEKS, los trabajos de fama del distrito, los puntos de referencia, TELPAS, STAAR, evaluaciones formativas. Integre las areas de contenido basico a traves de las actividades del aula y diferencie la instruccion para todos los alumnos mediante el analisis de datos. Garcia MS asignara fondos locales, estatales y federales para proporcionar recursos de instruccion, toner e instruccion asistida por computadora que refuerza la implementacion del plan de estudios y las iniciativas de BISD, incluido (pero no limitado a) el desarrollo profesional basado en las necesidades identificadas. Garcia MS enfatizara el importancia de obtener puntajes calificativos como parte de la preparacion universitaria y profesional.

APENDICE

Matematicas Pearson

VASTAGO

Edgenuity

Cumbre K-12:

Nearpod/Flocabulario

Redaccion de carteras (incluidas las carteras digitales)

Modelo de alfabetizacion equilibrada

Escribe para el exito

TLI Rutinas / Estrategias Cognitivas

Modelo de inclusion (co-enseñanza)

Laboratorio de dislexia

Pasarelas de Texas

Plan de estudios adaptativo

EduSmart

Software de tango

Entrenador de Texas

Descubrimiento de maestros

Rally Educ.

Mentoria Mentas / Piensa

Recursos de historia.

Milestone's/Strategy's Expected Results/Impact: F: Classroom observations, Professional Development System, District Benchmark scores, BOY/MOY/EOY data analysis


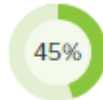


S: 3% increase students reaching Meets and Masters Grade Level in State academic assessment instruments including: STAAR, EOC, and TELPAS Test Scores





Staff Responsible for Monitoring: Administrators, Teachers /Department Chairs, TST





Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All teachers and students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021





Need Statements: Demographics 2 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6 - Perceptions 3









Funding Sources: Reading Materials (Subscriptions and Library uses) - 211 Title I-A - 211-11-6325-00-053-Y-30-0F2-Y - \$2,500, Sal/Wages for Substitute Teachers - 199 Local funds - 199-11-6112-18-053-Y-99-000-Y - \$5,000, General Supplies - 199 Local funds - 199-11-6399-62-053-Y-11-000-Y - \$4,000, Testing Material (AP Testing) - 211 Title I-A - 211-11-6339-00-053-Y-30-0F2-Y - \$1,000, Extra Duty Pay/Overtime- Sup PE - 199 Local funds - 199-11-6121-00-053-Y-11-000-Y - \$50, Software Renewals - 162 State Compensatory - 162-11-6299-62-053-Y-30-000-Y - \$30,000

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| Strategy 2 Details | | Reviews | | |
| Strategy 2: Teachers will monitor the implementation of the 3 Tier Response to Intervention Model in the math, reading, and behavior in the classroom. Los maestros supervisaran la implementacion del modelo de respuesta de 3 niveles a la intervencion en matematicas, lectura y comportamiento en el clase. Milestone's/Strategy's Expected Results/Impact: F: Eduphoria Walkthroughs, Lesson Plans S: At-Risk, LEP and SpEd state scores will increase Staff Responsible for Monitoring: RTI Administrator, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All students SE, LEP, DYS, At-Risk, PD - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3 | | Formative | | Summative |
| | | Oct | Jan | Mar |
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| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 3: Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences(Teacher and Administration PD conference (ISTE)/training), workshops that address those state standards where the students demonstrated the lowest achievement levels. Based on data and interventions teachers will meet to develop curriculum alignment and lesson plan to implement appropriate lessons and strategies through professional development, resources and supplies will be purchased to support the interventions, teacher planners. Select appropriate instructional supplies for all student success, including ELs, SpED, SFL, BI, GT such as Books, dictionaries and bilingual dictionaries, Audio CDs, batteries, toner, scantrons, electric sharpeners and other consumables.</p> <p>Analice los datos de evaluacion del campus para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias (conferencia y capacitacion de maestros y administracion PD (ISTE) / talleres), talleres que abordan los estandares estatales donde los estudiantes demostraron los niveles de rendimiento mas bajos. Con base en datos e intervenciones, los maestros se reuniran para desarrollar la alineacion del plan de estudios y el plan de lecciones para implementar lecciones y estrategias apropiadas a traves del desarrollo profesional, se compraran recursos y suministros para apoyar las intervenciones, los planificadores de maestros. Seleccione los materiales didacticos apropiados para el exito de todos los estudiantes, incluidos EL, SpED, SFL, BI, GT, como libros, diccionarios y diccionarios bilingues, CD de audio, baterias, toner, scantrons, sacapuntas electricos y otros consumibles.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Department Meeting agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks</p> <p>Summative: STAAR scores, EOC scores, T-TESS data, PDS Transcripts,</p> <p>Staff Responsible for Monitoring: Administrator, Department Chairs, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: All students & sub-population students and teachers for these students in core content areas, Special Education and CTE - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: Salary/Wages for Substitute Teachers (PD staff develop.) - 211 Title I-A - 211-11-6112-18-053-Y-30-AYP-Y - \$12,000, Employee Travel (PD for Teachers) - 211 Title I-A - 211-13-6411-23-053-Y-30-AYP-Y - \$2,102, Resources and supplies (books, workbooks, CDs, batteries, printer cartridges, scantrons, and other consumable materials) - 211 Title I-A - 211-11-6399-62-053-Y30-0F2-Y - \$8,000, General Supplies (resources, supplies and teacher planners, etc.) - 211 Title I-A - 211-13-6399-00-053-Y-30-AYP-Y - \$3,391, Accelerated Instruction for EL students, material/resources including technology - 263 Title III-A Bilingual - 263-11-6118 - \$2,456, Accelerated Instruction for EL students, material/resources including technology - 263 Title III-A Bilingual - 263-11-6399 - \$2,456, Employee Travel (Admin. Conference) - 211 Title I-A - 211-23-6411-23-053-Y30-0F2-Y - \$0, Salary/Wages for Substitutes (PD staff dev.) - 162 State Compensatory - 162-11-6112-18-053-Y-30-000-Y - \$3,000, Employee Travel (PD staff dev) - 162 State Compensatory - 162-13-6411-23-053-Y-30-000-Y - \$1,500, Region One Teacher Training - 211 Title I-A - 211-13-6239-00-053-Y-30-AYP-Y - \$2,500, In-District Travel (PD staff dev.) - 211 Title I-A - 211-13-6411-00-053-Y-30-AYP-Y - \$2,000</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 4: Certified teachers and para-professionals will supplement the needs of low performing students that may be met through individualized small group instruction.</p> <p>Los maestros y paraprofesionales certificados complementaran las necesidades de los estudiantes de bajo rendimiento que pueden satisfacerse mediante la instruccion individualizada en grupos pequenos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: T-TESS summative evaluation data, Job Description/ Evaluations Improvement on State Assessments including STAAR, and TERRA NOVA Test Results Staff Responsible for Monitoring: Federal Programs Administrator, Principal, Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All campus students - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 5: Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. Highly qualified teachers will analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels. Based on data and interventions teachers will meet to develop curriculum alignment and lesson plan to implement appropriate lessons and strategies through professional development, resources and supplies will be purchased to support the interventions. Develop resources for interventions and printing from media services (instructional resources, posters,,etc.).</p> <p>Se otorgaran estipendios para maestros en un esfuerzo por retener a maestros de alta calidad en escuelas de alta necesidad. Los maestros altamente calificados analizaran los datos de evaluacion del campus para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres que abordan los estandares estatales donde los estudiantes demostraron los niveles de rendimiento mas bajos. Con base en datos e intervenciones, los maestros se reuniran para desarrollar la alineacion del plan de estudios y el plan de lecciones para implementar lecciones y estrategias apropiadas a traves del desarrollo profesional, se compraran recursos y suministros para apoyar las intervenciones. Desarrollar recursos para intervenciones e impresion a partir de servicios de medios (recursos educativos, carteles, etc.).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: T-TESS summative evaluation data, Job Description/ Evaluations Improvement on State Assessments including STAAR, and TERRA NOVA Test Results Staff Responsible for Monitoring: Special Programs Administrator, Administrator, Teachers</p> <p>Population: All campus students - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3 Funding Sources: Stipends for highly qualified teachers, curriculum planning and prof. develop. - 211 Title I-A - 211-13-6117-00-053-Y-30-AYP-Y - \$6,767, Stipends - 199 Local funds - 199-36-6117-00-053-Y-99-020-Y - \$4,800, General Supplies (Printing of resource for instructional interventions) - 211 Title I-A - 211-11-6399-16-053-Y-30-0F2-Y - \$2,000</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 6 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 6: To increase student-athletes focus on academic excellence, while committing to practicing sport skills each day, our campus will develop 1 hr. accelerated instruction for student athletes. Para aumentar el enfoque de los estudiantes atletas en la excelencia academica, mientras nos comprometemos a practicar habilidades deportivas cada dia, nuestro campus desarrollara 1 hora. instruccion acelerada para estudiantes atletas. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Summative:T-TESS summative evaluation data, Job Description/ Evaluations Improvement on State Assessments including STAAR, Staff Responsible for Monitoring: Campus Administration, Coaches, Teachers Population: All student athletes - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  |  |  |  |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 1 Need Statements:

| Demographics |
|--|
| Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |
| Student Learning |
| Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed. Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success. Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |
| School Processes & Programs |
| Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |

School Processes & Programs

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Perceptions









Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Garcia M.S. Career and Technical Education student participation will increase by 3 percentage points over 2019-2020- it will include elements of the BISD Phase I Future Ready Plan- Curriculum, Instruction, and Assessment (including special population students).

Evaluation Data Sources: CTE enrollment PEIMS reports, CCMR reports comparing 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: 100% of 8th grade students will enroll in a CTE course that focuses on College and Career Readiness. Garcia MS will provide district-wide instructional resources (teacher/student workbooks, general instructional supplies, student planners) and computer/software/online assisted instruction that reinforces implementation of the district curriculum and initiatives including (but not limited to) professional development based on identified needs of students.</p> <p>TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software, Eduphoria Teacher Discovery, Rally Educ., Masters Education Measuring Up (Think Up).</p> <p>El 100% de los estudiantes de octavo grado se inscribirán en un curso de CTE que se centre en la preparación universitaria y profesional. Garcia MS proporcionará recursos de instrucción en todo el distrito (libros de trabajo para maestros / estudiantes, materiales de instrucción general, planificadores de estudiantes) e instrucción asistida por computadora (software / en línea) que refuerza la implementación del plan de estudios e iniciativas del distrito, incluyendo (pero no limitado a) desarrollo profesional basado en las necesidades identificadas de los estudiantes.</p> <p>TLI Rutinas / Estrategias Cognitivas Modelo de inclusión (co-enseñanza) Software de Tango, Rally Educ., Masters Education Measuring Up (Think Up).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations,</p> <p>Summative Impact: TELPAS and TERRA NOVA/Supera</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Population: All student groups - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: General Supplies (instructional resources, computer instruction and PD, student planners) - 211 Title I-A - 211-11-6399-00-053-Y-30-0F2-Y - \$28,200, Accelerated Instruction for EL students, material/resources/supplies/ including technology, and PD for teachers/Admin - 163 State Bilingual - 163-11-6112-00-053-Y-25-000-Y - \$5,925</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Need Statements:

Demographics

Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Student Learning

Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Perceptions





Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.













Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Garcia M.S. will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

Evaluation Data Sources: TSIs reports, dual enrollment credit reports, AP Test Scores, ECHS Blueprint comparison 2021 to 2019 due to COVID-19. Benchmark data will be used to determine progress.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade with the expectation that all Garcia M.S. students will graduate college ready.</p> <p>Implemente un plan integral de preparacion o remedio de la Iniciativa del Exito de Texas (TSI) a partir del octavo grado con la expectativa de que todos los miembros de Garcia M.S. los estudiantes se graduaran listos para la universidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: TSI test taking and passing 8th grade data</p> <p>Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year.</p> <p>Staff Responsible for Monitoring: Advanced Academics Administrator, Counselors, TST</p> <p>Population: All 8th grade students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 2: Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, this includes fine arts advanced placement Dual enrollment courses at the high school level to ensure college readiness.</p> <p>Aumentar las ofertas de cursos alineados verticalmente en los grados K-12 y todos los materiales de instruccion necesarios para garantizar el acceso equitativo para todos los estudiantes en todos los campus, esto incluye cursos de colocacion avanzada matricula dual de bellas artes en el nivel de escuela secundaria para garantizar la preparacion universitaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Performance ratings, evaluations</p> <p>Summative Impact: improved assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Population: All K-12 students and teachers - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: A 21st Century Coordinator is on campus in order to assist and monitor students and coordinate intervention/enrichment programs and presentations with students and parents in order to increase student achievement, attendance, academic success, students that are college ready while decreasing student retention rate.</p> <p>Un coordinador del siglo XXI esta en el campus para ayudar y supervisar a los estudiantes y coordinar programas de intervencion / enriquecimiento y presentaciones con estudiantes y padres para aumentar el rendimiento estudiantil, la asistencia, el exito academico, los estudiantes que estan preparados para la universidad y al mismo tiempo disminuir la tasa de retencion de estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Participation Logs Students/Parents Six weeks grades</p> <p>Summative: State Assessment Scores, EOC, STAAR, TSI, TELPAS, AP</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, 21st Century Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All grade students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 3 Need Statements:





| Demographics |
|---|
| Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |
| Student Learning |
| Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed. Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success. Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |
| School Processes & Programs |
| Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed. Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success. |
| Perceptions |
| Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |









Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation report comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| | Formative | | | Summative |
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| <p>Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; clothes and hygiene items to ensure school attendance; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Todos los estudiantes migrantes recibiran utiles escolares apropiados para su grado segun sea necesario para proporcionarles las herramientas necesarias para completar sus tareas de clase y tarea, ropa y articulos de higiene para garantizar la asistencia a la escuela; extendiendoles así la misma oportunidad para enfrentar los desafíos academicos de todos estudiantes Todos los estudiantes migrantes de PFS recibiran servicios de apoyo complementarios antes que otros estudiantes migrantes. tendra la oportunidad de asistir a una Academia de Aprendizaje de PFS. Todos los estudiantes migrantes recibiran un paquete de lectura de verano para que puedan seguir mejorando sus habilidades de lectura durante los meses de verano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports.</p> <p>Summative Impact: Fewer PFS students are identified due to increased performance On-time promotion rates increased</p> <p>Staff Responsible for Monitoring: District Coordinator, Principal, Migrant Clerk</p> <p>Population: All Migrant Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: General Migrant supplies , including clothing and hygiene - 212 Title I-C (Migrant) - 212-11-6399-00-053-Y-24-0F2-Y - \$785</p> |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 2: Migrant 8th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.</p> <p>Los estudiantes migrantes de octavo grado tendran la oportunidad de asistir a un taller de matematicas para aprender y reforzar las habilidades necesarias para enfrentar con exito los desafios de las rigurosas clases de matematicas y los exámenes STAAR del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports.</p> <p>Summative Impact: Fewer PFS students are identified due to increased performance On-time promotion rates increased</p> <p>Staff Responsible for Monitoring: District Coordinator, Principal, Migrant Clerk</p> <p>Population: 8th grade migrant students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-053-Y-24-0F2-Y - \$450, Region One-Migrant Math Academy - 212 Title I-C (Migrant) - 212-11-6239-00-053-Y-24-0F2-Y - \$395, Consulting Services/PFS Academy - 212 Title I-C (Migrant) - 212-11-6291-00-053-Y-24-0F2-Y - \$395</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Need Statements:

| Demographics |
|--|
| <p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Student Learning |
| <p>Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.</p> <p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Perceptions





Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.





Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).



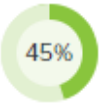

Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2018-2019 participation.









Evaluation Data Sources: Regional and state competition participation numbers-most were completed comparison 2021 to 2019 due to COVID-19. Benchmark data will be used to determine progress.

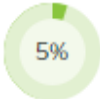



Summative Evaluation: Some progress made toward meeting Objective





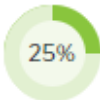



| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Garcia Middle School Teachers will be provided with training and materials (3-D printer, etc) to promote participation in Robotic Competition at the campus, district, and regional level.</p> <p>Los maestros de la escuela intermedia Garcia recibiran capacitacion y materiales (impresora 3-D, etc.) para promover la participacion en la competencia robotica a nivel de campus, distrito y region.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of teachers and students participating in competition</p> <p>Summative Impact: Increase number of students in STEM classes.</p> <p>Staff Responsible for Monitoring: C & I Specialists/ Coordinators, Dept. Chairs, and Club Sponsors</p> <p>Population: Robotics teachers and students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-053-Y-11-000-Y - \$800</p> | Formative | | | Summative |
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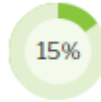
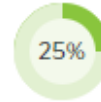

| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness.</p> <p>Los Patrocinadores y Coordinadores de la Feria de Ciencias recibirán capacitación y materiales para promover la participación en el campus, el distrito, el nivel regional, estatal e internacional al aumentar la conciencia de los estudiantes sobre los conceptos de Ciencia, Tecnología, Ingeniería y Matemáticas, creando un camino para la preparación para STEM y la universidad .</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impact: Increase number of students in STEM classes</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Science Fair Coordinator, Math and Science Department Chairs</p> <p>Population: Grades 6-8 teachers and students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: General Supplies (STM) - 211 Title I-A - 211-11-6399-00-053-Y-30-STM-Y - \$5,000</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs (campus, district, regional, state,nationals). Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, DI, One Act Play.</p> <p>Se fomentaran las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes a traves de su participacion en los programas del distrito (campus, distrito, region, estado, nacionales). Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional y materiales para promover la participacion en inventos de Brainsville, ajedrez, imaginacion del destino, convencion de poetas, juegos del mercado de valores, UIL Academics, DI, One Act Play.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impacts: Brainsville Inventions increased student participation at the district level. Chess: increase student participation at the district, regional, state and national levels. Destination Imagination (K-12th) increase student participation at the regional, state and Global levels. Poet's Convention (6th-8th) increase student participation at the district level. UIL Academics increase student participation at the district and state level.</p> <p>Staff Responsible for Monitoring: Advanced Academics Administrator, Principal, Campus Coordinators</p> <p>Population: Grades 6-8 teachers and students (especially G/T identified students) - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-053-Y-11-000-Y - \$2,000, Employee Travel - 199 Local funds - 199-23-6411-23-053-Y-99-000-Y - \$2,500, Awards - 199 Local funds - 199-23-6498-00-053-Y-99-000-Y - \$4,500, Employee Travel (Admin) - 199 Local funds - 199-23-6411-00-053-Y-99-000-Y - \$800, Travel & subsistence-Students- UIL Meals One Act Play - 199 Local funds - 199-36-6412-00-053-Y-99-020-Y - \$450, Travel & Subsistence-Students Meals (Science/History Fair, etc.) - 199 Local funds - 199-36-6412-00-053-Y-99-000-Y - \$3,500, Operating Costs (Awards, Trophies for student recognition/incentives) - 211 Title I-A - 211-11-6498-00-053-Y-30-0F2-Y - \$2,500</p> | Formative | | | Summative |
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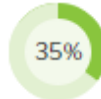






| Strategy 4 Details | Reviews | | | |
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| <p>Strategy 4: Garcia Middle School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.</p> <p>Los maestros de la Escuela Secundaria Garcia recibiran desarrollo profesional y materiales para promover la participacion en las actividades de votacion para ninos de Brownsville. Los patrocinadores del Dia de la Historia y los jefes de departamento recibiran capacitacion durante todo el ano para aumentar la participacion en la competencia a nivel de distrito, regional, estatal y nacional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impact: increase in campus entries for History Day at the district, regional, and state level. Maintain campus participation in Brownsville Kids Voting at the district level.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Principal, Social Studies Department Chair</p> <p>Population: Grades 6-8 teachers - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-23-6399-65-053-Y-99-000-Y - \$2,500</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Garcia Middle School Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Math counts at the campus, district, and regional level.</p> <p>Los maestros de la Escuela Intermedia Garcia recibiran capacitacion y materiales para promover la participacion en la Competencia de Matematicas Estadounidenses (AMC) y los recuentos de matematicas en el campus, el distrito y el nivel regional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impacts: AMC (6th to 8th)increase student participation at the campus level. participate in Math counts competition in 2020-2021</p> <p>Staff Responsible for Monitoring: Principal, Math Department Chair</p> <p>Population: Grades 6-8 teachers and students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: Student Travel & Subsistence - 199 Local funds - 199-11-6412-00-053-Y-11-000-Y - \$584</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
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| <p>Strategy 6: Garcia Middle school will participate in in-school opportunities and after school clubs to learn coding for sixth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>La escuela intermedia Garcia participara en oportunidades dentro de la escuela y clubes despues de la escuela para aprender codificacion para estudiantes de sexto grado. El enfoque de esta iniciativa estara en los beneficios duraderos de construir los siguientes conjuntos de habilidades: pensamiento logico, resolucion de problemas, persistencia, colaboracion y comunicacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores <p>Summative Impact: EOY data for student competition participation and performance</p> <p>Staff Responsible for Monitoring: Technology Services, Principal</p> <p>Population: All grade 6 students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
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| <p>Strategy 7: Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>Los estudiantes de bellas artes desarrollaran habilidades de pensamiento critico y multitarea, y creatividad, trabajo en equipo y caracter al participar en concursos UIL, concursos TMEA, concursos que no sean UIL, exhibiciones, eventos del distrito / comunidad y actuaciones publicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p> <p>Staff Responsible for Monitoring: Principal, Fine Art Teachers</p> <p>Population: All fine arts students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Increase enrollment in fine arts programs by conducting recruitment concerts and visits</p> <p>Aumentar la inscripcion en programas de bellas artes mediante la realizacion de conciertos de reclutamiento y visitas</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS enrollment numbers, class rosters</p> <p>Summative Impact: improved enrollments from prior year</p> <p>Staff Responsible for Monitoring: Principal, Campus directors and teachers</p> <p>Population: All 6-8 students and teachers - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 9 Details | Reviews | | | |
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| <p>Strategy 9: Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p>Aumentar el numero de atletas que se programaran en el periodo atletico apropiado cada ano, para que el estudiante pueda dominar las habilidades de liderazgo, las habilidades deportivas, las habilidades de pensamiento de orden superior, las habilidades de fortalecimiento y condiciones, y las habilidades de espiritu deportivo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips.</p> <p>Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports</p> <p>Staff Responsible for Monitoring: Athletic Coordinator, Principal, Counselor</p> <p>Population: All Student athletes - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels.</p> <p>Programe visitas al campus de Cluster con estudiantes atletas y sus escuelas secundarias para presentar programas deportivos para aumentar la participacion en programas deportivos en todos los niveles.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Presentation Schedules, Choice slips for athletic classes.</p> <p>Summative Impact: Increased Team and Class rosters on Rank One</p> <p>Staff Responsible for Monitoring: Principal, Athletic Coordinator, Counselors</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 11 Details | Reviews | | | |
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| Strategy 11: Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. Realice campamentos deportivos en cada nivel y una prueba de sexto grado al final del año para aumentar la participación en programas deportivos. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs Staff Responsible for Monitoring: Principal, Athletic Coordinator Population: All secondary students and incoming 6th grade students - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3 | Formative | | | Summative |
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| Strategy 12 Details | Reviews | | | |
| Strategy 12: Expand the number of teams at Garcia Middle School for tennis (boys and girls) and baseball teams (boys only) Ampliar el número de equipos en la Escuela Secundaria Garcia para equipos de tenis (niños y niñas) y de béisbol (solo niños) Milestone's/Strategy's Expected Results/Impact: Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. Staff Responsible for Monitoring: Principal, Athletic Coordinator Population: All students - Start Date: October 1, 2020 - End Date: February 28, 2021 Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 13 Details | Reviews | | | |
|--|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 13: The campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>El secretario de migrantes del campus proporcionara apoyo suplementario a la PFS y a los estudiantes migrantes unicamente, con el fin de mejorar la defensa, el aliento y el apoyo a las necesidades especiales de los estudiantes migrantes segun lo establecido por la Ley NCLB de 2001 (Ley Publica 07-110) Seccion 1301 -1309 y se asegurara de que los estudiantes migrantes participen activamente en el Club Migrante, reciban la asistencia necesaria para la tarea y socialicen con otros estudiantes migrantes durante el ano escolar actual.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades</p> <p>Summative: State Assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerk</p> <p>Population: PFS and Migrant Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 5 Need Statements:

| Demographics |
|--|
| <p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Student Learning |
| <p>Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.</p> <p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| School Processes & Programs |
| <p>Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |













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| School Processes & Programs |
| Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success. |
| Perceptions |
| Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: All Garcia MS facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan. comparison 2021 to 2019 due to COVID-19.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 1: Garcia Middle School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage Staff Responsible for Monitoring: Campus Administration, Head Custodian Population: All department and campus facilities - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1 Funding Sources: Contracted Maintenance & Repair - 199 Local funds - 199-23-6249-65-053-Y-99-000-Y - \$750, Utilities (water & garbage) - 199 Local funds - 199-23-6259-00-053-Y-99-000-Y - \$50, Rentals Operating Leases - 199 Local funds - 199-23-6269-00-053-Y-99-000-Y - \$50 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Garcia Faculty and staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Milestone's/Strategy's Expected Results/Impact: Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: improved campus survey data about facilities Staff Responsible for Monitoring: Campus Administration, Parent Liaison, Sponsors Population: All students and staff - Start Date: August 12, 2020 - End Date: June 1, 2021 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Need Statements:

Student Learning

Need Statement 7: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

School Processes & Programs

Need Statement 8: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Perceptions




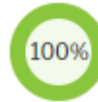




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Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Garcia MS will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings. comparison 2021 to 2019 due to COVID -19. Benchmark data will also be used to determine progress.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Campuses will make effective and efficient use of 100% of available budgeted funds based on the needs assessments. Milestone's/Strategy's Expected Results/Impact: Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports Staff Responsible for Monitoring: Campus Administration/ SBDM Committees Population: Garcia Middle School Stakeholders - Start Date: July 1, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 3, 5, 7 - School Processes & Programs 3, 6, 8 - Perceptions 1, 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Need Statements:

| Demographics |
|---|
| Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |
| Student Learning |
| Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success. Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |

Student Learning

Need Statement 7: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 8: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Perceptions

Need Statement 1: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.


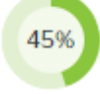






Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: The district and campuses will create and provide faculty and staff recognition's and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|---|
| Strategy 1: SBDM committees will create and participate in employee incentives and recognition to improve employee and campus morale and climate. Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates Staff Responsible for Monitoring: Principal, SBDM Committees Population: All Garcia Middle School faculty and staff - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% |  45% |  65% |  100% |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Need Statements:

| Demographics |
|--|
| Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |
| Student Learning |
| Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success. |

Student Learning

Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Perceptions









Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.













Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Garcia M.S will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data reports comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Garcia will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Milestone's/Strategy's Expected Results/Impact: Formative: schedule of weekly newsletters Summative: list of all weekly newsletters Staff Responsible for Monitoring: Campus Administration,, TST, Website Teacher Population: Campus Stakeholders - Start Date: July 1, 2020 - End Date: June 1, 2021 Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Garcia will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition's, co-/extra-curricular activities, and parent/community events. Milestone's/Strategy's Expected Results/Impact: Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases Staff Responsible for Monitoring: Principal, PIO, Campus Administration Population: Campus Stakeholders - Start Date: July 1, 2020 - End Date: June 1, 2021 Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 3: Garcia will update websites at least monthly including showcasing student and community activities. Milestone's/Strategy's Expected Results/Impact: Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results Staff Responsible for Monitoring: Principal, PIO, Campus Administration Population: Campus Stakeholders - Start Date: July 1, 2020 - End Date: June 1, 2021 Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held each semester. Milestone's/Strategy's Expected Results/Impact: Formative results: List of received awards, Awarding of donated funds and prizes Summative impact: Increased PEIMS District and Attendance Percentage rates. Staff Responsible for Monitoring: Principal Population: All campus parents - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Need Statements:

| Student Learning |
|--|
| Need Statement 7: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate. |
| School Processes & Programs |
| Need Statement 8: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate. |

Perceptions









Need Statement 1: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Garcia M.S. will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date report comparison 2021-2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Garcia will provide information through various media on the District of Innovation Plan. Milestone's/Strategy's Expected Results/Impact: Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar Staff Responsible for Monitoring: Principal, TST Population: All campus stakeholders - Start Date: July 1, 2020 - End Date: June 1, 2021 Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 2 Need Statements:

| Student Learning |
|--|
| Need Statement 7: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate. |
| School Processes & Programs |
| Need Statement 8: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate. |

Perceptions









Need Statement 1: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.









Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 3%.

Evaluation Data Sources: BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements reports comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on campus website. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year</p> <p>Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Population: All Students/parents; campus personnel - Start Date: August 12, 2020 - End Date: June 1, 2021</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Garcia will implement RtI behavior interventions upon transitioning back to home campus from BAC and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs,</p> <p>Summative Impact: eSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to Garcia from BAC.</p> <p>Staff Responsible for Monitoring: Principal, RTI Administrator, Academic /At Risk Counselors</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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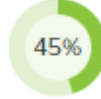


| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 3: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model. Milestone's/Strategy's Expected Results/Impact: Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus. Staff Responsible for Monitoring: Principal, Assistant Principals, All Counselors | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  20% |  35% |  40% |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |









Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2020-2021 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and other reports comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|--|--|--|--|
| Strategy 1: Garcia will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. Staff Responsible for Monitoring: District and Campus RTI Administrator Population: All Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. Staff Responsible for Monitoring: Principal, Assistant Principals Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |





| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RTI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 3% at the district level</p> <p>Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p> <p>Staff Responsible for Monitoring: RTI Administrator, Security, Campus Administration</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |









Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)


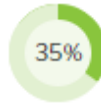






Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS reports comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 1: Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. Promote safety throughout the campus during the workday using common sense and posted safety precautions as well as providing students with their own identification card. Provide training to office staff about conducting sex offenders search on all visitors. Conduct monthly simulated fire drills, lock-downs, Shelter in place, Reverse & drop and cover evacuation and other crisis situations so teachers and students react calmly in an unexpected situation. Monitor movement of students through the use of radios and IPC phones, Safety Committee Members located throughout the campus, and constant communication with all campus stakeholders.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Safety Meeting Sign-In Sheets,</p> <p>Summative Impact: 100% completed District and Campus Emergency Operations Plans cleared in June 2019</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1</p> <p>Funding Sources: Two-Way Radios - 199 Local funds - 199-23-6398-00-053-Y-99-000-Y - \$1,800</p> |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 2: A security officer will be visible throughout the year at our school. A Police Officer will be stationed at Garcia Middle School. Maintain a Secure and welcoming school climate with clean and healthy surrounds by acquiring proper resources for custodial needs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Security Officers and Police Officers work schedule assignments</p> <p>Summative Impact: end of year assignments indicating all campuses have officer and or security officer in place</p> <p>Staff Responsible for Monitoring: Principal, Security Services</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1</p> <p>Funding Sources: General Supplies- Other Custodial Supplies - 199 Local funds - 199-51-6399-00-053-Y-99-000-Y - \$1,000, Supplies for Maintenance/Operar-Custodial Supplies - 199 Local funds - 199-51-6315-00-053-Y-99-000-Y - \$15,000, Extra Duty Pay/Overtime-Sup PE - 199 Local funds - 199-51-6121-47-053-Y-99-000-Y - \$1,000</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: Decrease in the number of students discipline incidents compared to prior school year</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Parent Liaison</p> <p>Population: All Students and parents/guardians - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1</p> <p>Funding Sources: Employee Travel - 162 State Compensatory - 162-31-6411-23-053-Y-30-000-Y - \$150</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 4: Garcia Middle School will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Milestone's/Strategy's Expected Results/Impact: Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills. Staff Responsible for Monitoring: Principal, Assistant Principals, Security Officer Population: All campus personnel - Start Date: August 12, 2020 - End Date: June 1, 2021 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  |  |  |  |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 3 Need Statements:





| Student Learning |
|--|
| Need Statement 7: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate. |
| School Processes & Programs |
| Need Statement 8: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate. |
| Perceptions |
| Need Statement 1: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate. |





Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)





Performance Objective 1: There will be a 3% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.





Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates reports comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: A Parent Liaison will be on campus for the purpose of assisting by educating parents with current information during weekly/monthly meetings (with light snacks) that address issues and expectations that will impact their children's academic and attendance needs. Parent Liaison will conduct home visits to follow up on attendance/academic concerns.</p> <p>Un enlace de padres estara en el campus con el proposito de ayudar a educar a los padres con informacion actual durante las reuniones semanales / mensuales (con refrigerios ligeros) que aborden los problemas y las expectativas que afectaran las necesidades academicas y de asistencia de sus hijos. El Enlace para Padres realizara visitas a domicilio para dar seguimiento a la asistencia / inquietudes academicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Documentation including Home Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits, Parent Liaison Mileage Logs</p> <p>Summative: Impact: Training Session Evaluations average scores Parent Participation Rates will increase in PAC Mtgs. and increase on-time graduation. Increase parents surveyed with greater understanding of migrant program.</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison/Migrant Clerk, Campus Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - Population: Parents, students, and campus staff - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|--|--|--|---|
| <p>Strategy 2: Conduct the following annual Title I-A required activities:</p> <ul style="list-style-type: none"> *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meetings to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program <p>Realice las siguientes actividades anuales requeridas por el Titulo I-A:</p> <ul style="list-style-type: none"> * Desarrollar y difundir una Politica de participacion de los padres y la familia que delimite como los padres participaran activamente a nivel de distrito / campus * Desarrollar y difundir un Pacto Escuela-Padre-Estudiante que indique la responsabilidad de cada grupo para asegurar el logro del estudiante, especificamente en las areas de contenido. * Lleve a cabo una reunion del Titulo I-A para informar a los padres de los servicios prestados a traves de los fondos del Titulo I * Realizar una encuesta de padres Titulo I-A para evaluar la efectividad del programa de participacion de padres y familias del distrito <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas</p> <p>Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% |  50% |  60% |  100% |

| Strategy 3 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 3: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Campus SBDM Committee</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: Comite SBDM del campus</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, SBDM Calendars, Meeting Agendas</p> <p>Summative impact: Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members.</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - Population: Parents - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 4: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. campus parent conferences, other meetings wkly/mthly. *Recognize community partners and parent volunteers (Awards/ certificates) for their efforts in supporting district/campus goals to increase student success.</p> <p>Invite a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas. conferencias de padres en el campus, otras reuniones semanales / mensuales. * Reconocer a los socios comunitarios y padres voluntarios (Premios / certificados) por sus esfuerzos en apoyar las metas del distrito / campus para aumentar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: MOU's/Agreements,Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets</p> <p>Summative impact: Increased Partnerships and Parent Volunteers by 5%</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison, Campus Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - Population: Parents and Community - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide ample Parent Education opportunities through increase in campus parent activities/training such as (wkly/mthly meetings with light snacks) sessions in order to disseminate information, creative activities to support and promote student/teacher motivation, services and/or referrals to agencies that address the needs and concerns in the following areas: -Cricut &-Supplies for Parental Involvement Activities/Education Training -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and -Transition to post-secondary life.</p> <p>Brindar amplias oportunidades de educacion para padres a traves del aumento de las actividades / capacitacion para padres en el campus, tales como (reuniones semanales / mensuales con refrigerios ligeros) sesiones para difundir informacion, actividades creativas para apoyar y promover la motivacion de los estudiantes / maestros, servicios y / o referencias a agencias que abordar las necesidades y preocupaciones en las siguientes areas: -Cricut & -Material para actividades de participacion de los padres / capacitacion educativa</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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-Estrategias de enseñanza efectivas
 -Poblaciones especiales (bilingue, dislexia, gt., Migrante, educacion especial)
 Preparacion para la universidad
 -Salida y prevencion de violencia
 -Educacion de salud y bienestar
 -Agencias y organizaciones comunitarias
 Capacidad para construir:
 -Tecnologia
 -Procesos de educacion especial, procedimientos, asi como servicios, garantias procesales y -Transicion a la vida post-secundaria.

Milestone's/Strategy's Expected Results/Impact: Formative results:
 Parent Monthly Calendar, Fliers, Agendas, Sign-in Sheets, Meeting Minutes

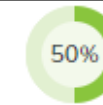
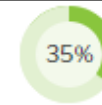
Summative impact:
 Training Session Evaluations, Increased Parent Attendance









Staff Responsible for Monitoring: Campus Administration, Parent Liaison/Migrant Clerk, Campus Counselors

Schoolwide and Targeted Assistance Title I Elements: 3.2 - **Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021

Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1

Funding Sources: Miscellaneous Operating costs-Light Snacks for Meetings (Parent Liaison Wkly Meetings) - 211 Title I-A - 211-61-6499-53-053-Y-30-0F2-Y - \$900, Employee Travel - 211 Title I-A - 211-61-6411-00-053-Y-30-0F2-Y - \$900, General Supplies (Parental Educ. Activities) - 211 Title I-A - 211-61-6399-00-053-Y-30-0F2-Y - \$900, Extra Duty Pay /Overtime-Sup PE - 199 Local funds - 199-23-6121-08-053-Y-99-000-Y - \$250



| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 6: Campus migrant clerk will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.</p> <p>El secretario de migrantes del campus coordinara con el Enlace de padres migrantes para llevar a cabo un minimo de dos reuniones de padres migrantes para proporcionarles a los padres migrantes informacion actualizada sobre el progreso academico de los estudiantes y la graduacion a tiempo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In sheets & agendas of Parent Meetings</p> <p>Summative: BMAS report Increased participation in PAC Mtg. Increased student participation in supplemental activities</p> <p>Staff Responsible for Monitoring: Campus Administration, Migrant Clerk</p> <p>Population: All migrant parents - Start Date: November 1, 2020 - End Date: March 31, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Need Statements:

| Demographics |
|--|
| <p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Student Learning |
| <p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> <p>Need Statement 7: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.</p> |
| School Processes & Programs |
| <p>Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |

School Processes & Programs

Need Statement 8: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Perceptions

Need Statement 1: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.





Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.









Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)





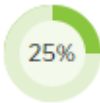

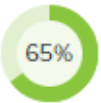

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.


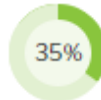






Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walk through report data, T-TESS evaluation reports comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.









Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 3 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Lead/ Department Chairs</p> <p>Population: All teachers teaching core content and special education, dyslexia, Honors, AP, CTE, and other academic areas - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Miscellaneous Food Staff Development - 199 Local funds - 199-13-6499-53-053-Y-99-000-Y - \$250, General Supplies- Administration - 199 Local funds - 199-23-6399-00-053-Y-99-000-Y - \$2,000, General Supplies-Furniture - 199 Local funds - 199-23-6399-45-053-Y-99-000-Y - \$3,000, Miscellaneous Food Faculty Meetings - 199 Local funds - 199-23-6499-53-053-Y-99-000-Y - \$250</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Class rosters, Professional Development System evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment Staff Responsible for Monitoring: District Advanced Academic Lead Teacher, Principal, Dean of Instruction Population: All G/T sub-population students and teachers for these students in core content areas and Special Education - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program. Milestone's/Strategy's Expected Results/Impact: Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. Staff Responsible for Monitoring: Campus Administration, Department Chairs Population: STEM Teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 4: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Milestone's/Strategy's Expected Results/Impact: Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TELPAS, TMSFA Staff Responsible for Monitoring: Campus Administration, Department Chairs Population: All grade level teachers - Start Date: July 1, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 Funding Sources: Employee Travel-Teacher - 199 Local funds - 199-13-6411-23-053-Y-99-000-Y | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformation reform strategies, best practices and student learning. (Title I-A & Title II-A) Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports show improvement on State Assessments including STAAR, and TERRA NOVA Test Results Staff Responsible for Monitoring: Principal, Campus Administration Population: PK-3 to 12th teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 Funding Sources: Employee Travel - 199 Local funds - 199-13-6411-23-053-Y-99-000-Y - \$1,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| Strategy 6: Fine arts students and teachers will be provided professional development training annually. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognition's Staff Responsible for Monitoring: Principal, Dean of Instruction, Fine Arts directors/teachers Population: all K-12 students and teachers - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments Staff Responsible for Monitoring: Campus Administration, Migrant Clerk Population: Migrant support staff - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 8: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:</p> <p>-Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and</p> <p>Budget and Program Compliance</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased STAAR/EOC and lower At-risk Retention rate</p> <p>Staff Responsible for Monitoring: Administration, State Compensatory, Homeless Youth Dept.</p> <p>Population: All At-risk Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-00-053-Y-30-000-Y - \$14,726</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Need Statements:

| Demographics |
|--|
| <p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Student Learning |
| <p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| School Processes & Programs |
| <p>Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |

Perceptions









Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data reports comparison 2021 to 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| Strategy 1: Project Lead the Way (PLTW) and career cluster alignment training will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement. Milestone's/Strategy's Expected Results/Impact: Formative Results: lesson plans, walkthroughs and observations including training and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways Staff Responsible for Monitoring: Principal, Dean of Instruction, CATE Teachers Population: CTE faculty - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Need Statements:

| Demographics |
|---|
| Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |
| Student Learning |
| Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. |

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Perceptions









Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.









Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 3: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|--|
| Strategy 1: All teachers, administration and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support student's well-being and apply interventions for academic and emotional support. (Policy FFBA) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: End of year reports Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 Need Statements: Demographics 4, 5 - Student Learning 8 - School Processes & Programs 9, 10 - Perceptions 6, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Garcia MS will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the campus in implementing the district's multi-hazard emergency operations plan. (Policy FFB) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff. Summative: End of year reports. Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders Population: All staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 Need Statements: Demographics 4, 5 - Student Learning 8 - School Processes & Programs 9, 10 - Perceptions 6, 7 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 3: Garcia MS will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Garcia MS shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting of presentations Summative: End of year reports trainings Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020 Need Statements: Demographics 4, 5 - Student Learning 8 - School Processes & Programs 9, 10 - Perceptions 6, 7 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  |  |  |  |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 3 Need Statements:





| Demographics |
|--|
| Need Statement 4: Need to increase supports for students and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need. Need Statement 5: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality, especially for secondary students. |
| Student Learning |
| Need Statement 8: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality, especially for secondary students. |
| School Processes & Programs |
| Need Statement 9: Need to increase supports for students and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need. Need Statement 10: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality, especially for secondary students. |
| Perceptions |
| Need Statement 6: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality, especially for secondary students. Need Statement 7: Need to increase supports for students and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need. |









Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)









Performance Objective 1: Garcia M.S. will show a 3% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports comparison 2021- 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Garcia will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and software renewals; hardware at the campuses for computer/ technology (laptops with licenses, printers, storage carts for laptops, interactive flat panels, doc. cameras, projectors, and instructional supplies, including protective supplies like ipad covers, etc.) to enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Benchmarks, Classroom projects, Student competitions,</p> <p>Summative Impact: increase Test scores,End of Year grades, Electronic portfolios, StarChart Surveys, Benchmarks</p> <p>Staff Responsible for Monitoring: CATE Teachers, Campus TST</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 3, 4 - Perceptions 3</p> <p>Funding Sources: Misc. (Instructional Technology, software, renewals, etc.) - 211 Title I-A - 211-11-6299-62-053-Y-30-0F2-Y - \$6,000, Technology equipment - 162 State Compensatory - 162-11-6398-62-053-Y-30-000-Y37 - \$124,234, Printer-Library - 199 Local funds - 211-12-6398-65-053-Y-99-000-Y - \$800, Computers/Laptops/document cameras, projectors, printers etc. technology/electronic hardware - 211 Title I-A - 211-11-6398-62-053-Y-30-0F2-Y - \$51,380, Technology Equipment - 211 Title I-A - 211-11-6398-62-053-Y30-0F2-Y - \$15,128</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 2: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development System evaluations, Administrative walkthroughs, Certificates of completion of training</p> <p>Summative Impact: T-TESS evaluations, Application Management Reports, StarChart Surveys, Campus Technology Training records from PDS</p> <p>Staff Responsible for Monitoring: Campus Administrations, Campus TST, teachers</p> <p>Population: All Students and teaching faculty - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports</p> <p>Summative Impact: EOY TST reported schedules, EOY Application Management reports</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus TST</p> <p>Population: Campus TST - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 4: Admin, Lead Teachers and TST will Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Utilizing laptops and projectors for instructional modeling , PD for teachers and presentations for students, teachers and parents.</p> <p>Specific settings include but are not limited to:</p> <ul style="list-style-type: none"> Classrooms/Computer labs using Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators. Administrative tablets for walkthroughs and teacher observations to ensure high quality instruction. <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Evaluations, BISD Instructional Feedback Form walkthroughs will indicate application of the skills acquired during the professional development.</p> <p>Summative Impact: Improved STAAR scores, TELPAS, and TMSFA</p> <p>Staff Responsible for Monitoring: Administration, Campus TST, teachers</p> <p>Population: All students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Admin. Equip. (Laptops & Projectors) - 211 Title I-A - 211-23-6398-65-053-Y-30-0F2-Y - \$6,497, Accelerated Instruction for EL students, material/resources/supplies including technology, and PD for teachers/Admin - 163 State Bilingual - 163-11-6399-00-053-Y-25-000-Y - \$1,750</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Need Statements:

| Demographics |
|--|
| <p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Student Learning |
| <p>Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.</p> |

Student Learning

Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Perceptions





Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall Garcia MS attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 3% over prior year attendance.

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance. Comparison reports 2021- 2019 due to COVID-19;. Benchmark data will also be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 1: Campuses will address the district attendance rate goals in the Campus Improvement Plan by requiring that teachers make contact with parents and maintain a call log (IP phones for Dept. Heads to enhance parent/teacher communication, phone logs, home visit logs) with parents. Teachers will also contact parents of failing and at risk students. Parent liaison will make home visits if needed in order to ensure daily updates of attendance. Attendance clerk, parent liaison and counselors will assist in working with at-risk population with different reports and documentation. Office supplies will be purchased to support this initiative.</p> <p>Los campus abordaran las metas de tasa de asistencia del distrito en el Plan de Mejoramiento del Campus al exigir que los maestros se pongan en contacto con los padres y mantengan un registro de llamadas (telefonos IP para jefes de departamento para mejorar la comunicacion entre padres y maestros, registros telefonicos, registros de visitas al hogar) con los padres. Los maestros tambien se comunicaran con los padres de estudiantes que estan reprobando y en riesgo. El enlace con los padres hara visitas al hogar si es necesario para garantizar actualizaciones diarias de asistencia. El secretario de asistencia, el enlace de padres y los consejeros ayudaran a trabajar con la poblacion en riesgo con diferentes informes y documentacion. Se compraran suministros de oficina para apoyar esta iniciativa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS Reports of Attendance Weekly Rates, District Attendance Monitoring Forms, Truancy Court Notice Letters, No Credit process, and Student Attendance Plans, Progress Reports</p> <p>Summative Impact: PEIMS Campus Attendance Percentage Rates Reports, Failure reports</p> <p>Staff Responsible for Monitoring: Administration, Teachers, PEIMS Attendance Clerk/ Parent Liaison, Counselors</p> <p>Population: All students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 2: To better support student achievement and improve student attendance, campus Parent liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. The CIS Coordinator will also work with At Risk Students in order to increase academics and attendance with supplies and materials needed.</p> <p>Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, el enlace de padres del campus sera proactivo al monitorear la asistencia de los estudiantes mediante informes de asistencia diarios, semanales y de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, sin cartas de credito y / o notificaciones judiciales segun sea necesario. El coordinador de CIS tambien trabajara con los estudiantes en riesgo para aumentar el rendimiento academico y la asistencia con los suministros y materiales necesarios.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative Impact: Increase PEIMS Campus Attendance Percentage Rates</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison, Attendance clerk</p> <p>Population: All students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: CIS Coordinator Funding - 162 State Compensatory - 162-32-6299-00-053-Y-24-CIS-Y, Awards- AR Prices - 199 Local funds - 199-12-6498-00-053-Y-99-000-Y - \$250</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 3: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, el enlace de padres del campus sera proactivo al monitorear la asistencia de los estudiantes mediante informes de asistencia diarios, semanales y de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, sin cartas de credito y / o notificaciones judiciales segun sea necesario. el coordinador de CIS tambien trabaja con los estudiantes en riesgo para aumentar el rendimiento academico y la asistencia con los suministros y materiales necesarios.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM)</p> <p>Summative Impact: Increase PEIMS attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison/ Attendance clerk, Teachers</p> <p>Population: All Student with absenteeism - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Migrant clerk will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.</p> <p>Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |

Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in school.

Migrant clerk will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.

Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in school.

Milestone's/Strategy's Expected Results/Impact: Formative:

PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services

Summative:

Increase in student ID&R numbers Migrant clerk certificate of attendance, increase in migrant student enrollment

Staff Responsible for Monitoring: Principal, Migrant Clerk

Population: Migrant Clerk - **Start Date:** August 12, 2020 - **End Date:** January 31, 2021

Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Demographics

Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Student Learning

Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Perceptions





Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.






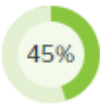
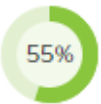

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)



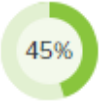





Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%.

Evaluation Data Sources: Drop-out rate reports comparison 2021- 2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Attend District Dropout Recovery Meetings (Fall) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Monitoree y recupere a los estudiantes clasificados como deserciones / No presentacion en un ciclo sistematico a traves de los esfuerzos de recuperacion de desercion que incluyen: Camina por el futuro Asista a las reuniones de recuperacion de desercion escolar del distrito (otono) para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance/Migrant Clerk, Parent Liaison</p> <p>Population: All At-risk Students - Start Date: August 12, 2020 - End Date: June 1, 2021 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 2: An At-Risk/ Supplemental Transitional Counselors is available at school to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, student success, completion rate, and reduce the retention rate and dropout rate.</p> <p>Un consejero de transicion suplementario o en riesgo esta disponible en la escuela para monitorear y coordinar los programas de intervencion para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, el exito estudiantil, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports</p> <p>Summative Impact: Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Campus Administration, At Risk Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All At-risk Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: A clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Se implementara un armario de ropa para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompañados productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Increased At-risk Retention, Graduation, and Completion Rates Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Principal, At Risk Counselor</p> <p>Population: All At-risk Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 4: A leadership conference for middle school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience.</p> <p>Se llevara a cabo una conferencia de liderazgo para estudiantes migrantes de secundaria para ayudar a los participantes a mejorar sus habilidades de liderazgo, aprendizaje y estudio y compartir informacion pertinente para una experiencia academica exitosa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Assessment scores and Six Weeks grades</p> <p>Summative: EOY Assessment results and EOY promotion rates</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerk</p> <p>Population: PFS and Migrant students - Start Date: February 22, 2021 - End Date: March 31, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Need Statements:





| Demographics |
|--|
| <p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Student Learning |
| <p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| School Processes & Programs |
| <p>Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Perceptions |
| <p>Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |





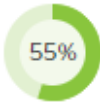
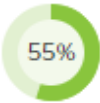
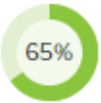

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)









Performance Objective 3: Garcia M.S. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 3%.


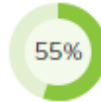






Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students. comparison 2021-2019 due to COVID-19. Benchmark data will also be used to determine progress.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, at least twice a week. Regular/extended accelerated instruction programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Saturday ELA Camp will assist students to increase ELA skills.GMS will hold Summer Bridge for At-Risk students incoming 6th.</p> <p>Se proporcionara instruccion acelerada en el curriculo basico durante un dia extendido, semana, al menos dos veces por semana. Los programas de instruccion acelerada regular / extendida ayudaran a mejorar el rendimiento estudiantil en riesgo, la tasa de graduacion, la tasa de finalizacion y disminuiran la tasa de retencion y la tasa de desercion. El campamento de ELA del sabado ayudara a los estudiantes a aumentar sus habilidades de ELA. GMS llevara a cabo el Puente de Verano para estudiantes en riesgo el 6to.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS generated Accelerated Instruction Schedule, Accelerated Instruction Attendance Report, Accelerated Instruction Lesson Plans, Accelerated Instruction Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All At-risk Students - Start Date: July 27, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Exta Duty Pay SSI - 162 State Compensatory - 162-11-6118-00-053-Y-24-SSI-Y - \$9,716, Exta Duty Pay - 162 State Compensatory - 162-11-6118-00-053-Y-30-000-Y - \$22,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-053-Y-30-000-Y - \$4,000, Extra Duty Pay (Accelerated Instruction) - 211 Title I-A - 211-11-6118-00-053-Y-30-0F2-Y - \$1,076, Copy Paper (instructional) - 211 Title I-A - 211-11-6396-00-053-Y-30-0F2-Y - \$6,000, Professional Extra Duty Pay (Summer Bridge Personnel) - 211 Title I-A - 211-11-6118-00-053-Y-30-BDG-Y - \$4,482, Copy Paper - 199 Local funds - 199-11-6396-00-053-Y-11-000-Y - \$2,500, General Supplies - 199 Local funds - 199-11-6399-00-053-Y-11-000-Y - \$9,992, Extra Duty Pay - 162 State Compensatory - 162-13-6118-00-053-Y-30-000-Y - \$1,500</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| <p>Strategy 2: Supplement the Dyslexia Program to provide language and literacy interventions, as needed, to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Complemente el Programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion, segun sea necesario, para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: decreased Retention Rate compared to prior year</p> <p>Staff Responsible for Monitoring: Campus Administration, Dyslexia teacher and clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: At-risk Dyslexic Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos adaptados asistidos para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All At-risk Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 4: Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.</p> <p>Los estudiantes migrantes tendran la misma oportunidad de asistir a los programas de escuela de verano del distrito escolar para asegurar la promocion si es necesario o para participar en el programa de verano de enriquecimiento de migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sixth weeks grades and PFS Monitoring Tool</p> <p>Summative: Increased promotion rates and State test performance</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerk, Academic Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All Migrant students - Start Date: May 28, 2021 - End Date: June 25, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Garcia Library and classrooms will display cultural validation. Provide cultural books and subscriptions for reading materials for student motivation, cultural validation, and provide a broader vision of the world. Provide students with diverse reading opportunities of current events through subscriptions to magazines and periodicals.</p> <p>La biblioteca y las aulas de Garcia exhibiran validacion cultural. Proporcione libros y suscripciones culturales para materiales de lectura para la motivacion de los estudiantes, la validacion cultural y proporcione una vision mas amplia del mundo. Proporcione a los estudiantes diversas oportunidades de lectura de los eventos actuales a traves de suscripciones a revistas y publicaciones periodicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: research cultural role models, scientists, writers, mathematicians, historians to display in library, classrooms and hallways</p> <p>S: Make visual checks to establish displays are up</p> <p>Staff Responsible for Monitoring: Librarian, Classroom teachers, Administration</p> <p>Population: All students, SE, LEP, DYS, At-Risk, PD - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 3, 4 - Perceptions 3</p> <p>Funding Sources: Library Books (subscriptions, periodicals, etc.) - 211 Title I-A - 211-12-6329-00-053-Y-30-0F2-Y - \$9,079, Reading Materials-Library Books - 199 Local funds - 199-12-6329-00-053-Y-99-000-Y - \$3,200</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 6 Details | Reviews | | | |
|--|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 6: Teachers will comply with PLAAFPs and Standard Based IEPs and with IDEA requirements to address student's individual needs. Special Education teachers will coordinate with regular education classroom teachers every 6 weeks or as needed.</p> <p>Los maestros cumpliran con los PLAAFP y los IEP estandar y con los requisitos de IDEA para abordar las necesidades individuales de los estudiantes. Los maestros de educacion especial se coordinaran con los maestros de aula de educacion regular cada 6 semanas o segun sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: ARD Documentation as per IEP, AEP</p> <p>S: Documented progress of annual goals and objectives as per IEP</p> <p>Staff Responsible for Monitoring: SE Teacher, Asst. Principal, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All Special Education Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: Toner - 166 State Special Ed. - 166-11-6399-62-053-Y-23-000-Y - \$3,600, Supplies - 166 State Special Ed. - 166-11-6399-00-053-Y-23-0P1-Y - \$4,000, Awards - 166 State Special Ed. - 166-11-6498-00-053-Y-23-0P2-Y - \$500, Supplies - 162 State Compensatory - 162-31-6399-00-053-Y-30-000-Y - \$150</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 3 Need Statements:

| Demographics |
|--|
| <p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |
| Student Learning |
| <p>Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.</p> <p>Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.</p> <p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p> |

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Perceptions





Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.









Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports comparison 2021 to 2019 due to COVID-19. Benchmark data will be used to determine progress.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>Strategy 1: To promote physically and emotionally healthy students, we will utilize the</p> <ul style="list-style-type: none"> -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) <p>to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Para promover estudiantes sanos física y emocionalmente, utilizaremos el</p> <ul style="list-style-type: none"> -CATCH (Enfoque coordinado para la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) <p>para abordar areas que incluyen la prevencion de la violencia en el noviazgo y el abuso sexual de niños.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, Coaches</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  |  |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| <p>Strategy 2: In an effort to improve overall student health which increases student attendance and academic performance, GMS will have a full time nurse on campus (with medical supplies for student needs).</p> <p>En un esfuerzo por mejorar la salud general de los estudiantes que aumenta la asistencia y el rendimiento academico de los estudiantes, GMS tendra una enfermera a tiempo completo en el campus (con suministros medicos para las necesidades de los estudiantes).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Monthly reports</p> <p>Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse and Nurse Assistant</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 1, 2021</p> <p>Need Statements: Student Learning 1 - School Processes & Programs 4</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-33-6399-00-053-Y-99-000-Y - \$750, General Supplies (Nurse) - 211 Title I-A - 211-33-6399-00-053-Y-30-OF2-Y - \$1,280</p> |  |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Need Statements:

| Student Learning |
|--|
| <p>Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.</p> |
| School Processes & Programs |
| <p>Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.</p> |

State Compensatory

Budget for Garcia Middle School

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|---------------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 162-11-6112-18-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$3,000.00 |
| 162-11-6118-00-053-Y-24-SSI-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$9,716.00 |
| 162-11-6118-00-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$22,000.00 |
| 162-11-6299-62-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$30,000.00 |
| 162-11-6396-00-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$4,000.00 |
| 162-11-6398-62-053-Y-30-000-Y37 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$124,234.00 |
| 162-11-6399-00-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$14,726.00 |
| 162-13-6118-00-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$1,500.00 |
| 162-13-6411-23-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$1,500.00 |
| 162-31-6399-00-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$150.00 |
| 162-31-6411-23-053-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$150.00 |
| 162-32-6299-00-053-Y-24-CIS-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$0.00 |
| 6100 Subtotal: | | \$210,976.00 |

Personnel for Garcia Middle School

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------------|---------------------|--------------------|------------|
| Aissa Silva | Teacher | State Compensatory | .5 |
| Norma Trevino-Hernandez | At-Risk Counselor | State Compensatory | 1 |
| Rodolfo Jimenez | Teacher | State Compensatory | 1 |
| Sandra L. Barron-Herrera | Dean of Instruction | State Compensatory | 1 |

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after thorough review of multiple data sources and meetings with teachers/staff members and parents on May 4, 2020.

Data Sources Used and analyzed included:

Improvement Planning Data, Accountability Data, Student Data, Employee Data, Parent/ Community Data and Support Systems & Other Data.

Summary of CNA:

The above allowed the campus to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students. Areas of strengths and needs were identified and documented.

CNA Process:

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments.

The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2020-2021 school year and to increase the Masters performance level in all content areas. Stipends for teachers will be provided in an effort to retain high quality teachers in high need schools.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

This is the list of the SBDM people and titles who developed, reviewed, and revised the Garcia Middle School CIP for 2020-2021 on June 17, 2020 via Zoom conference. Meeting is conducted both in English and Spanish for parents who need translation.

All agreed that the CIP goals would include strategies that addressed the following: opportunities for all students to meet the challenging State academic standards strengthen the academic program increase the amount and quality of learning time provide an enrichment and accelerated curriculum (extended day program/accelerated instruction) address the needs of all students, especially the At-Risk child.

| Luis Segura (T2) | Principal | lgsegura@bisd.us | Administrator |
|----------------------------|---------------------|-------------------------|---------------------|
| Sandra Barron-Herrera (T2) | Dean of Instruction | sbarron-herrera@bisd.us | Meeting Facilitator |
| Lupita Perez (T2) | Assistant Principal | lperez@bisd.us | Assistant |
| Betty Mazariegos (T2) | Social Studies | bjmazariegos@bisd.us | Classroom Teacher |

| Luis Segura (T2) | Principal | lgsegura@bisd.us | Administrator |
|--------------------------|----------------------------|-------------------------|-----------------------------|
| Deena Galvan (T2) | Elective Teacher | dgalvan@bisd.us | Classroom Teacher |
| Kimberly Molina (T2) | Science Teacher | khmolina@bisd.us | Classroom Teacher |
| Mary Hernandez (T2) | Special Education Teacher | maryhernandez@bisd.us | Classroom Teacher |
| Sandra Rocha (T2) | English Teacher | srocha@bisd.us | Classroom Teacher |
| Liliana Ramirez (T2) | Parent | none | Parent |
| Silvia Lopez (T2) | Parent | n/a | Parent |
| Jose Caballero (T2) | Math Specialist | jacaballero@bisd.us | District-level Professional |
| David Fuentes (T1) | Business Representative | dfuentes @ gmail.com | Business Representative |
| Samuel Herrera (T1) | Business Representative | sherrera@gmail.com | Business Representative |
| Jose Torres (T1) | Community Representative | jtorres@gmail.com | Community Representative |
| Daniel Ramirez (T1) | Community Representative | dramirez@gmail.com | Community Representative |
| Gilbert Garces (T2) | Physical Education Teacher | gjrgarcesl@bisd.us | Classroom Teacher |
| Annie Duarte (T2) | Math Teacher | alduarte@bisd.us | Classroom Teacher |
| Esmeralda Sifuentes (T2) | Reading Dept. Chair | esifuentesl@bisd.us | Classroom Teacher |

2.2: Regular monitoring and revision

Garcia Teachers meet on a weekly basis with Dean in order to monitor and revise lesson delivery using relevant data. Academic Teams meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students. Department Chairs meet on a monthly basis with District Curriculum Specialist to get updates about curriculum. Dept. Head Teachers deliver the received information to teachers at our campus. The RTI Committee meets ever six weeks in order to monitor student progress.

The CNA/CIP will be monitored and revised quaterly throughtout the year by the SBDM Committee, Grade Level teachers, and parents. The campus first began to review/revise the Campus Improvement Plan (2020-2021) on May 21, 2020. Additional dates for revision are: Nov. 13,, 2020, Feb. 5, 2021, May 27, 2021.

SBDM Meeting

May 21, 2020

Join Zoom Meeting

<https://us02web.zoom.us/j/88520926437?pwd=OXRUVmZRTjQvL2tJRVPtLZGh1ODEyQT09>

Meeting ID: 885 2092 6437

Password: 1AWqUs

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be available to all the parents and the community, in English, on the Garcia Middle School website and discussions during weekly parent meetings.

Upon request, campus Parent Liaison will also make the CIP (hard copy) available to parents and community members.

The CIP can and will be translated into any language the parent requests for the non-English speaking parents. Languages other than English: Spanish

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs:

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's Meets and Masters levels of academic performance, use effective methods and instructional strategies that are established by scientifically based research that strengthen the core academic program. Garcia will increase the amount and quality of learning time, including the funding of an after-school Title I Accelerated Instruction/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year. Teachers will include strategies for meeting the educational needs of historically underserved populations; include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or those not meeting the State student academic achievement standards. Teachers will address how the school will determine if such needs have been met. and are consistent with and are designed to implement the State and local improvements plans. The Texas Literacy Initiative which commenced in 2012-2013 focuses on reading skills by providing the campus with a Reading Specialist who will work with the campus to improve reading skills and scores by using a variety of scientifically based techniques, while continuing with the TLI sustainability in the 2017-2018 school year.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better and more effectively address student needs as determined by use of these instruments.

Example #1: CIP Page 24 - Goal #1, Performance Object #1, Strategy #3.

Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels. Based on data and interventions teachers will meet to develop curriculum alignment and lesson plan to implement appropriate lessons and strategies through professional development, resources and supplies will be purchased to support the interventions. Select appropriate instructional supplies for all student success, including ELs, SpED, SFL, BI, GT, AP, such as Books, dictionaries and bilingual dictionaries, Audio CDs, batteries, toner, scantrons, electric sharpeners and other consumables.

Example #1: CIP Page 60 - Goal #8, Performance Object #1, Strategy #1.

Garcia will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology (laptops, doc. cameras, Touch Screens flat panels, projectors, and instructional supplies, etc.) to enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.

2.5: Increased learning time and well-rounded education

Garcia Middle School will use a variety of methods and instructional strategies that strengthen the academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The academic program will be supported by highly-qualified teachers who will support the instructional program. The teachers will be recruited, paid stipends and provided with high-quality professional development training and activities needed based on campus needs assessment surveys. Administration will conduct classroom observations and evaluations, and/or district identified needs. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, text structures, and STAAR assessments.

2.6: Address needs of all students, particularly at-risk

Garcia Middle School will address the needs of all students in the school, particularly the needs of those at risk of not meeting the challenging State academic standards.

Teachers will monitor all students' performance based on daily classroom assignments/assessments, six-weeks benchmarks and EOY STAAR results. Provide assistance to all at risk students who are not meeting objectives with RTI's, after-school accelerated instruction programs and/or enrichment courses, computer based instruction and Saturday academies using State Compensatory funds.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school accelerated instruction programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

This is the list of the people and titles who developed, reviewed, and revised the Garcia Middle School Parent and Family Engagement Policy.

The Garcia SBDM (listed below) and the Parent Liaison (Mrs. Melissa Vasquez).

| Luis Segura (T2) | Principal | lgsegura@bisd.us | Administrator |
|----------------------------|----------------------------|--------------------------|----------------------|
| Sandra Barron-Herrera (T2) | Dean of Instruction | slbarron-herrera@bisd.us | Meeting Facilitator |
| Betty Mazariegos (T2) | Social Studies | bjmazariegos@bisd.us | Classroom Teacher |
| Deena Galvan (T2) | Elective Teacher | dgalvan@bisd.us | Classroom Teacher |
| Sandra Rocha (T2) | English Teacher | slrocha@bisd.us | Classroom Teacher |
| Esmeralda Sifuentes (T2) | Reading Dept. Chair | esifuentes1@bisd.us | Classroom Teacher |
| Liliana Ramirez (T2) | Parent | none | Parent |
| Silvia Lopez (T2) | Parent | n/a | Parent |
| Gilbert Garces (T2) | Physical Education Teacher | gjrgarces@bisd.us | Classroom Teacher |
| Annie Duarte (T2) | Math Teacher | alduarte@bisd.us | Classroom Teacher |

| | | | |
|-------------------------|------------------|-------------------------|----------------------|
| Luis Segura (T2) | Principal | lgsegura@bisd.us | Administrator |
| | | | |
| | | | |

At the beginning of the school year, Aug. 24, 2020-The Parent and Family Engagement Policy will be provided to parents/students in both English and Spanish, along with the SCC, parent/nurse release forms, dress code policy, etc. The policy will also be shared with parents at the Title I Parent Information Meeting scheduled for Sept. 3, 2020.

3.2: Offer flexible number of parent involvement meetings

Garcia Middle School offers weekly Parent sessions on Tuesday mornings from 9:30 am to 11:30 am and Thursday afternoons at 1 pm in the parent center that include informational meetings and parent education opportunities provided by the Campus Parental Liaison, Parental Involvement Trainer and guest presenters.

The Parent Liaison and Attendance Liaison conduct Home visits to support student attendance, academic performance and distribute other Garcia M.S. program information. In addition events, such as Open House (2 times per year) including Health Fair and meet the teacher night, is where the Garcia faculty and staff also provide periodic sessions and seminars in English and Spanish to increase parental communication and involvement.

Example: Goal #6, Performance Objective #1, Strategy #4

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|-----------------|-----------------------|------------|
| Ana L. Gonzalez | Teacher | Title I A Fed Program | 1 |
| Estefania Martinez | Library Aide | Title I A Fed Program | 1 |
| Jose Casas | Teacher | Title I A Fed Program | 1 |
| Maria Rosas | Parent Liaison | Title I A Fed Program | 1 |
| Virginia Garza | Dyslexia Aide | Title I A Fed Program | 1 |
| Yolanda Soto | Nurse | Title I A Fed Program | .40 |

Plan Notes

6-22-2020 937am

ESSA Elements corrections

3.1 meetings for distribution should be future--August/Sept 2020

3.2 Title 1-A multiple meetings on different dates and times

Strategies for 2.4, 2.5 and 2.6 need to be reviewed for relevancy--these are students focused and limited to 5

overall probably too much info in Elements areas but do not fix now

CCNA dates

delete old needs in strategies box

select CCNA data documentation used

fix Goal 1, PO 1 from approaches to meets

review needs--over linked between Multiple Measures? or prioritize others?

Need name and position of elected non-classroom professional on SBDM

Need to attach TAPR 2019 and bullying policy as addendums

2020-2021 Site Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------------|-------------------------|----------------------------|
| Administrator | Luis Segura | Principal |
| Meeting Facilitator | Sandra Barron-Herrera | Dean of Instruction |
| Classroom Teacher | Jennifer Ochoa (1) | Social Studies |
| Classroom Teacher | Joe Salazar(1) | Elective Teacher |
| Classroom Teacher | Theresa De La Garza (1) | Science Teacher |
| Classroom Teacher | Arturo Puig (1) | Special Education Teacher |
| Parent | Maria Lepe (1) | Parent |
| Parent | Joseph Lepe (1) | Parent |
| District-level Professional | Melissa Hernandez (1) | CCMR Specialist |
| Business Representative | Nohemi Gonzalez (1) | Business Representative |
| Business Representative | Carlos Caballero (1) | Business Representative |
| Community Representative | Kevin Salgado (1) | Community Representative |
| Community Representative | Juan Perez (1) | Community Representative |
| Classroom Teacher | Rolando Jimenez (1) | Physical Education Teacher |
| Classroom Teacher | Nicholas Miles (1) | Math Teacher |
| Classroom Teacher | Kristi Jones (1) | ELAR Teacher |
| Non-classroom Professional | Julio Martinez (1) | Assistant Principal |

Campus Funding Summary

| 199 Local funds | | | | | |
|-----------------|-----------|----------|--|-------------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Sal/Wages for Substitute Teachers | 199-11-6112-18-053-Y-99-000-Y | \$5,000.00 |
| 1 | 1 | 1 | General Supplies | 199-11-6399-62-053-Y-11-000-Y | \$4,000.00 |
| 1 | 1 | 1 | Extra Duty Pay/Overtime- Sup PE | 199-11-6121-00-053-Y-11-000-Y | \$50.00 |
| 1 | 1 | 5 | Stipends | 199-36-6117-00-053-Y-99-020-Y | \$4,800.00 |
| 1 | 5 | 1 | General Supplies | 199-11-6399-51-053-Y-11-000-Y | \$800.00 |
| 1 | 5 | 3 | Transportation | 199-11-6494-00-053-Y-11-000-Y | \$2,000.00 |
| 1 | 5 | 3 | Employee Travel | 199-23-6411-23-053-Y-99-000-Y | \$2,500.00 |
| 1 | 5 | 3 | Awards | 199-23-6498-00-053-Y-99-000-Y | \$4,500.00 |
| 1 | 5 | 3 | Employee Travel (Admin) | 199-23-6411-00-053-Y-99-000-Y | \$800.00 |
| 1 | 5 | 3 | Travel & subsistence-Students- UIL Meals One Act Play | 199-36-6412-00-053-Y-99-020-Y | \$450.00 |
| 1 | 5 | 3 | Travel & Subsistence-Students Meals (Science/History Fair, etc.) | 199-36-6412-00-053-Y-99-000-Y | \$3,500.00 |
| 1 | 5 | 4 | General Supplies | 199-23-6399-65-053-Y-99-000-Y | \$2,500.00 |
| 1 | 5 | 5 | Student Travel & Subsistence | 199-11-6412-00-053-Y-11-000-Y | \$584.00 |
| 2 | 1 | 1 | Utilities (water & garbage) | 199-23-6259-00-053-Y-99-000-Y | \$50.00 |
| 2 | 1 | 1 | Rentals Operating Leases | 199-23-6269-00-053-Y-99-000-Y | \$50.00 |
| 2 | 1 | 1 | Contracted Maintenance & Repair | 199-23-6249-65-053-Y-99-000-Y | \$750.00 |
| 5 | 3 | 1 | Two-Way Radios | 199-23-6398-00-053-Y-99-000-Y | \$1,800.00 |
| 5 | 3 | 2 | General Supplies- Other Custodial Supplies | 199-51-6399-00-053-Y-99-000-Y | \$1,000.00 |
| 5 | 3 | 2 | Supplies for Maintenance/Operar-Custodial Supplies | 199-51-6315-00-053-Y-99-000-Y | \$15,000.00 |
| 5 | 3 | 2 | Extra Duty Pay/Overtime-Sup PE | 199-51-6121-47-053-Y-99-000-Y | \$1,000.00 |
| 6 | 1 | 5 | Extra Duty Pay /Overtime-Sup PE | 199-23-6121-08-053-Y-99-000-Y | \$250.00 |
| 7 | 1 | 1 | Miscellaneous Food Faculty Meetings | 199-23-6499-53-053-Y-99-000-Y | \$250.00 |
| 7 | 1 | 1 | Miscellaneous Food Staff Development | 199-13-6499-53-053-Y-99-000-Y | \$250.00 |
| 7 | 1 | 1 | General Supplies- Administration | 199-23-6399-00-053-Y-99-000-Y | \$2,000.00 |
| 7 | 1 | 1 | General Supplies-Furniture | 199-23-6399-45-053-Y-99-000-Y | \$3,000.00 |
| 7 | 1 | 4 | Employee Travel-Teacher | 199-13-6411-23-053-Y-99-000-Y | \$0.00 |
| 7 | 1 | 5 | Employee Travel | 199-13-6411-23-053-Y-99-000-Y | \$1,000.00 |

| 199 Local funds | | | | | |
|-----------------------------|-----------|----------|---|---------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 8 | 1 | 1 | Printer-Library | 211-12-6398-65-053-Y-99-000-Y | \$800.00 |
| 9 | 1 | 2 | Awards- AR Prices | 199-12-6498-00-053-Y-99-000-Y | \$250.00 |
| 9 | 3 | 1 | Copy Paper | 199-11-6396-00-053-Y-11-000-Y | \$2,500.00 |
| 9 | 3 | 1 | General Supplies | 199-11-6399-00-053-Y-11-000-Y | \$9,992.00 |
| 9 | 3 | 5 | Reading Materials-Library Books | 199-12-6329-00-053-Y-99-000-Y | \$3,200.00 |
| 9 | 4 | 2 | General Supplies | 199-33-6399-00-053-Y-99-000-Y | \$750.00 |
| Sub-Total | | | | | \$75,376.00 |
| Budgeted Fund Source Amount | | | | | \$75,376.00 |
| +/- Difference | | | | | \$0.00 |
| 162 State Compensatory | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Software Renewals | 162-11-6299-62-053-Y-30-000-Y | \$30,000.00 |
| 1 | 1 | 3 | Employee Travel (PD staff dev) | 162-13-6411-23-053-Y-30-000-Y | \$1,500.00 |
| 1 | 1 | 3 | Salary/Wages for Substitutes (PD staff dev.) | 162-11-6112-18-053-Y-30-000-Y | \$3,000.00 |
| 5 | 3 | 3 | Employee Travel | 162-31-6411-23-053-Y-30-000-Y | \$150.00 |
| 7 | 1 | 8 | General Supplies | 162-11-6399-00-053-Y-30-000-Y | \$14,726.00 |
| 8 | 1 | 1 | Technology equipment | 162-11-6398-62-053-Y-30-000-Y37 | \$124,234.00 |
| 9 | 1 | 2 | CIS Coordinator Funding | 162-32-6299-00-053-Y-24-CIS-Y | \$0.00 |
| 9 | 3 | 1 | Exta Duty Pay SSI | 162-11-6118-00-053-Y-24-SSI-Y | \$9,716.00 |
| 9 | 3 | 1 | Exta Duty Pay | 162-11-6118-00-053-Y-30-000-Y | \$22,000.00 |
| 9 | 3 | 1 | Copy Paper | 162-11-6396-00-053-Y-30-000-Y | \$4,000.00 |
| 9 | 3 | 1 | Extra Duty Pay | 162-13-6118-00-053-Y-30-000-Y | \$1,500.00 |
| 9 | 3 | 6 | Supplies | 162-31-6399-00-053-Y-30-000-Y | \$150.00 |
| Sub-Total | | | | | \$210,976.00 |
| Budgeted Fund Source Amount | | | | | \$210,976.00 |
| +/- Difference | | | | | \$0.00 |
| 163 State Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Accelerated Instruction for EL students, material/resources/supplies/ including technology, and PD for teachers/Admin | 163-11-6112-00-053-Y-25-000-Y | \$5,925.00 |

| 163 State Bilingual | | | | | |
|-----------------------------|-----------|----------|--|-------------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 8 | 1 | 4 | Accelerated Instruction for EL students, material/resources/supplies including technology, and PD for teachers/Admin | 163-11-6399-00-053-Y-25-000-Y | \$1,750.00 |
| Sub-Total | | | | | \$7,675.00 |
| Budgeted Fund Source Amount | | | | | \$7,675.00 |
| +/- Difference | | | | | \$0.00 |
| 166 State Special Ed. | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 9 | 3 | 6 | Toner | 166-11-6399-62-053-Y-23-000-Y | \$3,600.00 |
| 9 | 3 | 6 | Supplies | 166-11-6399-00-053-Y-23-0P1-Y | \$4,000.00 |
| 9 | 3 | 6 | Awards | 166-11-6498-00-053-Y-23-0P2-Y | \$500.00 |
| Sub-Total | | | | | \$8,100.00 |
| Budgeted Fund Source Amount | | | | | \$8,100.00 |
| +/- Difference | | | | | \$0.00 |
| 211 Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Reading Materials (Subscriptions and Library uses) | 211-11-6325-00-053-Y-30-0F2-Y | \$2,500.00 |
| 1 | 1 | 1 | Testing Material (AP Testing) | 211-11-6339-00-053-Y-30-0F2-Y | \$1,000.00 |
| 1 | 1 | 3 | Region One Teacher Training | 211-13-6239-00-053-Y-30-AYP-Y | \$2,500.00 |
| 1 | 1 | 3 | Salary/Wages for Substitute Teachers (PD staff develop.) | 211-11-6112-18-053-Y-30-AYP-Y | \$12,000.00 |
| 1 | 1 | 3 | Employee Travel (PD for Teachers) | 211-13-6411-23-053-Y-30-AYP-Y | \$2,102.00 |
| 1 | 1 | 3 | Resources and supplies (books, workbooks, CDs, batteries, printer cartridges, scantrons, and other consumable materials) | 211-11-6399-62-053-Y30-0F2-Y | \$8,000.00 |
| 1 | 1 | 3 | General Supplies (resources, supplies and teacher planners, etc.) | 211-13-6399-00-053-Y-30-AYP-Y | \$3,391.00 |
| 1 | 1 | 3 | Employee Travel (Admin. Conference) | 211-23-6411-23-053-Y30-0F2-Y | \$0.00 |
| 1 | 1 | 3 | In-District Travel (PD staff dev.) | 211-13-6411-00-053-Y-30-AYP-Y | \$2,000.00 |
| 1 | 1 | 5 | Stipends for highly qualified teachers, curriculum planning and prof. develop. | 211-13-6117-00-053-Y-30-AYP-Y | \$6,767.00 |
| 1 | 1 | 5 | General Supplies (Printing of resource for instructional interventions) | 211-11-6399-16-053-Y-30-0F2-Y | \$2,000.00 |
| 1 | 2 | 1 | General Supplies (instructional resources, computer instruction and PD, student planners) | 211-11-6399-00-053-Y-30-0F2-Y | \$28,200.00 |
| 1 | 5 | 2 | General Supplies (STM) | 211-11-6399-00-053-Y-30-STM-Y | \$5,000.00 |
| 1 | 5 | 3 | Operating Costs (Awards, Trophies for student recognition/incentives) | 211-11-6498-00-053-Y-30-0F2-Y | \$2,500.00 |

| 211 Title I-A | | | | | |
|-----------------------------|-----------|----------|--|-------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6 | 1 | 5 | Miscellaneous Operating costs-Light Snacks for Meetings (Parent Liaison Wkly Meetings) | 211-61-6499-53-053-Y-30-0F2-Y | \$900.00 |
| 6 | 1 | 5 | Employee Travel | 211-61-6411-00-053-Y-30-0F2-Y | \$900.00 |
| 6 | 1 | 5 | General Supplies (Parental Educ. Activities) | 211-61-6399-00-053-Y-30-0F2-Y | \$900.00 |
| 8 | 1 | 1 | Computers/Laptops/document cameras, projectors, printers etc. technology/electronic hardware | 211-11-6398-62-053-Y-30-0F2-Y | \$51,380.00 |
| 8 | 1 | 1 | Misc. (Instructional Technology, software, renewals, etc.) | 211-11-6299-62-053-Y-30-0F2-Y | \$6,000.00 |
| 8 | 1 | 1 | Technology Equipment | 211-11-6398-62-053-Y30-0F2-Y | \$15,128.00 |
| 8 | 1 | 4 | Admin. Equip. (Laptops & Projectors) | 211-23-6398-65-053-Y-30-0F2-Y | \$6,497.00 |
| 9 | 3 | 1 | Extra Duty Pay (Accelerated Instruction) | 211-11-6118-00-053-Y-30-0F2-Y | \$1,076.00 |
| 9 | 3 | 1 | Copy Paper (instructional) | 211-11-6396-00-053-Y-30-0F2-Y | \$6,000.00 |
| 9 | 3 | 1 | Professional Extra Duty Pay (Summer Bridge Personnel) | 211-11-6118-00-053-Y-30-BDG-Y | \$4,482.00 |
| 9 | 3 | 5 | Library Books (subscriptions, periodicals, etc.) | 211-12-6329-00-053-Y-30-0F2-Y | \$9,079.00 |
| 9 | 4 | 2 | General Supplies (Nurse) | 211-33-6399-00-053-Y-30-0F2-Y | \$1,280.00 |
| Sub-Total | | | | | \$181,582.00 |
| Budgeted Fund Source Amount | | | | | \$181,582.00 |
| +/- Difference | | | | | \$0.00 |
| 212 Title I-C (Migrant) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 1 | General Migrant supplies , including clothing and hygiene | 212-11-6399-00-053-Y-24-0F2-Y | \$785.00 |
| 1 | 4 | 2 | Transportation | 212-11-6494-00-053-Y-24-0F2-Y | \$450.00 |
| 1 | 4 | 2 | Region One-Migrant Math Academy | 212-11-6239-00-053-Y-24-0F2-Y | \$395.00 |
| 1 | 4 | 2 | Consulting Services/PFS Academy | 212-11-6291-00-053-Y-24-0F2-Y | \$395.00 |
| Sub-Total | | | | | \$2,025.00 |
| Budgeted Fund Source Amount | | | | | \$2,025.00 |
| +/- Difference | | | | | \$0.00 |
| 263 Title III-A Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Accelerated Instruction for EL students, material/resources including technology | 263-11-6118 | \$2,456.00 |

| 263 Title III-A Bilingual | | | | | |
|-----------------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Accelerated Instruction for EL students, material/resources including technology | 263-11-6399 | \$2,456.00 |
| Sub-Total | | | | | \$4,912.00 |
| Budgeted Fund Source Amount | | | | | \$4,912.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$490,646.00 |
| Grand Total Spent | | | | | \$490,646.00 |
| +/- Difference | | | | | \$0.00 |

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **GARCIA MIDDLE**

Campus Number: **031901053**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

| | | | | African | | | American | | | Pacific | Two or | Special | Special | Continu- | Non- | | EL |
|---|-------|----------|--------|----------|----------|-------|----------|-------|----------|---------|-----------|----------|----------|----------|------|----------|--------------|
| | State | District | Campus | American | Hispanic | White | Indian | Asian | Islander | Races | (Current) | (Former) | Enrolled | Enrolled | Econ | (Current | & Monitored) |
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 64% | 64% | - | 65% | 33% | - | - | - | - | 24% | * | 66% | 45% | 61% | 58% |
| | 2018 | 69% | 65% | 71% | - | 71% | 50% | - | - | - | - | 36% | * | 73% | 54% | 70% | 67% |
| At Meets Grade Level or Above | 2019 | 37% | 31% | 31% | - | 31% | 0% | - | - | - | - | 12% | * | 31% | 27% | 28% | 24% |
| | 2018 | 39% | 32% | 32% | - | 32% | 13% | - | - | - | - | 21% | * | 33% | 22% | 32% | 24% |
| At Masters Grade Level | 2019 | 18% | 12% | 14% | - | 14% | 0% | - | - | - | - | 9% | * | 14% | 9% | 12% | 8% |
| | 2018 | 19% | 14% | 14% | - | 14% | 13% | - | - | - | - | 6% | * | 14% | 11% | 13% | 7% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 81% | 79% | - | 79% | 50% | - | - | - | - | 42% | * | 80% | 73% | 78% | 78% |
| | 2018 | 77% | 77% | 77% | - | 77% | 78% | - | - | - | - | 52% | * | 78% | 68% | 77% | 78% |
| At Meets Grade Level or Above | 2019 | 47% | 44% | 36% | - | 36% | 17% | - | - | - | - | 9% | * | 36% | 30% | 33% | 29% |
| | 2018 | 44% | 39% | 30% | - | 31% | 22% | - | - | - | - | 21% | * | 32% | 16% | 30% | 24% |
| At Masters Grade Level | 2019 | 21% | 17% | 11% | - | 11% | 0% | - | - | - | - | 9% | * | 10% | 12% | 9% | 6% |
| | 2018 | 18% | 14% | 8% | - | 8% | 0% | - | - | - | - | 15% | * | 8% | 5% | 8% | 5% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 76% | 73% | 76% | - | 77% | 53% | - | - | - | - | 54% | * | 78% | 64% | 76% | 73% |
| | 2018 | 74% | 72% | 74% | - | 75% | 63% | - | - | - | - | 45% | 86% | 76% | 63% | 74% | 70% |
| At Meets Grade Level or Above | 2019 | 49% | 46% | 42% | - | 42% | 40% | - | - | - | - | 32% | * | 44% | 32% | 42% | 35% |
| | 2018 | 48% | 42% | 39% | - | 39% | 38% | - | - | - | - | 30% | 43% | 40% | 32% | 39% | 29% |
| At Masters Grade Level | 2019 | 29% | 24% | 19% | - | 19% | 20% | - | - | - | - | 15% | * | 20% | 12% | 19% | 11% |
| | 2018 | 29% | 24% | 20% | - | 20% | 25% | - | - | - | - | 13% | 14% | 20% | 20% | 19% | 13% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 73% | 70% | - | 70% | 67% | - | - | - | - | 52% | * | 72% | 58% | 70% | 67% |
| | 2018 | 72% | 70% | 70% | - | 70% | 67% | - | - | - | - | 57% | 57% | 70% | 63% | 69% | 65% |
| At Meets Grade Level or Above | 2019 | 43% | 40% | 28% | - | 29% | 13% | - | - | - | - | 21% | * | 29% | 20% | 26% | 20% |
| | 2018 | 40% | 36% | 30% | - | 30% | 33% | - | - | - | - | 29% | 29% | 30% | 30% | 29% | 20% |
| At Masters Grade Level | 2019 | 17% | 15% | 7% | - | 7% | 7% | - | - | - | - | 17% | * | 6% | 8% | 6% | 4% |
| | 2018 | 18% | 15% | 11% | - | 11% | 11% | - | - | - | - | 10% | 14% | 11% | 9% | 11% | 5% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 70% | 74% | 72% | - | 73% | 53% | - | - | - | - | 43% | * | 74% | 60% | 72% | 65% |
| | 2018 | 69% | 68% | 70% | - | 70% | 56% | - | - | - | - | 39% | 57% | 72% | 55% | 69% | 64% |
| At Meets Grade Level or Above | 2019 | 42% | 44% | 37% | - | 38% | 27% | - | - | - | - | 26% | * | 39% | 24% | 36% | 29% |
| | 2018 | 43% | 41% | 40% | - | 41% | 33% | - | - | - | - | 29% | 43% | 41% | 36% | 40% | 28% |
| At Masters Grade Level | 2019 | 18% | 16% | 13% | - | 13% | 7% | - | - | - | - | 19% | * | 14% | 6% | 12% | 9% |
| | 2018 | 15% | 12% | 10% | - | 10% | 22% | - | - | - | - | 17% | 0% | 10% | 14% | 9% | 4% |
| Grade 8 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 86% | 92% | - | 92% | 67% | - | - | - | - | 71% | 86% | 92% | 86% | 91% | 89% |
| | 2018 | 86% | 85% | 97% | * | 97% | 94% | - | - | - | - | 100% | 100% | 98% | 91% | 97% | 92% |
| At Meets Grade Level or Above | 2019 | 55% | 53% | 55% | - | 56% | 33% | - | - | - | - | 42% | 29% | 56% | 44% | 53% | 43% |
| | 2018 | 49% | 46% | 54% | * | 54% | 38% | - | - | - | - | 67% | 29% | 55% | 47% | 53% | 30% |

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| At Masters Grade Level | 2019 | 28% | 23% | 26% | - | 27% | 22% | - | - | - | - | 24% | 29% | 26% | 28% | 25% | 18% |
| | 2018 | 27% | 23% | 29% | * | 29% | 25% | - | - | - | - | 21% | 14% | 30% | 21% | 28% | 9% |
| Grade 8 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 90% | 94% | - | 93% | 100% | - | - | - | - | 79% | 80% | 94% | 88% | 93% | 94% |
| | 2018 | 86% | 88% | 93% | * | 92% | 100% | - | - | - | - | 84% | 100% | 93% | 93% | 93% | 89% |
| At Meets Grade Level or Above | 2019 | 57% | 51% | 56% | - | 57% | 29% | - | - | - | - | 47% | 20% | 58% | 42% | 56% | 53% |
| | 2018 | 51% | 47% | 57% | * | 55% | 81% | - | - | - | - | 44% | 67% | 53% | 70% | 57% | 55% |
| At Masters Grade Level | 2019 | 17% | 8% | 9% | - | 9% | 14% | - | - | - | - | 21% | 0% | 9% | 8% | 9% | 7% |
| | 2018 | 15% | 8% | 12% | * | 10% | 31% | - | - | - | - | 22% | 17% | 9% | 20% | 12% | 14% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 78% | 85% | - | 85% | 67% | - | - | - | - | 66% | 43% | 86% | 78% | 84% | 78% |
| | 2018 | 76% | 72% | 82% | * | 82% | 69% | - | - | - | - | 70% | 86% | 83% | 70% | 81% | 72% |
| At Meets Grade Level or Above | 2019 | 51% | 44% | 47% | - | 47% | 44% | - | - | - | - | 29% | 29% | 47% | 47% | 45% | 36% |
| | 2018 | 52% | 46% | 55% | * | 56% | 38% | - | - | - | - | 45% | 29% | 57% | 45% | 55% | 35% |
| At Masters Grade Level | 2019 | 25% | 17% | 20% | - | 19% | 33% | - | - | - | - | 21% | 29% | 19% | 25% | 18% | 13% |
| | 2018 | 28% | 22% | 27% | * | 27% | 19% | - | - | - | - | 18% | 0% | 28% | 17% | 26% | 9% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 69% | 71% | 80% | - | 80% | 67% | - | - | - | - | 84% | 57% | 80% | 78% | 78% | 72% |
| | 2018 | 65% | 65% | 80% | * | 80% | 69% | - | - | - | - | 88% | 86% | 82% | 66% | 79% | 68% |
| At Meets Grade Level or Above | 2019 | 37% | 34% | 39% | - | 39% | 33% | - | - | - | - | 55% | 43% | 40% | 33% | 37% | 27% |
| | 2018 | 36% | 33% | 43% | * | 43% | 38% | - | - | - | - | 76% | 14% | 43% | 43% | 42% | 28% |
| At Masters Grade Level | 2019 | 21% | 17% | 18% | - | 19% | 0% | - | - | - | - | 37% | 29% | 19% | 14% | 17% | 9% |
| | 2018 | 21% | 18% | 23% | * | 23% | 25% | - | - | - | - | 27% | 0% | 22% | 30% | 22% | 10% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 94% | 100% | - | 100% | * | - | - | - | - | - | * | 100% | 100% | 100% | 100% |
| | 2018 | 83% | 90% | 100% | - | 100% | - | - | - | - | - | * | * | 100% | * | 100% | 100% |
| At Meets Grade Level or Above | 2019 | 61% | 82% | 94% | - | 94% | * | - | - | - | - | - | * | 95% | 89% | 93% | 93% |
| | 2018 | 55% | 71% | 95% | - | 95% | - | - | - | - | - | * | * | 95% | * | 97% | 93% |
| At Masters Grade Level | 2019 | 37% | 62% | 71% | - | 73% | * | - | - | - | - | - | * | 73% | 56% | 69% | 62% |
| | 2018 | 32% | 48% | 64% | - | 64% | - | - | - | - | - | * | * | 63% | * | 65% | 53% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | 79% | - | 80% | 62% | - | - | - | - | 58% | 62% | 80% | 69% | 78% | 74% |
| | 2018 | 77% | 78% | 79% | * | 79% | 75% | - | - | - | - | 62% | 79% | 80% | 70% | 79% | 73% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 42% | - | 43% | 29% | - | - | - | - | 31% | 31% | 44% | 34% | 41% | 33% |
| | 2018 | 48% | 49% | 43% | * | 43% | 40% | - | - | - | - | 40% | 36% | 44% | 39% | 43% | 30% |
| At Masters Grade Level | 2019 | 24% | 23% | 17% | - | 17% | 12% | - | - | - | - | 19% | 24% | 18% | 14% | 16% | 10% |
| | 2018 | 22% | 21% | 19% | * | 19% | 21% | - | - | - | - | 17% | 9% | 19% | 17% | 18% | 8% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | 77% | - | 78% | 53% | - | - | - | - | 51% | 77% | 79% | 66% | 76% | 71% |
| | 2018 | 74% | 74% | 80% | * | 80% | 75% | - | - | - | - | 59% | 83% | 82% | 71% | 80% | 74% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | 42% | - | 43% | 30% | - | - | - | - | 29% | 23% | 44% | 34% | 41% | 33% |
| | 2018 | 46% | 44% | 41% | * | 42% | 31% | - | - | - | - | 39% | 33% | 42% | 34% | 41% | 27% |
| At Masters Grade Level | 2019 | 21% | 18% | 20% | - | 20% | 17% | - | - | - | - | 16% | 23% | 20% | 16% | 19% | 12% |
| | 2018 | 19% | 17% | 21% | * | 21% | 22% | - | - | - | - | 13% | 17% | 21% | 18% | 20% | 10% |

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | 81% | - | 82% | 73% | - | - | - | - | 58% | 69% | 83% | 72% | 81% | 79% |
| | 2018 | 81% | 85% | 80% | * | 80% | 85% | - | - | - | - | 64% | 76% | 81% | 76% | 80% | 76% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | 44% | - | 44% | 23% | - | - | - | - | 27% | 38% | 45% | 33% | 42% | 35% |
| | 2018 | 50% | 55% | 43% | * | 42% | 53% | - | - | - | - | 31% | 47% | 43% | 41% | 42% | 32% |
| At Masters Grade Level | 2019 | 26% | 31% | 15% | - | 15% | 7% | - | - | - | - | 16% | 23% | 15% | 13% | 14% | 9% |
| | 2018 | 24% | 28% | 16% | * | 15% | 18% | - | - | - | - | 16% | 12% | 16% | 14% | 15% | 8% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | 72% | - | 73% | 53% | - | - | - | - | 43% | * | 74% | 60% | 72% | 65% |
| | 2018 | 66% | 71% | 70% | - | 70% | 56% | - | - | - | - | 39% | 57% | 72% | 55% | 69% | 64% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | 37% | - | 38% | 27% | - | - | - | - | 26% | * | 39% | 24% | 36% | 29% |
| | 2018 | 41% | 45% | 40% | - | 41% | 33% | - | - | - | - | 29% | 43% | 41% | 36% | 40% | 28% |
| At Masters Grade Level | 2019 | 14% | 15% | 13% | - | 13% | 7% | - | - | - | - | 19% | * | 14% | 6% | 12% | 9% |
| | 2018 | 13% | 13% | 10% | - | 10% | 22% | - | - | - | - | 17% | 0% | 10% | 14% | 9% | 4% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 85% | - | 85% | 67% | - | - | - | - | 66% | 43% | 86% | 78% | 84% | 78% |
| | 2018 | 80% | 82% | 82% | * | 82% | 69% | - | - | - | - | 70% | 86% | 83% | 70% | 81% | 72% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | 47% | - | 47% | 44% | - | - | - | - | 29% | 29% | 47% | 47% | 45% | 36% |
| | 2018 | 51% | 51% | 55% | * | 56% | 38% | - | - | - | - | 45% | 29% | 57% | 45% | 55% | 35% |
| At Masters Grade Level | 2019 | 25% | 21% | 20% | - | 19% | 33% | - | - | - | - | 21% | 29% | 19% | 25% | 18% | 13% |
| | 2018 | 23% | 19% | 27% | * | 27% | 19% | - | - | - | - | 18% | 0% | 28% | 17% | 26% | 9% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 80% | - | 80% | 67% | - | - | - | - | 84% | 57% | 80% | 78% | 78% | 72% |
| | 2018 | 78% | 80% | 80% | * | 80% | 69% | - | - | - | - | 88% | 86% | 82% | 66% | 79% | 68% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | 39% | - | 39% | 33% | - | - | - | - | 55% | 43% | 40% | 33% | 37% | 27% |
| | 2018 | 53% | 51% | 43% | * | 43% | 38% | - | - | - | - | 76% | 14% | 43% | 43% | 42% | 28% |
| At Masters Grade Level | 2019 | 33% | 29% | 18% | - | 19% | 0% | - | - | - | - | 37% | 29% | 19% | 14% | 17% | 9% |
| | 2018 | 31% | 26% | 23% | * | 23% | 25% | - | - | - | - | 27% | 0% | 22% | 30% | 22% | 10% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|--|------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 6 ELA/Reading | 2019 | 42 | 30 | 26 | - | 26 | * | - | - | - | - | 27 | * | 25 | 30 | 23 | 21 |
| | 2018 | 47 | 38 | 38 | - | 39 | 20 | - | - | - | - | 38 | * | 39 | 33 | 38 | 35 |
| Grade 6 Mathematics | 2019 | 54 | 35 | 20 | - | 20 | * | - | - | - | - | 20 | * | 20 | 26 | 18 | 16 |
| | 2018 | 56 | 41 | 30 | - | 30 | 33 | - | - | - | - | 45 | * | 30 | 35 | 31 | 29 |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 74 | - | 74 | 61 | - | - | - | - | 65 | * | 73 | 75 | 74 | 74 |
| | 2018 | 76 | 79 | 79 | - | 79 | 86 | - | - | - | - | 76 | 93 | 79 | 78 | 78 | 78 |
| Grade 7 Mathematics | 2019 | 63 | 59 | 52 | - | 52 | 43 | - | - | - | - | 54 | * | 53 | 44 | 51 | 52 |
| | 2018 | 67 | 65 | 65 | - | 65 | 75 | - | - | - | - | 69 | 64 | 65 | 63 | 64 | 63 |
| Grade 8 ELA/Reading | 2019 | 77 | 77 | 78 | - | 79 | 56 | - | - | - | - | 81 | 100 | 78 | 80 | 79 | 75 |
| | 2018 | 79 | 81 | 84 | * | 83 | 100 | - | - | - | - | 84 | 93 | 84 | 83 | 84 | 81 |
| Grade 8 Mathematics | 2019 | 84 | 92 | 96 | - | 96 | 100 | - | - | - | - | 94 | 100 | 96 | 97 | 96 | 98 |
| | 2018 | 81 | 92 | 94 | * | 94 | 100 | - | - | - | - | 86 | 92 | 94 | 96 | 94 | 95 |
| End of Course Algebra I | 2019 | 75 | 91 | 94 | - | 94 | * | - | - | - | - | - | * | 94 | 94 | 93 | 98 |
| | 2018 | 72 | 85 | 96 | - | 96 | - | - | - | - | - | * | * | 96 | * | 97 | 93 |
| All Grades Both Subjects | 2019 | 69 | 69 | 57 | - | 57 | 54 | - | - | - | - | 58 | 75 | 57 | 60 | 56 | 52 |
| | 2018 | 69 | 71 | 65 | * | 65 | 79 | - | - | - | - | 67 | 73 | 65 | 68 | 65 | 60 |
| All Grades ELA/Reading | 2019 | 68 | 67 | 59 | - | 59 | 52 | - | - | - | - | 59 | 77 | 58 | 65 | 59 | 54 |
| | 2018 | 69 | 69 | 67 | * | 67 | 80 | - | - | - | - | 67 | 78 | 67 | 68 | 67 | 62 |
| All Grades Mathematics | 2019 | 70 | 71 | 55 | - | 55 | 56 | - | - | - | - | 57 | 73 | 56 | 55 | 54 | 51 |
| | 2018 | 70 | 72 | 63 | * | 63 | 78 | - | - | - | - | 67 | 68 | 63 | 67 | 63 | 57 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | 53% | - | 55% | 23% | - | - | - | - | 31% | 52% | 45% |
| | 2018 | 38% | 44% | 53% | - | 52% | 70% | - | - | - | - | 40% | 54% | 51% |
| Mathematics | 2019 | 45% | 57% | 61% | - | 64% | 20% | - | - | - | - | 41% | 61% | 61% |
| | 2018 | 47% | 57% | 56% | - | 55% | 78% | - | - | - | - | 45% | 56% | 55% |
| Student Success Initiative | | | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 97% | 100% | * | - | * | - | - | - | - | - | * | * | * |
| Grade 5 Mathematics | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 97% | 100% | * | - | * | - | - | - | - | - | * | * | * |
| Grade 8 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 77% | 86% | - | 87% | 50% | - | - | - | - | 54% | 85% | 69% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 23% | 14% | - | 13% | 50% | - | - | - | - | 46% | 15% | 31% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 85% | 84% | 91% | - | 92% | 60% | - | - | - | - | 61% | 90% | 78% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 99% | 95% | * | - | * | - | - | - | - | - | * | * | - |
| Grade 8 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 82% | 80% | 83% | - | 85% | 50% | - | - | - | - | 54% | 83% | 79% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 18% | 20% | 17% | - | 15% | 50% | - | - | - | - | 46% | 17% | 21% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 88% | 88% | 92% | - | 93% | 63% | - | - | - | - | 71% | 92% | 91% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 98% | 90% | * | - | * | - | - | - | - | - | * | * | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,085
 Grade Span: 06 - 08
 (Current EL Students)

| | | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|---|------|-----|-------|------------|--------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | 79% | - | - | - | - | - | - | 66% | * | 66% | 36% | 66% | 65% |
| | 2018 | 77% | 78% | 79% | - | - | - | - | - | - | 62% | 62% | - | 59% | 62% | 62% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 42% | - | - | - | - | - | - | 24% | * | 23% | 29% | 24% | 24% |
| | 2018 | 48% | 49% | 43% | - | - | - | - | - | - | 19% | 19% | - | 6% | 19% | 18% |
| At Masters Grade Level | 2019 | 24% | 23% | 17% | - | - | - | - | - | - | 5% | * | 5% | 14% | 5% | 6% |
| | 2018 | 22% | 21% | 19% | - | - | - | - | - | - | 5% | 5% | - | 0% | 5% | 4% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | 77% | - | - | - | - | - | - | 61% | * | 61% | 17% | 61% | 60% |
| | 2018 | 74% | 74% | 80% | - | - | - | - | - | - | 62% | 62% | - | 57% | 62% | 62% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | 42% | - | - | - | - | - | - | 23% | * | 23% | 17% | 23% | 23% |
| | 2018 | 46% | 44% | 41% | - | - | - | - | - | - | 13% | 13% | - | 0% | 13% | 13% |
| At Masters Grade Level | 2019 | 21% | 18% | 20% | - | - | - | - | - | - | 5% | * | 5% | 0% | 5% | 5% |
| | 2018 | 19% | 17% | 21% | - | - | - | - | - | - | 4% | 4% | - | 0% | 4% | 4% |
| All Grades Mathematics | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | 81% | - | - | - | - | - | - | 74% | * | 74% | 50% | 74% | 73% |
| | 2018 | 81% | 85% | 80% | - | - | - | - | - | - | 71% | 71% | - | 67% | 71% | 71% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | 44% | - | - | - | - | - | - | 28% | * | 27% | 33% | 28% | 28% |
| | 2018 | 50% | 55% | 43% | - | - | - | - | - | - | 23% | 23% | - | 17% | 23% | 23% |
| At Masters Grade Level | 2019 | 26% | 31% | 15% | - | - | - | - | - | - | 5% | * | 5% | 17% | 5% | 5% |
| | 2018 | 24% | 28% | 16% | - | - | - | - | - | - | 5% | 5% | - | 0% | 5% | 4% |
| All Grades Writing | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | 72% | - | - | - | - | - | - | 57% | * | 56% | * | 57% | 57% |
| | 2018 | 66% | 71% | 70% | - | - | - | - | - | - | 42% | 42% | - | * | 42% | 40% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | 37% | - | - | - | - | - | - | 19% | * | 18% | * | 19% | 20% |
| | 2018 | 41% | 45% | 40% | - | - | - | - | - | - | 9% | 9% | - | * | 9% | 9% |
| At Masters Grade Level | 2019 | 14% | 15% | 13% | - | - | - | - | - | - | 6% | * | 4% | * | 6% | 7% |
| | 2018 | 13% | 13% | 10% | - | - | - | - | - | - | 2% | 2% | - | * | 2% | 1% |
| All Grades Science | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 85% | - | - | - | - | - | - | 69% | - | 69% | - | 69% | 69% |
| | 2018 | 80% | 82% | 82% | - | - | - | - | - | - | 54% | 54% | - | * | 54% | 55% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | 47% | - | - | - | - | - | - | 24% | - | 24% | - | 24% | 24% |
| | 2018 | 51% | 51% | 55% | - | - | - | - | - | - | 25% | 25% | - | * | 25% | 24% |
| At Masters Grade Level | 2019 | 25% | 21% | 20% | - | - | - | - | - | - | 6% | - | 6% | - | 6% | 6% |
| | 2018 | 23% | 19% | 27% | - | - | - | - | - | - | 6% | 6% | - | * | 6% | 6% |
| All Grades Social Studies | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 80% | - | - | - | - | - | - | 63% | - | 63% | - | 63% | 63% |
| | 2018 | 78% | 80% | 80% | - | - | - | - | - | - | 58% | 58% | - | * | 58% | 59% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | 39% | - | - | - | - | - | - | 16% | - | 16% | - | 16% | 16% |
| | 2018 | 53% | 51% | 43% | - | - | - | - | - | - | 29% | 29% | - | * | 29% | 29% |
| At Masters Grade Level | 2019 | 33% | 29% | 18% | - | - | - | - | - | - | 6% | - | 6% | - | 6% | 6% |
| | 2018 | 31% | 26% | 23% | - | - | - | - | - | - | 8% | 8% | - | * | 8% | 8% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 69% | 57% | - | - | - | - | - | - | 49% | - | 49% | 29% | 49% | 49% |
| | 2018 | 69% | 71% | 65% | - | - | - | - | - | - | 58% | 58% | - | 62% | 58% | 58% |
| All Grades ELA/Reading | 2019 | 68% | 67% | 59% | - | - | - | - | - | - | 53% | - | 53% | 17% | 53% | 52% |
| | 2018 | 69% | 69% | 67% | - | - | - | - | - | - | 61% | 61% | - | 71% | 61% | 62% |
| All Grades Mathematics | 2019 | 70% | 71% | 55% | - | - | - | - | - | - | 46% | - | 46% | 42% | 46% | 45% |
| | 2018 | 70% | 72% | 63% | - | - | - | - | - | - | 55% | 55% | - | 50% | 55% | 55% |
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) | | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | 53% | - | - | - | - | - | - | 46% | - | 46% | * | 46% | 45% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,085
 Grade Span: 06 - 08
 (Current EL Students)

| | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|-------------|------|--------------|-----------------|---------------|----------------------------|----------------------------|---------------------------|------------------------|------------------------|------------|--------------------|---------------------|------------------------|--------------------------|-----------------|
| Mathematics | 2018 | 38% | 44% | 53% | - | - | - | - | - | 51% | 51% | - | * | 51% | 51% |
| | 2019 | 45% | 57% | 61% | - | - | - | - | - | 63% | - | 63% | * | 63% | 61% |
| | 2018 | 47% | 57% | 56% | - | - | - | - | - | 56% | 56% | - | * | 56% | 55% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|-------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | - | 100% | 100% | - | - | * | - | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | 94% | - | 95% | 77% | - | - | * | - | 94% | 94% | 91% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 2% | 5% | - | 5% | 12% | - | - | * | - | 5% | 5% | 6% |
| Other Exclusions | 1% | 2% | 1% | - | 0% | 11% | - | - | * | - | 0% | 1% | 3% |
| Not Tested | 1% | 0% | 0% | - | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | - | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | - | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| 2018 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | * | 100% | 99% | - | - | - | - | 98% | 100% | 100% |
| Included in Accountability | 94% | 95% | 94% | * | 95% | 71% | - | - | - | - | 91% | 95% | 88% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | 4% | * | 4% | 13% | - | - | - | - | 7% | 4% | 7% |
| Other Exclusions | 1% | 2% | 1% | * | 0% | 15% | - | - | - | - | 1% | 1% | 5% |
| Not Tested | 1% | 0% | 0% | * | 0% | 1% | - | - | - | - | 2% | 0% | 0% |
| Absent | 1% | 0% | 0% | * | 0% | 1% | - | - | - | - | 2% | 0% | 0% |
| Other | 0% | 0% | 0% | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Attendance Rate | | | | | | | | | | | | | |
| 2017-18 | 95.4% | 95.4% | 95.8% | * | 95.9% | 94.4% | - | - | - | - | 92.1% | 95.8% | 95.6% |
| 2016-17 | 95.7% | 95.8% | 96.9% | * | 96.9% | 96.4% | - | - | - | - | 94.4% | 96.8% | 96.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2017-18 | 0.4% | 0.5% | 0.1% | * | 0.1% | 0.0% | - | - | - | - | 1.1% | 0.1% | 0.0% |
| 2016-17 | 0.3% | 0.2% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2017-18 | 1.9% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 1.9% | 1.3% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.8% | 3.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.7% | 3.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 93.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.3% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 89.7% | 91.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 4.0% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.1% | 91.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 3.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 91.6% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.2% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.2% | 94.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Received TxCHSE | 0.8% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.5% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 4.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.9% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 1.0% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.7% | 4.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 95.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.3% | 95.8% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | 90.0% | 91.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 89.7% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 68.5% | 85.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 88.5% | 96.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 5.0% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 6.0% | 13.2% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 82.0% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 60.8% | 73.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2018 | 86.8% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | 85.9% | 96.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 37.7% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 87.2% | 95.1% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 4.9% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 7.2% | 24.2% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 81.5% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 56.5% | 52.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2017-18 | 85.1% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 84.0% | 94.1% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|--|-----------------|-------------------|-------------------|----------------|
| Graduates (2017-18 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,253 | 347,893 |
| By Ethnicity: | | | | |
| African American | - | - | 4 | 43,502 |
| Hispanic | - | - | 3,215 | 173,272 |
| White | - | - | 25 | 107,052 |
| American Indian | - | - | 0 | 1,226 |
| Asian | - | - | 9 | 15,589 |
| Pacific Islander | - | - | 0 | 528 |
| Two or More Races | - | - | 0 | 6,724 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 61 | 5,855 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 87 | 3,538 |
| Foundation H.S. Program (No Endorsement) | - | - | 113 | 49,432 |
| Foundation H.S. Program (Endorsement) | - | - | 110 | 16,542 |
| Foundation H.S. Program (DLA) | - | - | 2,882 | 272,526 |
| Special Education Graduates | - | - | 286 | 25,962 |
| Economically Disadvantaged Graduates | - | - | 3,134 | 166,956 |
| LEP Graduates | - | - | 405 | 21,359 |
| At-Risk Graduates | - | - | 1,769 | 144,805 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| College, Career, and Military Ready Graduates (Student Achievement) *** | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 65.5% | 67.4% | - | - | - | - | - | - | - | - | - | - | - |
| College Ready Graduates *** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 50.0% | 51.9% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 58.2% | 61.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 46.0% | 49.9% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 42.1% | 44.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 20.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 19.9% | 18.7% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.4% | 18.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 20.1% | 22.4% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.8% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.0% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Career/Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 28.7% | 36.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 13.2% | 22.8% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.8% | 4.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 2.7% | 4.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 1.0% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 38.7% | 53.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 17.3% | 37.2% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.3% | 4.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 2.2% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 2.6% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2017-18 | 32.1% | 54.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 23.4% | 53.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 23.7% | 44.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 19.8% | 45.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 18.1% | 39.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 12.9% | 39.0% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 58.4% | 82.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 50.5% | 81.8% | - | - | - | - | - | - | - | - | - | - | - |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 2.0% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.8% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 3.9% | 4.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 1.4% | 2.3% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 0.9% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 0.2% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 25.8% | 24.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 26.2% | 31.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 15.3% | 15.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 15.9% | 23.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 7.3% | 2.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 7.2% | 3.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2018 | 10.8% | 5.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 10.9% | 8.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2018 | 14.5% | 13.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 15.0% | 22.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 50.7% | 27.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 49.1% | 23.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 42.5% | 14.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 41.3% | 8.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 52.8% | 14.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2017 Science | 51.3% | 8.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 38.0% | 7.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 Social Studies | 38.3% | 5.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 44.6% | 11.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017 | 41.4% | 6.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| SAT/ACT Results (Annual Graduates) *** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2017-18 | 74.6% | 76.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2016-17 | 73.5% | 71.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| 2017-18 | 37.9% | 22.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Average SAT Score (Annual Graduates) *** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 1036 | 960 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2017-18 | 521 | 489 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 515 | 472 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Average ACT Score (Annual Graduates) *** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 18.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 20.3 | 17.7 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 18.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2017-18 | 20.9 | 18.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Advanced Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 43.4% | 49.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 37.1% | 47.1% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 17.3% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 16.8% | 29.4% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 24.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 19.5% | 19.8% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2017-18 | 21.2% | 18.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 5.7% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2017-18 | 22.8% | 24.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 21.8% | 25.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | |
| 2016-17 | 54.6% | 59.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 54.7% | 56.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | |
| 2016-17 | 59.2% | 63.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2015-16 | 55.7% | 62.5% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| Student Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|-----------|
| | Count | Percent | | |
| Total Students | 1,085 | 100.0% | 44,356 | 5,416,400 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% |
| Pre-Kindergarten | 0 | 0.0% | 8.0% | 4.4% |
| Kindergarten | 0 | 0.0% | 5.9% | 6.9% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.6% | 7.2% |
| Grade 3 | 0 | 0.0% | 6.5% | 7.3% |
| Grade 4 | 0 | 0.0% | 6.9% | 7.6% |
| Grade 5 | 0 | 0.0% | 7.3% | 7.7% |
| Grade 6 | 364 | 33.5% | 6.8% | 7.7% |
| Grade 7 | 367 | 33.8% | 7.1% | 7.5% |
| Grade 8 | 354 | 32.6% | 7.2% | 7.5% |
| Grade 9 | 0 | 0.0% | 8.2% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.4% |
| Grade 11 | 0 | 0.0% | 7.6% | 6.9% |
| Grade 12 | 0 | 0.0% | 7.3% | 6.5% |
| Ethnic Distribution: | | | | |
| African American | 0 | 0.0% | 0.1% | 12.6% |
| Hispanic | 1,048 | 96.6% | 98.3% | 52.6% |
| White | 37 | 3.4% | 1.4% | 27.4% |
| American Indian | 0 | 0.0% | 0.0% | 0.4% |
| Asian | 0 | 0.0% | 0.2% | 4.5% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.0% | 2.4% |
| Economically Disadvantaged | 973 | 89.7% | 88.5% | 60.6% |
| Non-Educationally Disadvantaged | 112 | 10.3% | 11.5% | 39.4% |
| Section 504 Students | 158 | 14.6% | 8.7% | 6.5% |
| English Learners (EL) | 276 | 25.4% | 34.6% | 19.5% |
| Students w/ Disciplinary Placements (2017-18) | 19 | 1.6% | 1.0% | 1.4% |
| Students w/ Dyslexia | 104 | 9.6% | 5.4% | 3.6% |
| At-Risk | 720 | 66.4% | 67.3% | 50.1% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 117 | | | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 69 | 59.0% | 55.3% | 42.4% |
| Students with Physical Disabilities | * | * | 11.5% | 21.9% |
| Students with Autism | ** | ** | 12.2% | 13.7% |
| Students with Behavioral Disabilities | 30 | 25.6% | 18.9% | 20.6% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 2.1% | 1.4% |
| Mobility (2017-18): | | | | |
| Total Mobile Students | 143 | 12.0% | 15.0% | 15.4% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| Student Information | ----- Campus ----- | | District | State |
|---------------------|--------------------|---------|----------|-------|
| | Count | Percent | | |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 134 | 11.3% | | |
| White | 9 | 0.8% | | |
| American Indian | 0 | 0.0% | | |
| Asian | 0 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | -----Non-Special Education Rates----- | | | -----Special Education Rates----- | | |
|---------------------------|---------------------------------------|----------|-------|-----------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.8% | 1.7% | - | 4.3% | 6.2% |
| Grade 1 | - | 10.7% | 3.1% | - | 16.2% | 5.5% |
| Grade 2 | - | 5.9% | 1.8% | - | 3.0% | 2.3% |
| Grade 3 | - | 3.0% | 1.1% | - | 1.1% | 0.9% |
| Grade 4 | - | 1.6% | 0.5% | - | 1.0% | 0.5% |
| Grade 5 | - | 0.7% | 0.5% | - | 0.0% | 0.6% |
| Grade 6 | 3.0% | 2.6% | 0.4% | 0.0% | 1.6% | 0.5% |
| Grade 7 | 1.5% | 3.8% | 0.6% | 8.9% | 2.2% | 0.6% |
| Grade 8 | 0.3% | 1.6% | 0.4% | 5.3% | 3.2% | 0.7% |
| Grade 9 | - | 6.5% | 7.2% | - | 22.4% | 12.7% |

| Class Size Information | Campus | District | State |
|--|--------|----------|-------|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.2 | 18.9 |
| Grade 1 | - | 17.8 | 18.8 |
| Grade 2 | - | 17.8 | 18.7 |
| Grade 3 | - | 19.2 | 18.9 |
| Grade 4 | - | 21.6 | 19.2 |
| Grade 5 | - | 21.1 | 21.2 |
| Grade 6 | 26.1 | 21.9 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 18.7 | 17.0 | 16.6 |
| Foreign Languages | 28.3 | 20.8 | 18.9 |
| Mathematics | 20.1 | 19.9 | 17.8 |
| Science | 20.2 | 20.1 | 18.9 |
| Social Studies | 21.2 | 19.8 | 19.3 |

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 90.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 81.6 | 90.1% | 56.5% | 64.1% |
| Teachers | 67.8 | 74.9% | 44.0% | 49.8% |
| Professional Support | 9.8 | 10.8% | 9.5% | 10.1% |
| Campus Administration (School Leadership) | 4.0 | 4.4% | 2.9% | 3.0% |
| Educational Aides: | 9.0 | 9.9% | 11.7% | 10.3% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 58.0 | 4,414.0 |
| Part-time | 0.0 | n/a | 2.0 | 572.0 |
| Counselors | | | | |
| Full-time | 5.0 | n/a | 149.0 | 12,433.0 |
| Part-time | 1.0 | n/a | 11.0 | 1,097.0 |
| Total Minority Staff: | 83.2 | 91.8% | 94.0% | 50.4% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 1.5% | 0.3% | 10.6% |
| Hispanic | 59.6 | 87.9% | 90.3% | 27.7% |
| White | 7.2 | 10.7% | 8.9% | 58.4% |
| American Indian | 0.0 | 0.0% | 0.1% | 0.3% |
| Asian | 0.0 | 0.0% | 0.1% | 1.7% |
| Pacific Islander | 0.0 | 0.0% | 0.3% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.1% |
| Males | 19.3 | 28.4% | 32.0% | 23.8% |
| Females | 48.5 | 71.6% | 68.0% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.2% | 1.4% |
| Bachelors | 55.2 | 81.4% | 79.4% | 73.6% |
| Masters | 12.6 | 18.6% | 19.0% | 24.3% |
| Doctorate | 0.0 | 0.0% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 1.5% | 2.7% | 7.0% |
| 1-5 Years Experience | 13.9 | 20.6% | 14.3% | 28.9% |
| 6-10 Years Experience | 8.9 | 13.2% | 17.6% | 19.0% |
| 11-20 Years Experience | 23.6 | 34.8% | 39.3% | 29.3% |
| Over 20 Years Experience | 20.3 | 30.0% | 26.0% | 15.7% |
| Number of Students per Teacher | 16.0 | n/a | 15.2 | 15.1 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| Staff Information | Campus | District | State |
|--|---------------|-----------------|--------------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 7.0 | 8.8 | 6.3 |
| Average Years Experience of Principals with District | 7.0 | 8.4 | 5.4 |
| Average Years Experience of Assistant Principals | 7.7 | 8.4 | 5.3 |
| Average Years Experience of Assistant Principals with District | 7.7 | 8.2 | 4.7 |
| Average Years Experience of Teachers: | 15.6 | 15.1 | 11.1 |
| Average Years Experience of Teachers with District: | 14.8 | 14.3 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$43,119 | \$49,007 | \$47,218 |
| 1-5 Years Experience | \$46,662 | \$49,170 | \$50,408 |
| 6-10 Years Experience | \$53,272 | \$50,423 | \$52,786 |
| 11-20 Years Experience | \$53,809 | \$55,575 | \$56,041 |
| Over 20 Years Experience | \$61,472 | \$64,161 | \$62,039 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$54,409 | \$55,810 | \$54,122 |
| Professional Support | \$61,021 | \$67,073 | \$64,069 |
| Campus Administration (School Leadership) | \$145,645 | \$84,030 | \$78,947 |
| Instructional Staff Percent: | n/a | 58.7% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 3,598.0 | 6,043.6 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

| Program Information | ----- Campus ----- | | District | State |
|--|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 270 | 24.9% | 34.1% | 19.7% |
| Career & Technical Education | 119 | 11.0% | 31.3% | 26.3% |
| Gifted & Talented Education | 166 | 15.3% | 12.0% | 8.1% |
| Special Education | 117 | 10.8% | 12.1% | 9.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.8 | 1.2% | 2.7% | 6.4% |
| Career & Technical Education | 0.8 | 1.2% | 5.6% | 4.9% |
| Compensatory Education | 0.0 | 0.0% | 0.9% | 2.7% |
| Gifted & Talented Education | 0.7 | 1.0% | 0.5% | 2.0% |
| Regular Education | 56.4 | 83.2% | 78.8% | 71.4% |
| Special Education | 9.1 | 13.4% | 11.4% | 9.1% |
| Other | 0.0 | 0.0% | 0.2% | 3.6% |

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **GARCIA MIDDLE**

Campus Number: **031901053**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|--|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | | 2019 | 68% | 64% | 64% | - | 65% | 33% | - | - | - | 24% | * | 66% | 45% | 61% | 58% |
| | | 2018 | 69% | 65% | 71% | - | 71% | 50% | - | - | - | 36% | * | 73% | 54% | 70% | 67% |
| At Meets Grade Level or Above | | 2019 | 37% | 31% | 31% | - | 31% | 0% | - | - | - | 12% | * | 31% | 27% | 28% | 24% |
| | | 2018 | 39% | 32% | 32% | - | 32% | 13% | - | - | - | 21% | * | 33% | 22% | 32% | 24% |
| At Masters Grade Level | | 2019 | 18% | 12% | 14% | - | 14% | 0% | - | - | - | 9% | * | 14% | 9% | 12% | 8% |
| | | 2018 | 19% | 14% | 14% | - | 14% | 13% | - | - | - | 6% | * | 14% | 11% | 13% | 7% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | | 2019 | 81% | 81% | 79% | - | 79% | 50% | - | - | - | 42% | * | 80% | 73% | 78% | 78% |
| | | 2018 | 77% | 77% | 77% | - | 77% | 78% | - | - | - | 52% | * | 78% | 68% | 77% | 78% |
| At Meets Grade Level or Above | | 2019 | 47% | 44% | 36% | - | 36% | 17% | - | - | - | 9% | * | 36% | 30% | 33% | 29% |
| | | 2018 | 44% | 39% | 30% | - | 31% | 22% | - | - | - | 21% | * | 32% | 16% | 30% | 24% |
| At Masters Grade Level | | 2019 | 21% | 17% | 11% | - | 11% | 0% | - | - | - | 9% | * | 10% | 12% | 9% | 6% |
| | | 2018 | 18% | 14% | 8% | - | 8% | 0% | - | - | - | 15% | * | 8% | 5% | 8% | 5% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | | 2019 | 76% | 73% | 76% | - | 77% | 53% | - | - | - | 54% | * | 78% | 64% | 76% | 73% |
| | | 2018 | 74% | 72% | 74% | - | 75% | 63% | - | - | - | 45% | 86% | 76% | 63% | 74% | 70% |
| At Meets Grade Level or Above | | 2019 | 49% | 46% | 42% | - | 42% | 40% | - | - | - | 32% | * | 44% | 32% | 42% | 35% |
| | | 2018 | 48% | 42% | 39% | - | 39% | 38% | - | - | - | 30% | 43% | 40% | 32% | 39% | 29% |
| At Masters Grade Level | | 2019 | 29% | 24% | 19% | - | 19% | 20% | - | - | - | 15% | * | 20% | 12% | 19% | 11% |
| | | 2018 | 29% | 24% | 20% | - | 20% | 25% | - | - | - | 13% | 14% | 20% | 20% | 19% | 13% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | | 2019 | 75% | 73% | 70% | - | 70% | 67% | - | - | - | 52% | * | 72% | 58% | 70% | 67% |
| | | 2018 | 72% | 70% | 70% | - | 70% | 67% | - | - | - | 57% | 57% | 70% | 63% | 69% | 65% |
| At Meets Grade Level or Above | | 2019 | 43% | 40% | 28% | - | 29% | 13% | - | - | - | 21% | * | 29% | 20% | 26% | 20% |
| | | 2018 | 40% | 36% | 30% | - | 30% | 33% | - | - | - | 29% | 29% | 30% | 30% | 29% | 20% |
| At Masters Grade Level | | 2019 | 17% | 15% | 7% | - | 7% | 7% | - | - | - | 17% | * | 6% | 8% | 6% | 4% |
| | | 2018 | 18% | 15% | 11% | - | 11% | 11% | - | - | - | 10% | 14% | 11% | 9% | 11% | 5% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | | 2019 | 70% | 74% | 72% | - | 73% | 53% | - | - | - | 43% | * | 74% | 60% | 72% | 65% |
| | | 2018 | 69% | 68% | 70% | - | 70% | 56% | - | - | - | 39% | 57% | 72% | 55% | 69% | 64% |
| At Meets Grade Level or Above | | 2019 | 42% | 44% | 37% | - | 38% | 27% | - | - | - | 26% | * | 39% | 24% | 36% | 29% |
| | | 2018 | 43% | 41% | 40% | - | 41% | 33% | - | - | - | 29% | 43% | 41% | 36% | 40% | 28% |
| At Masters Grade Level | | 2019 | 18% | 16% | 13% | - | 13% | 7% | - | - | - | 19% | * | 14% | 6% | 12% | 9% |
| | | 2018 | 15% | 12% | 10% | - | 10% | 22% | - | - | - | 17% | 0% | 10% | 14% | 9% | 4% |

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,113
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|----------|-------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| Grade 8 Reading^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 86% | 86% | 92% | - | 92% | 67% | - | - | - | - | 71% | 86% | 92% | 86% | 91% | 89% |
| | 2018 | 86% | 85% | 97% | * | 97% | 94% | - | - | - | - | 100% | 100% | 98% | 91% | 97% | 92% |
| At Meets Grade Level or Above | 2019 | 55% | 53% | 55% | - | 56% | 33% | - | - | - | - | 42% | 29% | 56% | 44% | 53% | 43% |
| | 2018 | 49% | 46% | 54% | * | 54% | 38% | - | - | - | - | 67% | 29% | 55% | 47% | 53% | 30% |
| At Masters Grade Level | 2019 | 28% | 23% | 26% | - | 27% | 22% | - | - | - | - | 24% | 29% | 26% | 28% | 25% | 18% |
| | 2018 | 27% | 23% | 29% | * | 29% | 25% | - | - | - | - | 21% | 14% | 30% | 21% | 28% | 9% |
| Grade 8 Mathematics^ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 90% | 94% | - | 93% | 100% | - | - | - | - | 79% | 80% | 94% | 88% | 93% | 94% |
| | 2018 | 86% | 88% | 93% | * | 92% | 100% | - | - | - | - | 84% | 100% | 93% | 93% | 93% | 89% |
| At Meets Grade Level or Above | 2019 | 57% | 51% | 56% | - | 57% | 29% | - | - | - | - | 47% | 20% | 58% | 42% | 56% | 53% |
| | 2018 | 51% | 47% | 57% | * | 55% | 81% | - | - | - | - | 44% | 67% | 53% | 70% | 57% | 55% |
| At Masters Grade Level | 2019 | 17% | 8% | 9% | - | 9% | 14% | - | - | - | - | 21% | 0% | 9% | 8% | 9% | 7% |
| | 2018 | 15% | 8% | 12% | * | 10% | 31% | - | - | - | - | 22% | 17% | 9% | 20% | 12% | 14% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 78% | 85% | - | 85% | 67% | - | - | - | - | 66% | 43% | 86% | 78% | 84% | 78% |
| | 2018 | 76% | 72% | 82% | * | 82% | 69% | - | - | - | - | 70% | 86% | 83% | 70% | 81% | 72% |
| At Meets Grade Level or Above | 2019 | 51% | 44% | 47% | - | 47% | 44% | - | - | - | - | 29% | 29% | 47% | 47% | 45% | 36% |
| | 2018 | 52% | 46% | 55% | * | 56% | 38% | - | - | - | - | 45% | 29% | 57% | 45% | 55% | 35% |
| At Masters Grade Level | 2019 | 25% | 17% | 20% | - | 19% | 33% | - | - | - | - | 21% | 29% | 19% | 25% | 18% | 13% |
| | 2018 | 28% | 22% | 27% | * | 27% | 19% | - | - | - | - | 18% | 0% | 28% | 17% | 26% | 9% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 69% | 71% | 80% | - | 80% | 67% | - | - | - | - | 84% | 57% | 80% | 78% | 78% | 72% |
| | 2018 | 65% | 65% | 80% | * | 80% | 69% | - | - | - | - | 88% | 86% | 82% | 66% | 79% | 68% |
| At Meets Grade Level or Above | 2019 | 37% | 34% | 39% | - | 39% | 33% | - | - | - | - | 55% | 43% | 40% | 33% | 37% | 27% |
| | 2018 | 36% | 33% | 43% | * | 43% | 38% | - | - | - | - | 76% | 14% | 43% | 43% | 42% | 28% |
| At Masters Grade Level | 2019 | 21% | 17% | 18% | - | 19% | 0% | - | - | - | - | 37% | 29% | 19% | 14% | 17% | 9% |
| | 2018 | 21% | 18% | 23% | * | 23% | 25% | - | - | - | - | 27% | 0% | 22% | 30% | 22% | 10% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 94% | 100% | - | 100% | * | - | - | - | - | - | * | 100% | 100% | 100% | 100% |
| | 2018 | 83% | 90% | 100% | - | 100% | - | - | - | - | - | * | * | 100% | * | 100% | 100% |
| At Meets Grade Level or Above | 2019 | 61% | 82% | 94% | - | 94% | * | - | - | - | - | - | * | 95% | 89% | 93% | 93% |
| | 2018 | 55% | 71% | 95% | - | 95% | - | - | - | - | - | * | * | 95% | * | 97% | 93% |
| At Masters Grade Level | 2019 | 37% | 62% | 71% | - | 73% | * | - | - | - | - | - | * | 73% | 56% | 69% | 62% |
| | 2018 | 32% | 48% | 64% | - | 64% | - | - | - | - | - | * | * | 63% | * | 65% | 53% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | 79% | - | 80% | 62% | - | - | - | - | 58% | 62% | 80% | 69% | 78% | 74% |
| | 2018 | 77% | 78% | 79% | * | 79% | 75% | - | - | - | - | 62% | 79% | 80% | 70% | 79% | 73% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 42% | - | 43% | 29% | - | - | - | - | 31% | 31% | 44% | 34% | 41% | 33% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EL (Current & Monitored) |
|------------------------------------|------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|-----------------------------------|
| At Masters Grade Level | 2018 | 48% | 49% | 43% | * | 43% | 40% | - | - | - | - | 40% | 36% | 44% | 39% | 43% | 30% |
| | 2019 | 24% | 23% | 17% | - | 17% | 12% | - | - | - | - | 19% | 24% | 18% | 14% | 16% | 10% |
| | 2018 | 22% | 21% | 19% | * | 19% | 21% | - | - | - | - | 17% | 9% | 19% | 17% | 18% | 8% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | 77% | - | 78% | 53% | - | - | - | - | 51% | 77% | 79% | 66% | 76% | 71% |
| | 2018 | 74% | 74% | 80% | * | 80% | 75% | - | - | - | - | 59% | 83% | 82% | 71% | 80% | 74% |
| | 2019 | 48% | 47% | 42% | - | 43% | 30% | - | - | - | - | 29% | 23% | 44% | 34% | 41% | 33% |
| At Meets Grade Level or Above | 2018 | 46% | 44% | 41% | * | 42% | 31% | - | - | - | - | 39% | 33% | 42% | 34% | 41% | 27% |
| | 2019 | 21% | 18% | 20% | - | 20% | 17% | - | - | - | - | 16% | 23% | 20% | 16% | 19% | 12% |
| | 2018 | 19% | 17% | 21% | * | 21% | 22% | - | - | - | - | 13% | 17% | 21% | 18% | 20% | 10% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | 81% | - | 82% | 73% | - | - | - | - | 58% | 69% | 83% | 72% | 81% | 79% |
| | 2018 | 81% | 85% | 80% | * | 80% | 85% | - | - | - | - | 64% | 76% | 81% | 76% | 80% | 76% |
| | 2019 | 52% | 57% | 44% | - | 44% | 23% | - | - | - | - | 27% | 38% | 45% | 33% | 42% | 35% |
| At Meets Grade Level or Above | 2018 | 50% | 55% | 43% | * | 42% | 53% | - | - | - | - | 31% | 47% | 43% | 41% | 42% | 32% |
| | 2019 | 26% | 31% | 15% | - | 15% | 7% | - | - | - | - | 16% | 23% | 15% | 13% | 14% | 9% |
| | 2018 | 24% | 28% | 16% | * | 15% | 18% | - | - | - | - | 16% | 12% | 16% | 14% | 15% | 8% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | 72% | - | 73% | 53% | - | - | - | - | 43% | * | 74% | 60% | 72% | 65% |
| | 2018 | 66% | 71% | 70% | - | 70% | 56% | - | - | - | - | 39% | 57% | 72% | 55% | 69% | 64% |
| | 2019 | 38% | 44% | 37% | - | 38% | 27% | - | - | - | - | 26% | * | 39% | 24% | 36% | 29% |
| At Meets Grade Level or Above | 2018 | 41% | 45% | 40% | - | 41% | 33% | - | - | - | - | 29% | 43% | 41% | 36% | 40% | 28% |
| | 2019 | 14% | 15% | 13% | - | 13% | 7% | - | - | - | - | 19% | * | 14% | 6% | 12% | 9% |
| | 2018 | 13% | 13% | 10% | - | 10% | 22% | - | - | - | - | 17% | 0% | 10% | 14% | 9% | 4% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 85% | - | 85% | 67% | - | - | - | - | 66% | 43% | 86% | 78% | 84% | 78% |
| | 2018 | 80% | 82% | 82% | * | 82% | 69% | - | - | - | - | 70% | 86% | 83% | 70% | 81% | 72% |
| | 2019 | 54% | 55% | 47% | - | 47% | 44% | - | - | - | - | 29% | 29% | 47% | 47% | 45% | 36% |
| At Meets Grade Level or Above | 2018 | 51% | 51% | 55% | * | 56% | 38% | - | - | - | - | 45% | 29% | 57% | 45% | 55% | 35% |
| | 2019 | 25% | 21% | 20% | - | 19% | 33% | - | - | - | - | 21% | 29% | 19% | 25% | 18% | 13% |
| | 2018 | 23% | 19% | 27% | * | 27% | 19% | - | - | - | - | 18% | 0% | 28% | 17% | 26% | 9% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 80% | - | 80% | 67% | - | - | - | - | 84% | 57% | 80% | 78% | 78% | 72% |
| | 2018 | 78% | 80% | 80% | * | 80% | 69% | - | - | - | - | 88% | 86% | 82% | 66% | 79% | 68% |
| | 2019 | 55% | 54% | 39% | - | 39% | 33% | - | - | - | - | 55% | 43% | 40% | 33% | 37% | 27% |
| At Meets Grade Level or Above | 2018 | 53% | 51% | 43% | * | 43% | 38% | - | - | - | - | 76% | 14% | 43% | 43% | 42% | 28% |
| | 2019 | 33% | 29% | 18% | - | 19% | 0% | - | - | - | - | 37% | 29% | 19% | 14% | 17% | 9% |
| | 2018 | 31% | 26% | 23% | * | 23% | 25% | - | - | - | - | 27% | 0% | 22% | 30% | 22% | 10% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|--|------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|--------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 6 ELA/Reading | 2019 | 42 | 30 | 26 | - | 26 | * | - | - | - | - | 27 | * | 25 | 30 | 23 | 21 |
| | 2018 | 47 | 38 | 38 | - | 39 | 20 | - | - | - | - | 38 | * | 39 | 33 | 38 | 35 |
| Grade 6 Mathematics | 2019 | 54 | 35 | 20 | - | 20 | * | - | - | - | - | 20 | * | 20 | 26 | 18 | 16 |
| | 2018 | 56 | 41 | 30 | - | 30 | 33 | - | - | - | - | 45 | * | 30 | 35 | 31 | 29 |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 74 | - | 74 | 61 | - | - | - | - | 65 | * | 73 | 75 | 74 | 74 |
| | 2018 | 76 | 79 | 79 | - | 79 | 86 | - | - | - | - | 76 | 93 | 79 | 78 | 78 | 78 |
| Grade 7 Mathematics | 2019 | 62 | 59 | 52 | - | 52 | 43 | - | - | - | - | 54 | * | 53 | 44 | 51 | 52 |
| | 2018 | 67 | 65 | 65 | - | 65 | 75 | - | - | - | - | 69 | 64 | 65 | 63 | 64 | 63 |
| Grade 8 ELA/Reading | 2019 | 77 | 77 | 78 | - | 79 | 56 | - | - | - | - | 81 | 100 | 78 | 80 | 79 | 75 |
| | 2018 | 79 | 81 | 84 | * | 83 | 100 | - | - | - | - | 84 | 93 | 84 | 83 | 84 | 81 |
| Grade 8 Mathematics | 2019 | 82 | 91 | 97 | - | 97 | 100 | - | - | - | - | 94 | 100 | 97 | 98 | 97 | 98 |
| | 2018 | 81 | 92 | 94 | * | 94 | 100 | - | - | - | - | 86 | 92 | 94 | 96 | 94 | 95 |
| End of Course Algebra I | 2019 | 75 | 91 | 94 | - | 94 | * | - | - | - | - | - | * | 94 | 94 | 93 | 98 |
| | 2018 | 72 | 85 | 96 | - | 96 | - | - | - | - | - | * | * | 96 | * | 97 | 93 |
| All Grades Both Subjects | 2019 | 69 | 69 | 57 | - | 57 | 54 | - | - | - | - | 58 | 75 | 57 | 60 | 56 | 52 |
| | 2018 | 69 | 71 | 65 | * | 65 | 79 | - | - | - | - | 67 | 73 | 65 | 68 | 65 | 60 |
| All Grades ELA/Reading | 2019 | 68 | 67 | 59 | - | 59 | 52 | - | - | - | - | 59 | 77 | 58 | 65 | 59 | 54 |
| | 2018 | 69 | 69 | 67 | * | 67 | 80 | - | - | - | - | 67 | 78 | 67 | 68 | 67 | 62 |
| All Grades Mathematics | 2019 | 70 | 71 | 55 | - | 55 | 56 | - | - | - | - | 57 | 73 | 56 | 55 | 54 | 51 |
| | 2018 | 70 | 72 | 63 | * | 63 | 78 | - | - | - | - | 67 | 68 | 63 | 67 | 63 | 57 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | 53% | - | 55% | 23% | - | - | - | - | 31% | 52% | 45% |
| | 2018 | 38% | 44% | 53% | - | 52% | 70% | - | - | - | - | 40% | 54% | 51% |
| Mathematics | 2019 | 45% | 57% | 61% | - | 64% | 20% | - | - | - | - | 41% | 61% | 61% |
| | 2018 | 47% | 57% | 56% | - | 55% | 78% | - | - | - | - | 45% | 56% | 55% |
| Student Success Initiative | | | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 97% | 100% | * | - | * | - | - | - | - | - | * | * | * |
| Grade 5 Mathematics | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 97% | 100% | * | - | * | - | - | - | - | - | * | * | * |
| Grade 8 Reading | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 78% | 77% | 86% | - | 87% | 50% | - | - | - | - | 54% | 85% | 69% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 22% | 23% | 14% | - | 13% | 50% | - | - | - | - | 46% | 15% | 31% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 85% | 84% | 91% | - | 92% | 60% | - | - | - | - | 61% | 90% | 78% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 99% | 95% | * | - | * | - | - | - | - | - | * | * | - |
| Grade 8 Mathematics | | | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | | | |
| | 2019 | 82% | 80% | 83% | - | 85% | 50% | - | - | - | - | 54% | 83% | 79% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | | | |
| | 2019 | 18% | 20% | 17% | - | 15% | 50% | - | - | - | - | 46% | 17% | 21% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | | | |
| | 2019 | 88% | 88% | 92% | - | 93% | 63% | - | - | - | - | 71% | 92% | 91% |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | | | | | | | | | | | | | | |
| | 2018 | 98% | 90% | * | - | * | - | - | - | - | - | * | * | - |

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,113
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

| | | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|--|------|-----|-------|------------|--------|---------------------|---------------------|--------------------|-----------------|-----------------|-----|-------------|--------------|-----------------|-------------------|----------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | 79% | - | - | - | - | - | - | 66% | * | 66% | 36% | 66% | 65% |
| | 2018 | 77% | 78% | 79% | - | - | - | - | - | - | 62% | 62% | - | 59% | 62% | 62% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | 42% | - | - | - | - | - | - | 24% | * | 23% | 29% | 24% | 24% |
| | 2018 | 48% | 49% | 43% | - | - | - | - | - | - | 19% | 19% | - | 6% | 19% | 18% |
| At Masters Grade Level | 2019 | 24% | 23% | 17% | - | - | - | - | - | - | 5% | * | 5% | 14% | 5% | 6% |
| | 2018 | 22% | 21% | 19% | - | - | - | - | - | - | 5% | 5% | - | 0% | 5% | 4% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | 77% | - | - | - | - | - | - | 61% | * | 61% | 17% | 61% | 60% |
| | 2018 | 74% | 74% | 80% | - | - | - | - | - | - | 62% | 62% | - | 57% | 62% | 62% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | 42% | - | - | - | - | - | - | 23% | * | 23% | 17% | 23% | 23% |
| | 2018 | 46% | 44% | 41% | - | - | - | - | - | - | 13% | 13% | - | 0% | 13% | 13% |
| At Masters Grade Level | 2019 | 21% | 18% | 20% | - | - | - | - | - | - | 5% | * | 5% | 0% | 5% | 5% |
| | 2018 | 19% | 17% | 21% | - | - | - | - | - | - | 4% | 4% | - | 0% | 4% | 4% |
| All Grades Mathematics | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | 81% | - | - | - | - | - | - | 74% | * | 74% | 50% | 74% | 73% |
| | 2018 | 81% | 85% | 80% | - | - | - | - | - | - | 71% | 71% | - | 67% | 71% | 71% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | 44% | - | - | - | - | - | - | 28% | * | 27% | 33% | 28% | 28% |
| | 2018 | 50% | 55% | 43% | - | - | - | - | - | - | 23% | 23% | - | 17% | 23% | 23% |
| At Masters Grade Level | 2019 | 26% | 31% | 15% | - | - | - | - | - | - | 5% | * | 5% | 17% | 5% | 5% |
| | 2018 | 24% | 28% | 16% | - | - | - | - | - | - | 5% | 5% | - | 0% | 5% | 4% |
| All Grades Writing | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 76% | 72% | - | - | - | - | - | - | 57% | * | 56% | * | 57% | 57% |
| | 2018 | 66% | 71% | 70% | - | - | - | - | - | - | 42% | 42% | - | * | 42% | 40% |
| At Meets Grade Level or Above | 2019 | 38% | 44% | 37% | - | - | - | - | - | - | 19% | * | 18% | * | 19% | 20% |
| | 2018 | 41% | 45% | 40% | - | - | - | - | - | - | 9% | 9% | - | * | 9% | 9% |
| At Masters Grade Level | 2019 | 14% | 15% | 13% | - | - | - | - | - | - | 6% | * | 4% | * | 6% | 7% |
| | 2018 | 13% | 13% | 10% | - | - | - | - | - | - | 2% | 2% | - | * | 2% | 1% |
| All Grades Science | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | 85% | - | - | - | - | - | - | 69% | - | 69% | - | 69% | 69% |
| | 2018 | 80% | 82% | 82% | - | - | - | - | - | - | 54% | 54% | - | * | 54% | 55% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | 47% | - | - | - | - | - | - | 24% | - | 24% | - | 24% | 24% |
| | 2018 | 51% | 51% | 55% | - | - | - | - | - | - | 25% | 25% | - | * | 25% | 24% |
| At Masters Grade Level | 2019 | 25% | 21% | 20% | - | - | - | - | - | - | 6% | - | 6% | - | 6% | 6% |
| | 2018 | 23% | 19% | 27% | - | - | - | - | - | - | 6% | 6% | - | * | 6% | 6% |
| All Grades Social Studies | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | 80% | - | - | - | - | - | - | 63% | - | 63% | - | 63% | 63% |
| | 2018 | 78% | 80% | 80% | - | - | - | - | - | - | 58% | 58% | - | * | 58% | 59% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | 39% | - | - | - | - | - | - | 16% | - | 16% | - | 16% | 16% |
| | 2018 | 53% | 51% | 43% | - | - | - | - | - | - | 29% | 29% | - | * | 29% | 29% |
| At Masters Grade Level | 2019 | 33% | 29% | 18% | - | - | - | - | - | - | 6% | - | 6% | - | 6% | 6% |
| | 2018 | 31% | 26% | 23% | - | - | - | - | - | - | 8% | 8% | - | * | 8% | 8% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 69% | 57% | - | - | - | - | - | - | 49% | - | 49% | 29% | 49% | 49% |
| | 2018 | 69% | 71% | 65% | - | - | - | - | - | - | 58% | 58% | - | 62% | 58% | 58% |
| All Grades ELA/Reading | 2019 | 68% | 67% | 59% | - | - | - | - | - | - | 53% | - | 53% | 17% | 53% | 52% |
| | 2018 | 69% | 69% | 67% | - | - | - | - | - | - | 61% | 61% | - | 71% | 61% | 62% |
| All Grades Mathematics | 2019 | 70% | 71% | 55% | - | - | - | - | - | - | 46% | - | 46% | 42% | 46% | 45% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,113
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

| | | State | District | Campus | Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ESL | ESL Content | ESL Pull-Out | LEP No Services | LEP with Services | Total EL |
|---|------|--------------|-----------------|---------------|----------------------------|----------------------------|---------------------------|------------------------|------------------------|------------|--------------------|---------------------|------------------------|--------------------------|-----------------|
| | 2018 | 70% | 72% | 63% | - | - | - | - | - | 55% | 55% | - | 50% | 55% | 55% |
| Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) | | | | | | | | | | | | | | | |
| Reading | 2019 | 41% | 48% | 53% | - | - | - | - | - | 46% | - | 46% | * | 46% | 45% |
| | 2018 | 38% | 44% | 53% | - | - | - | - | - | 51% | 51% | - | * | 51% | 51% |
| Mathematics | 2019 | 45% | 57% | 61% | - | - | - | - | - | 63% | - | 63% | * | 63% | 61% |
| | 2018 | 47% | 57% | 56% | - | - | - | - | - | 56% | 56% | - | * | 56% | 55% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|-------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | - | 100% | 100% | - | - | * | - | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | 94% | - | 95% | 77% | - | - | * | - | 94% | 94% | 91% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 2% | 5% | - | 5% | 12% | - | - | * | - | 5% | 5% | 6% |
| Other Exclusions | 1% | 2% | 1% | - | 0% | 11% | - | - | * | - | 0% | 1% | 3% |
| Not Tested | 1% | 0% | 0% | - | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | - | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | - | 0% | 0% | - | - | * | - | 0% | 0% | 0% |
| 2018 STAAR Participation (All Grades) | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | * | 100% | 99% | - | - | - | - | 98% | 100% | 100% |
| Included in Accountability | 94% | 95% | 94% | * | 95% | 71% | - | - | - | - | 91% | 95% | 88% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | 4% | * | 4% | 13% | - | - | - | - | 7% | 4% | 7% |
| Other Exclusions | 1% | 2% | 1% | * | 0% | 15% | - | - | - | - | 1% | 1% | 5% |
| Not Tested | 1% | 0% | 0% | * | 0% | 1% | - | - | - | - | 2% | 0% | 0% |
| Absent | 1% | 0% | 0% | * | 0% | 1% | - | - | - | - | 2% | 0% | 0% |
| Other | 0% | 0% | 0% | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Attendance Rate | | | | | | | | | | | | | |
| 2018-19 | 95.4% | 95.0% | 95.4% | - | 95.4% | 95.7% | - | - | * | - | 93.2% | 95.3% | 95.2% |
| 2017-18 | 95.4% | 95.4% | 95.8% | * | 95.9% | 94.4% | - | - | - | - | 92.1% | 95.8% | 95.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2018-19 | 0.4% | 0.3% | 0.0% | - | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| 2017-18 | 0.4% | 0.5% | 0.1% | * | 0.1% | 0.0% | - | - | - | - | 1.1% | 0.1% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.9% | 1.1% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 93.7% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 3.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 3.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.8% | 3.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.7% | 3.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 93.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.3% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 95.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 3.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 95.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 96.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 3.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Received TxCHSE | 0.7% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 3.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 95.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.8% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.5% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.6% | 4.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.9% | 95.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.8% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | 90.0% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 90.0% | 91.9% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 73.3% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 68.5% | 85.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 4.2% | 17.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 5.0% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 83.5% | 79.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 82.0% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2019 | 87.6% | 97.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 86.8% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 32.7% | 32.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 37.7% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 4.4% | 16.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.9% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 82.1% | 79.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 81.5% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2018-19 | 85.9% | 94.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 85.1% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| | Campus Count | Campus Percent | District Count | State Count |
|--|-------------------------|---------------------------|---------------------------|------------------------|
| Graduates (2018-19 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,285 | 355,615 |
| By Ethnicity: | | | | |
| African American | - | - | 2 | 43,953 |
| Hispanic | - | - | 3,255 | 180,673 |
| White | - | - | 18 | 105,577 |
| American Indian | - | - | 1 | 1,293 |
| Asian | - | - | 8 | 16,564 |
| Pacific Islander | - | - | 0 | 537 |
| Two or More Races | - | - | 1 | 7,018 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 42 | 2,248 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 20 | 1,090 |
| Foundation H.S. Program (No Endorsement) | - | - | 198 | 51,579 |
| Foundation H.S. Program (Endorsement) | - | - | 516 | 15,160 |
| Foundation H.S. Program (DLA) | - | - | 2,509 | 285,538 |
| Special Education Graduates | - | - | 299 | 27,598 |
| Economically Disadvantaged Graduates | - | - | 2,760 | 186,364 |
| LEP Graduates | - | - | 462 | 25,189 |
| At-Risk Graduates | - | - | 2,003 | 146,432 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 72.9% | 79.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 65.5% | 67.4% | - | - | - | - | - | - | - | - | - | - | - |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 53.0% | 50.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 50.0% | 51.9% | - | - | - | - | - | - | - | - | - | - | - |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 60.7% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 58.2% | 61.1% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 48.6% | 46.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 46.0% | 49.9% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 44.2% | 41.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 42.1% | 44.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 23.1% | 23.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 20.7% | 20.1% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 21.1% | 19.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 20.4% | 18.6% | - | - | - | - | - | - | - | - | - | - | - |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.0% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Career/Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 40.4% | 61.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 28.7% | 36.1% | - | - | - | - | - | - | - | - | - | - | - |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 10.7% | 25.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.8% | 4.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2018-19 | 2.3% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 1.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 55.6% | 81.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 38.7% | 53.1% | - | - | - | - | - | - | - | - | - | - | - |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 5.0% | 7.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.3% | 4.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.7% | 4.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 2.6% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,113
Grade Span: 06 - 08
School Type: Middle

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|--|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | |
| 2018-19 | 33.4% | 52.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 32.1% | 54.8% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 24.7% | 43.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 23.7% | 44.4% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 18.8% | 36.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 18.1% | 39.1% | - | - | - | - | - | - | - | - | - | - | - |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 59.0% | 84.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 58.4% | 82.3% | - | - | - | - | - | - | - | - | - | - | - |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 5.1% | 2.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 2.0% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 7.3% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 3.9% | 4.6% | - | - | - | - | - | - | - | - | - | - | - |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 2.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 0.9% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2019 | 25.2% | 27.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 25.8% | 24.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 14.5% | 16.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 15.3% | 15.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2019 | 7.4% | 3.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 7.3% | 2.0% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2019 | 10.4% | 8.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 10.8% | 5.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2019 | 13.9% | 16.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 14.5% | 13.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2019 | 51.0% | 23.3% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 50.7% | 27.6% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 41.2% | 9.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 42.5% | 14.2% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2019 | 52.2% | 6.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| 2018 Science | 52.8% | 14.8% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2019 | 40.6% | 5.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 Social Studies | 38.0% | 7.4% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2019 | 46.3% | 9.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2018 | 44.6% | 11.7% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2018-19 | 75.0% | 74.1% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 74.6% | 76.9% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| At/Above Criterion for All | | | | | | | | | | | | | |
| Examinees | | | | | | | | | | | | | |
| 2018-19 | 36.1% | 17.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 37.9% | 22.5% | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 1027 | 943 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 1036 | 960 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2018-19 | 517 | 478 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 521 | 489 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 510 | 464 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 515 | 472 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 20.6 | 18.0 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.6 | 18.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 20.3 | 17.7 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.3 | 17.7 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4 | 17.8 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.6 | 18.1 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| Science | | | | | | | | | | | | | |
| 2018-19 | 20.8 | 18.4 | - | - | - | - | - | - | - | - | n/a | - | n/a |
| 2017-18 | 20.9 | 18.5 | - | - | - | - | - | - | - | - | n/a | - | n/a |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|---------------|----------------|-----------------|
| Advanced Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 44.6% | 53.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 43.4% | 49.1% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 17.8% | 27.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 17.3% | 26.5% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4% | 27.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 20.7% | 24.5% | - | - | - | - | - | - | - | - | - | - | - |
| Science | | | | | | | | | | | | | |
| 2018-19 | 21.7% | 16.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 21.2% | 18.3% | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | | | | | | | | | | | | | |
| 2018-19 | 23.6% | 26.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 22.8% | 24.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | |
| 2017-18 | 53.4% | 58.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 54.6% | 59.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | |
| 2017-18 | 60.7% | 53.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2016-17 | 59.2% | 63.5% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|---|------------------------|---------|----------|-----------|------------------------|---------|----------|-----------|
| | ----- Campus ----- | | | | ----- Campus ----- | | | |
| | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 1,113 | 100.0% | 42,989 | 5,479,173 | 1,113 | 100.0% | 43,028 | 5,493,940 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.2% | 0.5% |
| Pre-Kindergarten | 0 | 0.0% | 8.3% | 4.5% | 0 | 0.0% | 8.3% | 4.5% |
| Kindergarten | 0 | 0.0% | 5.9% | 7.0% | 0 | 0.0% | 5.9% | 7.0% |
| Grade 1 | 0 | 0.0% | 6.5% | 7.1% | 0 | 0.0% | 6.5% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.5% | 7.1% | 0 | 0.0% | 6.4% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 4 | 0 | 0.0% | 6.6% | 7.3% | 0 | 0.0% | 6.6% | 7.3% |
| Grade 5 | 0 | 0.0% | 7.1% | 7.6% | 0 | 0.0% | 7.1% | 7.6% |
| Grade 6 | 374 | 33.6% | 7.0% | 7.7% | 374 | 33.6% | 7.0% | 7.7% |
| Grade 7 | 358 | 32.2% | 6.9% | 7.7% | 358 | 32.2% | 6.9% | 7.7% |
| Grade 8 | 381 | 34.2% | 7.2% | 7.5% | 381 | 34.2% | 7.2% | 7.5% |
| Grade 9 | 0 | 0.0% | 8.5% | 8.2% | 0 | 0.0% | 8.5% | 8.2% |
| Grade 10 | 0 | 0.0% | 8.0% | 7.4% | 0 | 0.0% | 8.0% | 7.4% |
| Grade 11 | 0 | 0.0% | 7.5% | 6.9% | 0 | 0.0% | 7.5% | 6.9% |
| Grade 12 | 0 | 0.0% | 7.2% | 6.4% | 0 | 0.0% | 7.2% | 6.4% |
| Ethnic Distribution: | | | | | | | | |
| African American | 0 | 0.0% | 0.1% | 12.6% | 0 | 0.0% | 0.1% | 12.6% |
| Hispanic | 1,080 | 97.0% | 98.3% | 52.8% | 1,080 | 97.0% | 98.3% | 52.8% |
| White | 32 | 2.9% | 1.3% | 27.0% | 32 | 2.9% | 1.3% | 27.0% |
| American Indian | 0 | 0.0% | 0.0% | 0.4% | 0 | 0.0% | 0.0% | 0.4% |
| Asian | 0 | 0.0% | 0.2% | 4.6% | 0 | 0.0% | 0.2% | 4.6% |
| Pacific Islander | 1 | 0.1% | 0.0% | 0.2% | 1 | 0.1% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.0% | 2.5% | 0 | 0.0% | 0.0% | 2.5% |
| Sex: | | | | | | | | |
| Female | 573 | 51.5% | 49.1% | 48.8% | 573 | 51.5% | 49.1% | 48.8% |
| Male | 540 | 48.5% | 50.9% | 51.2% | 540 | 48.5% | 50.9% | 51.2% |
| Economically Disadvantaged | 967 | 86.9% | 89.5% | 60.3% | 967 | 86.9% | 89.5% | 60.2% |
| Non-Educationally Disadvantaged | 146 | 13.1% | 10.5% | 39.7% | 146 | 13.1% | 10.5% | 39.8% |
| Section 504 Students | 164 | 14.7% | 8.6% | 6.9% | 164 | 14.7% | 8.6% | 6.9% |
| English Learners (EL) | 308 | 27.7% | 36.1% | 20.3% | 308 | 27.7% | 36.1% | 20.3% |
| Students w/ Disciplinary Placements (2018-19) | 3 | 0.3% | 0.9% | 1.5% | | | | |
| Students w/ Dyslexia | 119 | 10.7% | 5.9% | 4.1% | 119 | 10.7% | 5.9% | 4.1% |
| Foster Care | 0 | 0.0% | 0.4% | 0.3% | 0 | 0.0% | 0.4% | 0.3% |
| Homeless | 18 | 1.6% | 3.4% | 1.4% | 18 | 1.6% | 3.4% | 1.4% |
| Immigrant | 4 | 0.4% | 1.1% | 2.3% | 4 | 0.4% | 1.1% | 2.3% |
| Migrant | 20 | 1.8% | 1.4% | 0.3% | 20 | 1.8% | 1.4% | 0.3% |
| Title I | 1,105 | 99.3% | 98.5% | 65.1% | 1,105 | 99.3% | 98.5% | 65.1% |
| Military Connected | 3 | 0.3% | 0.5% | 1.9% | 3 | 0.3% | 0.5% | 1.9% |
| At-Risk | 686 | 61.6% | 67.8% | 50.6% | 686 | 61.6% | 67.7% | 50.5% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| Student Information | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|---|-------------------------------|----------------|-----------------|--------------|-------------------------------|----------------|-----------------|--------------|
| | ----- Campus ----- | | District | State | ----- Campus ----- | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 300 | 27.0% | 35.6% | 20.6% | 300 | 27.0% | 35.6% | 20.6% |
| Career & Technical Education | 240 | 21.6% | 33.0% | 27.6% | | | | |
| Career & Technical Education (9-12 grades only) | 0 | 0.0% | 81.9% | 50.8% | 0 | - | 81.9% | 50.8% |
| Gifted & Talented Education | 156 | 14.0% | 11.6% | 8.1% | 156 | 14.0% | 11.6% | 8.1% |
| Special Education | 135 | 12.1% | 13.3% | 10.5% | 135 | 12.1% | 13.4% | 10.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 135 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 86 | 63.7% | 54.6% | 42.4% | | | | |
| Students with Physical Disabilities | * | * | 11.7% | 21.4% | | | | |
| Students with Autism | ** | ** | 12.1% | 13.8% | | | | |
| Students with Behavioral Disabilities | 35 | 25.9% | 19.4% | 20.8% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 2.2% | 1.5% | | | | |
| Mobility (2018-19): | | | | | | | | |
| Total Mobile Students | 125 | 10.7% | 14.1% | 15.3% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 0 | 0.0% | | | | | | |
| Hispanic | 118 | 10.1% | | | | | | |
| White | 6 | 0.5% | | | | | | |
| American Indian | 0 | 0.0% | | | | | | |
| Asian | 0 | 0.0% | | | | | | |
| Pacific Islander | 1 | 0.1% | | | | | | |
| Two or More Races | 0 | 0.0% | | | | | | |
| Student Attrition (2018-19): | | | | | | | | |
| Total Student Attrition | 61 | 8.3% | | | | | | |

| Student Information | -----Non-Special Education Rates----- | | | -----Special Education Rates----- | | |
|----------------------------|--|-----------------|--------------|--|-----------------|--------------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.2% | 1.6% | - | 3.3% | 5.5% |
| Grade 1 | - | 7.6% | 2.9% | - | 15.7% | 4.9% |
| Grade 2 | - | 4.1% | 1.6% | - | 4.6% | 2.0% |
| Grade 3 | - | 2.9% | 0.9% | - | 2.2% | 0.8% |
| Grade 4 | - | 1.0% | 0.5% | - | 0.6% | 0.4% |
| Grade 5 | - | 0.4% | 0.4% | - | 0.2% | 0.5% |
| Grade 6 | 2.1% | 2.7% | 0.4% | 2.7% | 0.9% | 0.5% |
| Grade 7 | 1.5% | 3.2% | 0.5% | 2.2% | 1.4% | 0.6% |
| Grade 8 | 0.3% | 2.1% | 0.4% | 4.5% | 1.3% | 0.6% |
| Grade 9 | - | 9.1% | 7.8% | - | 19.1% | 13.1% |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| Class Size Information | Campus | District | State |
|--|---------------|-----------------|--------------|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.0 | 19.0 |
| Grade 1 | - | 16.9 | 18.9 |
| Grade 2 | - | 17.9 | 18.8 |
| Grade 3 | - | 22.2 | 19.0 |
| Grade 4 | - | 23.3 | 19.2 |
| Grade 5 | - | 24.1 | 20.9 |
| Grade 6 | 23.4 | 22.9 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 19.9 | 16.3 | 16.4 |
| Foreign Languages | 27.1 | 17.8 | 18.7 |
| Mathematics | 21.7 | 19.5 | 17.8 |
| Science | 22.5 | 19.3 | 18.8 |
| Social Studies | 21.7 | 19.0 | 19.3 |

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,113
Grade Span: 06 - 08
School Type: Middle

| Staff Information | ----- Campus ----- | | District | State |
|---|---------------------------|----------------|-----------------|--------------|
| | Count/Average | Percent | | |
| Total Staff | 93.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 81.7 | 87.7% | 56.7% | 63.7% |
| Teachers | 69.6 | 74.7% | 44.1% | 49.4% |
| Professional Support | 9.6 | 10.3% | 9.7% | 10.2% |
| Campus Administration (School Leadership) | 2.5 | 2.7% | 2.8% | 3.0% |
| Educational Aides: | 11.5 | 12.3% | 11.9% | 10.6% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 1.0 | n/a | 58.0 | 4,373.0 |
| Part-time | 0.0 | n/a | 0.0 | 595.0 |
| Counselors | | | | |
| Full-time | 4.0 | n/a | 155.0 | 12,901.0 |
| Part-time | 1.0 | n/a | 8.0 | 1,103.0 |
| Total Minority Staff: | 86.5 | 92.9% | 94.1% | 51.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 1.4% | 0.2% | 10.8% |
| Hispanic | 62.1 | 89.3% | 89.8% | 28.1% |
| White | 6.5 | 9.3% | 8.4% | 57.7% |
| American Indian | 0.0 | 0.0% | 0.1% | 0.3% |
| Asian | 0.0 | 0.0% | 0.1% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 1.4% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.1% |
| Males | 20.6 | 29.6% | 31.5% | 23.8% |
| Females | 49.0 | 70.4% | 68.5% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.3% | 1.3% |
| Bachelors | 57.3 | 82.4% | 79.4% | 73.4% |
| Masters | 11.2 | 16.1% | 18.9% | 24.5% |
| Doctorate | 1.0 | 1.4% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 2.3% | 7.4% |
| 1-5 Years Experience | 10.0 | 14.4% | 13.3% | 27.9% |
| 6-10 Years Experience | 12.8 | 18.4% | 17.3% | 19.4% |
| 11-20 Years Experience | 24.2 | 34.8% | 40.1% | 29.4% |
| Over 20 Years Experience | 22.6 | 32.5% | 27.1% | 15.9% |
| Number of Students per Teacher | 16.0 | n/a | 15.0 | 15.1 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| Staff Information | Campus | District | State |
|--|---------------|-----------------|--------------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 8.0 | 9.6 | 6.2 |
| Average Years Experience of Principals with District | 8.0 | 9.1 | 5.3 |
| Average Years Experience of Assistant Principals | 4.5 | 9.1 | 5.3 |
| Average Years Experience of Assistant Principals with District | 4.5 | 8.9 | 4.7 |
| Average Years Experience of Teachers: | 16.3 | 15.4 | 11.1 |
| Average Years Experience of Teachers with District: | 15.3 | 14.6 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$50,807 | \$49,868 |
| 1-5 Years Experience | \$53,740 | \$51,636 | \$52,823 |
| 6-10 Years Experience | \$54,941 | \$53,468 | \$55,756 |
| 11-20 Years Experience | \$57,014 | \$58,689 | \$59,308 |
| Over 20 Years Experience | \$66,549 | \$67,128 | \$65,449 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,262 | \$58,957 | \$57,091 |
| Professional Support | \$67,729 | \$73,071 | \$67,352 |
| Campus Administration (School Leadership) | \$95,255 | \$95,913 | \$82,512 |
| Instructional Staff Percent: | n/a | 58.9% | 64.6% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 3,598.0 | 6,309.0 |

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

| Program Information | ----- Campus ----- | | District | State |
|--|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.7 | 1.0% | 2.7% | 6.5% |
| Career & Technical Education | 0.2 | 0.3% | 5.7% | 5.0% |
| Compensatory Education | 0.0 | 0.0% | 0.6% | 2.8% |
| Gifted & Talented Education | 0.8 | 1.2% | 0.4% | 1.9% |
| Regular Education | 58.3 | 83.7% | 78.7% | 70.9% |
| Special Education | 9.6 | 13.7% | 11.7% | 9.3% |
| Other | 0.0 | 0.0% | 0.2% | 3.6% |

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LEGAL)

- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

| | |
|-------------------------------------|--|
| Report Format | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |
| Notice of Report | When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported. |
| Prohibited Conduct | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |
| Investigation of Report | The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. |
| Concluding the Investigation | <p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p> |
| Notice to Parents | If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. |
| District Action | If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances. |
| <i>Discipline</i> | A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. |

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| | The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |
| <i>Corrective Action</i> | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| <i>Transfers</i> | The principal or designee shall refer to FDB for transfer provisions. |
| <i>Counseling</i> | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| Improper Conduct | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| Confidentiality | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
| Appeal | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| Records Retention | Retention of records shall be in accordance with CPC(LOCAL). |
| Access to Policy and Procedures | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |