

# Laredo Independent School District

## Hector J. Garcia Early College High School

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25% Student Progress  
Top 25% Closing Performance Gaps  
Postsecondary Readiness



# Mission Statement

The Hector J. Garcia Early College High School develops a unique learning environment that represents community interests and student's needs. Through the integration of a rigorous and challenging curriculum that emulates college level courses, students will be prepared to be successful in university courses throughout their high school and college years.

1. Students have the opportunity to earn up two years of transferable college credit while in high school.
2. Mastery and competence are rewarded with enrollment in college-level courses and the opportunity to earn two years of college credit for free.
3. The Hector J. Garcia Early College High School provides academic and social support that help students succeed in a challenging course of study throughout their high school years through personalized learning to meet the demands of a rigorous college curriculum with extensive instructional support.
4. The physical and emotional transition between high school and college is minimized by providing a system of support throughout student's high school years with support and assistance in the college application process.

# Vision

The Hector J. Garcia Early College High School at Texas A&M International University believes that all students regardless of their economic and social background can acquire a college degree through a rigorous and challenging curriculum that will prepare them to earn sixty plus university hours while earning a high school diploma.

# **Value Statement**

## **Early College High School**

### **Value Statement**

The Hector J. Garcia Early College High School core values encompasses the school design to provide the opportunity to under represented student groups to earn a high school diploma and accumulate up to two years of university credit hours towards a bachelor's degree through a rigorous, college preparatory curriculum. By compressing the number of years to a college degree, GECHS will increase graduation rates for the targeted student population and improve college bound student rates.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

School Population: 438

#### School Wide

Eco. Dis.:	86%
At-Risk	26%
LEP/ELL:	6%
Spec. Ed.	0.1%
Male:	44%%
Female:	56%%
Hispanic	98.8%
Black	0%
White	9%

### Demographics Strengths

Strengths:	ELA I and II EOC	ALgebra I EOC	Biology EOC	U. S. History EOC
At- Risk	98%/95%	100%	100%	100%

Eco. Dis	98%/95%	100%	100%	100%
Hispanic	96%	100%	100%	100%
ELL/LEP	73%/55%	100%	100%	100%

The number of ELL students have been decreasing by grade level because students are meeting exiting criteria.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The number of males to females must be proportionate to the District percentage. **Root Cause:** The program does not offer any sort of sports or liberal arts classes that could entice more male students to apply.

# Student Academic Achievement

## Student Academic Achievement Summary

Strengths:	ELA I and II EOC	ALgebra I EOC	Biology EOC	U. S. History EOC
At- Risk	98%/95%	100%	100%	100%
Eco. Dis	98%/95%	100%	100%	100%
Hispanic	96%	100%	100%	100%
ELL/LEP	73%/55%	100%	100%	100%

## Student Academic Achievement Strengths

Strengths:	ELA I and II EOC	ALgebra I EOC	Biology EOC	U. S. History EOC
At- Risk	98%/95%	100%	100%	100%
Eco. Dis	98%/95%	100%	100%	100%
Hispanic	96%	100%	100%	100%
ELL/LEP	73%/55%	100%	100%	100%

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** ELL student performance in Eng. I and Eng II EOC dropped from 2016 to 2017 **Root Cause:** ELL students tested pass and are exited therefore the comparison group has been shrinking and percentage weight per student has been increasing.

## **Perceptions**

### **Perceptions Summary**

GECHS practices a culture of shared responsibility. We believe that everyone is responsible for a key role in our system.

### **Perceptions Strengths**

GECHS is a high performing school. Students are challenged daily with a rigorous demanding curriculum. They are expected to perform at the same level as their university courses.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.**




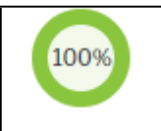
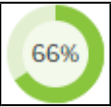
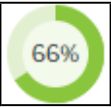





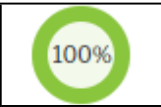
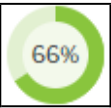
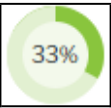
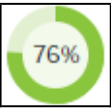

**Performance Objective 1:** Garcia Early College High School will provide an integrated and differentiated curriculum to develop student competencies in specific knowledge and analytical skills needed to meet College Readiness Standards and to increase student achievement in TAPR standards in all areas to reflect ELA at 90%, Math 90%, Social Studies 90% and Science at 90% and will meet federal mandates in all subgroups.

**Evaluation Data Source(s) 1:** TAPR report will show 90% of all students meeting College Readiness and State assessments (ELA and Social Studies) passing standards and 90% of all students meeting College Readiness and State assessments (Math and Science) passing standards. All Federal accountability areas measured will be met at 95%.

**Summative Evaluation 1:** Exceeded Performance Objective

**Next Year's Recommendation 1:** GECHS will continue to exceed state and district expectations at 90% or above.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Garcia Early College High School will develop courses for dual credit based on course sequence and that provide students an opportunity to attain not only a high school diploma but also 42 - 60 SCH for all students (LEP, At-Risk, Eco. Dis., Spe. Ed.) (b, SW1)</p>		The school administrator and the school counselor.	Increase the number of students meeting college Readiness Standards for Post Secondary enrollment by 3% and increase the number of students successfully completing the 42 to 60 SCH at TAMU by 3%.				
Funding Sources: 199 - General Fund: High School Allotment (PIC 31) - 817250.00, 199 - General Fund: Basic Instruction (PIC 11) - 6500.00, 199 - General Fund: Operating (PIC 99) - 2800.00, 263 - LEP Bilingual Program Fund - 17734.00							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Garcia Early College High School will schedule End of Course Academic tutorials on Saturdays, after school, and during summer for all student populations (LEP, At-Risk, Eco. Dis., Spe. Ed.). (b,c,SW8)</p>		The school administrator, school counselor, and master teacher.	Increase in the number of students passing the TSIA components in Reading, writing and math, EOC assessments, and Local assessments.				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 25423.00, 199 - General Fund: Basic Instruction (PIC 11) - 10016.00, 199 - General Fund: Bilingual (PIC 25) - 4660.00							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Garcia Early College High School will conduct departmental focus meetings to discuss CBAs results, TSIA individual student performance, review student progress and plan lessons using Lead Documents accordingly, purchase supplies and materials for all students (LEP, At-Risk, Eco. Dis., Spe. Ed.). (b,SW1)</p>	<p>The school administrator, school counselor and master teacher.</p>	<p>Decrease in the number of students failing courses and an increase in the number of students performing at Level III performance in all EOCs by 5%.</p>				
<p>Funding Sources: 199 - General Fund: Bilingual (PIC 25) - 4000.00, 199 - General Fund: GT (PIC 21) - 725.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Garcia Early College High School will implement and support an ECHS reading initiative creating a reading list from which ECHS students will choose from be accountable for reading during the year to enhance the development and reading comprehension, implementing College Readiness standards for TSI, PSAT/NMSQT reading programs for all students (LEP, At-Risk, Eco. Dis., Spe. Ed.). (b,SW1,SW2, SW3, SW8)</p>	<p>master teacher and District Language Arts Dean.</p>	<p>Increase number of students scoring in the 20 percentile in the PSAT and meeting TSI passing scores by 3% and scoring at level III by 5%.</p>				
<p>Funding Sources: 199 - General Fund: SCE (PIC 30) - 1000.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Garcia Early College High School will provide students opportunities to participate in UIL academic competitions. as a way to reinforce academic skills. (B)</p>	<p>Principal, UIL Campus Coordinator</p>	<p>Hosting a UIL invitational and Competing in at least 5 UIL invitational events prior to our District competition</p>				
<p>Funding Sources: 199 - General Fund: Operating (PIC 99) - 12700.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Garcia Early College High School will promote and increase the number of students that are enrolled in Career and Technical Education courses to help improve labor market outcomes for our high school graduates (LEP, At-Risk, Eco. Dis., Spe. Ed.)</p>	<p>CTE Director, counselor and administration</p>	<p>Increase number of students in the CTE courses that will encourage and promote STEM related studies at university level.</p>				
<p>Funding Sources: 199 - General Fund: CTE (PIC 22) - 4880.00</p>						

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p>7) Garcia Early College High School will provide teachers and students with computer software and equipment to incorporate in their daily instruction and learning.</p>	1.0, 2.0, 9.0	Teachers, Principal, Counselor and master teacher.	Students will perform at grade level in all assessed areas and be TSI ready by end of sophomore year.				
<p>8) Garcia Early College will attain Vector Program to monitor and track students college course completions, TSI readiness, Tracking students after graduation to facilitate TEA with reports that are required in the ECHS blueprint to meet exemplar status.</p>	1.0, 2.0, 8.0, 9.0	Principal, Counselor, and master teacher	Students will complete core area courses in their major of study. They will meet all required assessments such as TSI, ACT, SAT, and STAAR to qualify for college entrance at any Texas university. The program will help in the monitoring of student performance in college entrance exams as well as track students after graduation from high school.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund: SCE (PIC 30) - 1000.00</p>							
<p align="center">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Curriculum, Instruction, and Assessment</b></p>	
<p><b>Problem Statement 1:</b> The GECHS rubric is being redesigned to be transitioned to next year, and fully implemented in 2018-2019</p>	<p><b>Root Cause 1:</b> The process is being evaluated and new changes are being discussed before approval.</p>

**Goal 1:** The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

**Performance Objective 2:** Garcia Early College High School will provide all students with all Highly Qualified teachers in all content areas. Garcia Early College High School teachers' will provide all students with a rigorous curriculum that will ensure that all students earn high school credits in all content areas and that instructional support is provided to all students who are enrolled in dual credit courses at TAMIU.

**Evaluation Data Source(s) 2:** School Data will show that 100% of all students will earn high school credits in all content areas and at least 90% of all students will earn a minimum of 40+ dual credit university hours by the time they graduate.

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** GECHS will provide support classes for science university courses.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Early College High School will schedule students in high school courses that will allow them to meet graduation requirements, prepare them to meet and exceed state mandated assessments and prepare them to meet TSI level scores that will allow them to be enrolled in dual credit courses.</p>		Registrar, counselor and administration.	Increased number of students in Dual enrollment courses and an increase in the number of students meet and exceeding state mandated assessment at the final stage.				
<p>Funding Sources: 199 - General Fund: High School Allotment (PIC 31) - 986500.00, 199 - General Fund: Operating (PIC 99) - 592333.00, 199 - General Fund: Basic Instruction (PIC 11) - 275626.00, 199 - General Fund: CTE (PIC 22) - 98684.00, 211 - ESEA Title I: Improving Basic Program - 63569.00, 199 - General Fund: Special Education (PIC 23) - 6746.00</p>							
<p>  = Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue         </p>							

**Goal 2: The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.**

**Performance Objective 1:** By May 2018, Garcia Early College High School will continue to promote a safe, drug free environment that is conducive to learning, consequently reducing disciplinary and drug referrals by 1% per year, truancy by 2% and will maintain a dropout rate no higher than 1% overall, and will reduce students placed at an AEP by 1% as reported by PEIMS.

**Evaluation Data Source(s) 1:** PEIMS report will show 1% decrease in drug and disciplinary referrals, 2% decrease in truancy, 1% decrease in the number of students placed in AEP, and maintain a dropout rate no higher than 1%.

**Summative Evaluation 1:** Exceeded Performance Objective

**Next Year's Recommendation 1:** GECHS will continue to provide students with a safe drug free environment with a 100% graduation rate.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 3</p> <p>1) Garcia Early College High School will provide guidance counseling to students in need of social and emotional support.</p>		Counselor, teachers and administration.	Increase in the number of group counseling sessions to 4 sessions per semester and individual as needed. Evidence will be documented through session rosters and sign in sheets.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 5 CSF 6</p> <p>2) Garcia Early College High School will implement Red Ribbon Week with presentations from community members. (f,SW4)</p>		Counselor, Parental Liaison, principal	Increase number of students attending and Participating in Drug Awareness activities.				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 500.00						
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b></p> <p>3) Garcia Early College high school will provide transitional and emotional support through a CIS coordinator for all students especially students who are identified as at-risk, economically disadvantaged, and limited English proficient to increase student graduating with 60 college hours, and continue pursuing his/her degree.</p>	6.0, 9.0, 10.0						
	Funding Sources: 199 - General Fund: SCE (PIC 30) - 25000.00						

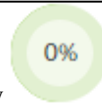




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.**

**Performance Objective 1:** By May 2018, parental involvement and participation will increase by 10% as evidenced in the number of parents participating in parents sessions, parent meetings, and district sponsored parental meetings.

**Evaluation Data Source(s) 1:** One-hundred percent of all parental involvement will be documented by the number of parents participating in scheduled meetings and activities.

**Summative Evaluation 1:** Exceeded Performance Objective

**Next Year's Recommendation 1:** We will continue to increase parental involvement by 10% and continue with monthly parent meeting.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>1) Garcia Early College staff will hold a parent/student orientation scheduled for the month of August for all incoming freshmen and their parents. (e, f, g, SW6)</p>	6.0	Principal, Counselor and Parental Liaison	Parent and student attendance, rosters and letters send home.				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>2) Garcia Early College High School will maintain a "Parent info" link on the campus website to inform parents of incoming events and other pertinent information. (f, SW6)</p>	6.0	Principal, Counselor and Parental Liaison	School Website as tracked through visitor counter.				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Garcia Early College High School will schedule student/parent/teacher nights at least twice a year to inform parents on students' progress and initiatives scheduled for the academic year and report card nights.(f, SW6)</p>		Principal, Counselor and Parental Liaison	Parent Sign in Sheets, school calendar of events for every month, and Announcements send home				
<p>Funding Sources: 211 - ESEA Title I: Improving Basic Program - 500.00</p>							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Garcia Early College High School will increase parents awareness of school functions and information through mail outs, school website, Messenger, and parents meetings presented through counselor, Gear Up and Parental Liaison or principal. (f, SW6)</p>		Principal, Counselor and Parental Liaison	Sign in sheets and logs kept by parental liaison as documentation, and through campus news fliers, and campus bulletin on website.				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Garcia Early College High School will continue partnerships with TAMIU, other Early College High Schools and the community to further increase support in student achievement. (a, SW3)</p>		Principal, Counselor and Parental Liaison	ECHS advisory board meeting meetings and sign in sheets				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 3500.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>6) Garcia Early College High School will increase parent involvement by providing Saturday training and informational sessions.</p>		Principal, Parent Liaison, and counselor	Increase parental participation in the Saturday, During school, and after school meetings. Sign-in sheets will be used.				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - 1750.00							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Goal 4: The school district shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.**









**Performance Objective 1:** By May 2018, Garcia Early College High School will promote a strong health and wellness program for employees and students with 95 % or greater participation.

**Evaluation Data Source(s) 1:** Seventy-five percent of all health and wellness related activities will be documented by the number of staff members and students using the University's Rec. Center and participating in after school well -ness activities.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** GECHS will continue to encourage employee wellness programs.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Garcia Early College high School students will have the opportunity to participate in the running club after school to promote a healthy living lifestyle.</p>		P.E. and Health Coordinator and Principal	Work out logs				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Garcia Early College High School nurse will provide teachers the opportunity to participate and establish an after school exercise class to keep promote a healthy active lifestyle, and she will provide informational presentations during staff meetings about health related topics and issues.(E)</p>		Principal	Nurse Logs				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - 500.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Garcia Early College High School cafeteria program shall follow nutrition guidelines that improve student health and decrease childhood obesity and shall promote the general wellness of all students. (E)</p>		Cafeteria Staff	Cafeteria Menus and cafeteria staff end of the year evaluations				

<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) Garcia Early College High School will allow non-district health providers to provide health screenings and informational meeting for staff and faculty. (E)</p>	Principal and Nurse	screening results				
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>						

**Goal 5: The school district will continue to seek all possible avenues to contain and/or reduce costs of all initiatives in order to best represent the financial interests of the taxpayers. In addition, the school district will effectively manage financial resources, and conduct program evaluations that will support providing quality educational experiences for LISD students.**

**Performance Objective 1:** Garcia Early College High School will maximize revenues by 10%.

**Evaluation Data Source(s) 1:** By August 2018, budget documents will reflect a maximum of revenues of 10%.

**Summative Evaluation 1:**

**Next Year's Recommendation 1:** GECHS will continue to look for ways to maximize fiscal budget.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 1) Early College High School will develop a fiscally prudent budget for the 2017-2018 school year. (a, SW10)		Principal and CEIC	Budget reports				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7 2) Early College High School will monitor and adjust budget to meet the academic demands of the School and its students. (a, SW10)	1.0, 2.0, 9.0	Principal, and CEIC	Budget Reports				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 7 3) Early College High School will apply for grants to further support the regular budget. (g, Sw10)	4.0, 9.0	Principal and Director of Secondary Education	Budget Reports and Grant documentation				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Early College High School will have regular budget meetings and updates to teachers, staff, and parents. (a, g, Sw10)</p>	6.0, 8.0	Principal, Secretary, and CEIC	Budget reports				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Early College High School will work in conjunction with the district's grant writer to actively pursue federal, state, and local funds to supplement district programs. (a, g, SW10)</p>	10.0	Principal	budget reports and grant documentation				

= Accomplished  
 = Continue/Modify  
 = No Progress  
 = Discontinue

**Goal 6: The school district will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.**

**Performance Objective 1:** By May 2018, GARCIA Early College High School will provide staff development opportunities that are geared and focused on student performance objectives in TSI, ACT, and SAT.

**Evaluation Data Source(s) 1:** Professional development agendas and sign-in logs; student results in PSAT, SAT, and ACT; Percentage of students passing all areas of TSI will increase by 25% in each grade level.

**Summative Evaluation 1:**

**Next Year's Recommendation 1:** GECHS will continue looking for opportunities for teacher enrichment on TSI, ACT and SAT

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Students will be given extra class support in the areas of SAT, ACT, and TSI through assigned classes that target and support the specific objectives. Students will be assigned mandatory progress focused classes after school or Saturday.	2.0, 8.0, 9.0	Principal, Counselor, Master teacher	Student performance in ACT, SAT, PSAT, and TSIA will increase by 10%.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							











**Goal 6:** The school district will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.

**Performance Objective 2:** By May 2018, Garcia Early College High School will increase the opportunities for staff development in the area of PSAT, SAT, ACT, and TSI by 10% and maintain a functionally operative staff and faculty.

**Evaluation Data Source(s) 2:** Professional development sign-in logs will note a 10% increase in staff development.

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 2 CSF 3 CSF 7</p> <p>1) Garcia Early College High School staff and principal will be given the opportunities to attend trainings on instructional strategies, technology, differentiated instruction and best practices.</p>		Principal	Staff development, training sign in sheets, and turn around training sessions.				
Funding Sources: 199 - General Fund: Operating (PIC 99) - 2000.00, 211 - ESEA Title I: Improving Basic Program - 2000.00							
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 2 CSF 3 CSF 7</p> <p>2) Garcia Early College High School staff and faculty will meet every week during common planning time to discuss best practices, student work and instructional strategies by instructional area. (b, SW4, SW3, SW9)</p>		Principal, master teacher	Sign in sheets, agendas, and summary of discussions.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 6 CSF 7</p> <p>3) Garcia Early College High School staffing committee will be in charge on the interview and selection process of new hires. (SW5)</p>		Principal	Interview rating sheet following district, state, and federal laws.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 2 CSF 3 CSF 7</p> <p>4) Garcia Early College High School teachers will be provided feedback after observations, walk throughs, and formal evaluations (T-TESS) (c,d, SW4_</p>		Principal	Pre-conference data, walkthroughs, teacher self-report, goal settings, and informal observations.				

<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>          CSF 3 CSF 7</p> <p>5) Garcia Early College High School will provide a mentor/buddy system for incoming teachers. (c, SW4)</p>		Principal, master teacher	Mentor/buddy system to provide effective long range instructional strategies that will support and elevate ECHS performance in all domains of instruction.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 7: The school district will ensure that students and staff are provided with quality support services as well as secure, properly maintained, energy efficient facilities that are conducive to academic achievement.**

**Performance Objective 1:** In Progress (E-Rate Fund 180)

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**Next Year's Recommendation 1:** GECHS will continue with this endeavor.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) In Progress (E-Rate Fund 180)							
Funding Sources: 180 - E-Rate Fund - 169014.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 7:** The school district will ensure that students and staff are provided with quality support services as well as secure, properly maintained, energy efficient facilities that are conducive to academic achievement.

**Performance Objective 2:** The Garcia Early College High School will maintain a clean, fully equipped, functional facility that will maximize students and teachers learning environment.

**Evaluation Data Source(s) 2:** The GECHS will evaluate campus full functionality with cleanliness reports, work flow reports, and overall end of year facilities ratings.

**Summative Evaluation 2:**

**Next Year's Recommendation 2:** GECHS will continue to provide a functional facility to maximize student learning.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) The GECHS will be rated on individual area cleanliness by the district facility department and will maintain and overall campus rating of an 85% or better.</p>		Principal	Work flow campus requests, campus cleanliness reports through facilities department, and staff/student surveys.				

= Accomplished  
 = Continue/Modify  
 = No Progress  
 = Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Garcia Early College High School will develop courses for dual credit based on course sequence and that provide students an opportunity to attain not only a high school diploma but also 42 - 60 SCH for all students (LEP, At-Risk, Eco. Dis., Spe. Ed.) (b, SW1)
1	1	2	Garcia Early College High School will schedule End of Course Academic tutorials on Saturdays, after school, and during summer for all student populations (LEP, At-Risk, Eco. Dis., Spe. Ed.). (b,c,SW8)
1	1	3	Garcia Early College High School will conduct departmental focus meetings to discuss CBAs results, TSIA individual student performance, review student progress and plan lessons using Lead Documents accordingly, purchase supplies and materials for all students (LEP, At-Risk, Eco. Dis., Spe. Ed.). (b,SW1)
1	1	4	Garcia Early College High School will implement and support an ECHS reading initiative creating a reading list from which ECHS students will choose from be accountable for reading during the year to enhance the development and reading comprehension, implementing College Readiness standards for TSI, PSAT/NMSQT reading programs for all students (LEP, At-Risk, Eco. Dis., Spe. Ed.). (b,SW1,SW2, SW3, SW8)
1	1	5	Garcia Early College High School will provide students opportunities to participate in UIL academic competitions. as a way to reinforce academic skills. (B)
1	1	6	Garcia Early College High School will promote and increase the number of students that are enrolled in Career and Technical Education courses to help improve labor market outcomes for our high school graduates (LEP, At-Risk, Eco. Dis., Spe. Ed.)
1	1	7	7) Garcia Early College High School will provide teachers and students with computer software and equipment to incorporate in their daily instruction and learning.
1	2	1	Early College High School will schedule students in high school courses that will allow them to meet graduation requirements, prepare them to meet and exceed state mandated assessments and prepare them to meet TSI level scores that will allow them to be enrolled in dual credit courses.
2	1	1	Garcia Early College High School will provide guidance counseling to students in need of social and emotional support.
2	1	2	Garcia Early College High School will implement Red Ribbon Week with presentations from community members. (f,SW4)
2	1	3	3) Garcia Early College high school will provide transitional and emotional support through a CIS coordinator for all students especially students who are identified as at-risk, economically disadvantaged, and limited English proficient to increase student graduating with 60 college hours, and continue pursuing his/her degree.
3	1	1	Garcia Early College staff will hold a parent/student orientation scheduled for the month of August for all incoming freshmen and their parents. (e, f, g, SW6)

Goal	Objective	Strategy	Description
3	1	2	Garcia Early College High School will maintain a "Parent info" link on the campus website to inform parents of incoming events and other pertinent information. (f, SW6)
3	1	3	Garcia Early College High School will schedule student/parent/teacher nights at least twice a year to inform parents on students' progress and initiatives scheduled for the academic year and report card nights.(f, SW6)
3	1	4	Garcia Early College High School will increase parents awareness of school functions and information through mail outs, school website, Messenger, and parents meetings presented through counselor, Gear Up and Parental Liaison or principal. (f, SW6)
3	1	5	Garcia Early College High School will continue partnerships with TAMIU, other Early College High Schools and the community to further increase support in student achievement. (a, SW3)
5	1	1	Early College High School will develop a fiscally prudent budget for the 2017-2018 school year. (a, SW10)
5	1	2	Early College High School will monitor and adjust budget to meet the academic demands of the School and its students. (a, SW10)
5	1	3	Early College High School will apply for grants to further support the regular budget. (g, Sw10)
5	1	4	Early College High School will have regular budget meetings and updates to teachers, staff, and parents. (a, g, Sw10)
5	1	5	Early College High School will work in conjunction with the district's grant writer to actively pursue federal, state, and local funds to supplement district programs. (a, g, SW10)
6	1	1	Students will be given extra class support in the areas of SAT, ACT, and TSI through assigned classes that target and support the specific objectives. Students will be assigned mandatory progress focused classes after school or Saturday.
6	2	1	Garcia Early College High School staff and principal will be given the opportunities to attend trainings on instructional strategies, technology, differentiated instruction and best practices.
6	2	2	Garcia Early College High School staff and faculty will meet every week during common planning time to discuss best practices, student work and instructional strategies by instructional area. (b, SW4, SW3, SW9)
6	2	3	Garcia Early College High School staffing committee will be in charge on the interview and selection process of new hires. (SW5)
6	2	4	Garcia Early College High School teachers will be provided feedback after observations, walk throughs, and formal evaluations (T-TESS) (c,d, SW4_
6	2	5	Garcia Early College High School will provide a mentor/buddy system for incoming teachers. (c, SW4)

# State Compensatory

## Budget for Hector J. Garcia Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-20-008-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20,000.00
<b>6100 Subtotal:</b>		<b>\$20,000.00</b>
<b>6300 Supplies and Services</b>		
199-11-6329-00-008-8-30-000	6329 Reading Materials	\$3,000.00
199-11-6399-00-008-8-30-000	6399 General Supplies	\$10,423.00
<b>6300 Subtotal:</b>		<b>\$13,423.00</b>
<b>6400 Other Operating Costs</b>		
188-32-6499-99-008-8-30-000	6499 Miscellaneous Operating Costs	\$18,000.00
<b>6400 Subtotal:</b>		<b>\$18,000.00</b>

# Title I Components

## Schoolwide Program Plan

### Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**



## Title I Component Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bonugli, Kerry	Technology Trainer	Title I	.4
Sanchez, Cecilia	Parental Involvement Liaison	Title I	1

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Israel Castilla	Principal
Classroom Teacher	Karla Ramirez	Curriculum Committee
Paraprofessional	Alicela Cedillo	None professional
Non-classroom Professional	Yolanda Cena	Staffing Patterns
Parent	Jeannette Vazquez-Martinez	Parent
Community Representative	Alejandro Martinez	TAMIU Representative
Classroom Teacher	Lydia Mendive	Staff Development
Classroom Teacher	Sara Villanueva	Organization
Classroom Teacher	Ronnie Obregon	Planning
Non-classroom Professional	Juan Romeo Palacios	Facilities
Classroom Teacher	Hilaria Waldo-Reyes	Budget
Paraprofessional	Cecilia Sanchez	Parent Liaison
Community Representative	Linda Flores	Community Member

# Campus Funding Summary

<b>180 - E-Rate Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	1	E-Rate Wiring	180-81-6626-00-008-7-99-E13	\$169,014.00
<b>Sub-Total</b>					\$169,014.00
<b>199 - General Fund: Basic Instruction (PIC 11)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Graduation items	199-11-6499-99-008-7-11-000	\$6,500.00
1	1	2	Transportation	199-11-6494-00-008-7-11-000	\$8,016.00
1	1	2	basic instruction for supplies and materials	199-11-6399-00-008-8-11-000	\$2,000.00
1	2	1	Payroll		\$262,267.00
1	2	1	Copier Rental	199-11-6264-00-008-7-11-000	\$9,599.00
1	2	1	Teachers Instructional Supplies	199-11-6399-99-008-7-11-INS	\$3,760.00
2	1	2	Incentives	199-11-6499-44-008-8-11-000	\$500.00
3	1	5	Awards Ceremonies, student of the month, superintendent's advisory, graduation breakfast	199-11-6499-00-008-8-11-000	\$3,500.00
<b>Sub-Total</b>					\$296,142.00
<b>199 - General Fund: Operating (PIC 99)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Extra duty for office staff	199-23-6121-00-008-7-99-000	\$800.00
1	1	1	Supplies Everyday operations	199-23-6399-00-008-7-99-000	\$2,000.00
1	1	5	Travel and Registration fees	199-36-6412-00-008-7-99-000	\$8,000.00
1	1	5	Teacher Travel	199-36-6411-00-008-7-99-000	\$200.00
1	1	5	State Dues	199-36-6495-00-008-7-99-000	\$1,700.00
1	1	5	Supplies and materials to prepare for competition	199-36-6399-00-008-7-99-000	\$1,000.00
1	1	5	transportation to UIL events	199-36-6494-00-008-7-99-000	\$1,000.00
1	1	5	Trophies, plaques and awards for UIL invitational	199-36-6499-44-008-7-99-000	\$800.00

1	2	1	payroll		\$498,135.00
1	2	1	Contractual Services - Dust Mop, Telephone Sanitation, Water, Electricity	199-51-6249-99-008-7-99-000	\$87,398.00
1	2	1	Janitorial Supplies	199-51-6317-99-008-7-99-000	\$6,800.00
6	2	1	Travel	199-23-6411-00-008-7-99-000	\$2,000.00
<b>Sub-Total</b>					\$609,833.00
<b>199 - General Fund: Special Education (PIC 23)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	payroll for social worker	199-32-6119-00-008-7-23-000	\$6,746.00
<b>Sub-Total</b>					\$6,746.00
<b>199 - General Fund: Bilingual (PIC 25)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	General Supplies for bilingual students	199-11-6399-00-008-8-25-000	\$4,660.00
1	1	3	Supplies and Materials to use with LEP, MI and M2	199-11-6399-00-008-7-25-000	\$4,000.00
<b>Sub-Total</b>					\$8,660.00
<b>199 - General Fund: CTE (PIC 22)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Supplies and Materials	199-11-6399-00-008-7-22-000	\$4,880.00
1	2	1	payroll		\$98,684.00
<b>Sub-Total</b>					\$103,564.00
<b>199 - General Fund: GT (PIC 21)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	General supplies for GT students	199-11-6399-00-008-8-21-000	\$725.00
<b>Sub-Total</b>					\$725.00
<b>199 - General Fund: High School Allotment (PIC 31)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Tuition and College Advisement.	199-11-6223-00-008-7-31-000	\$682,590.00
1	1	1	Books	199-11-6321-00-008-7-31-000	\$75,000.00

1	1	1	Extra Duty Pay	199-11-6119-20-008-7-31-000	\$3,000.00
1	1	1	Testing materials TSI requirements	199-11-6339-00-008-7-31-000	\$10,000.00
1	1	1	Supplies and materials	199-11-6399-00-008-7-31-000	\$7,000.00
1	1	1	Access codes for TAMIU courses	199-11-6249-00-008-7-31-000	\$39,660.00
1	2	1	payroll		\$986,500.00
<b>Sub-Total</b>					\$1,803,750.00

**199 - General Fund: SCE (PIC 30)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay	199-11-6119-20-008-7-30-000	\$20,000.00
1	1	2	supplies and materials to supplemental instruction	199-11-6399-00-008-8-30-000	\$5,423.00
1	1	4	Reading Materials	199-11-6329-00-008-8-30-000	\$1,000.00
1	1	8	VECTOR monitoring program for ECHS		\$1,000.00
2	1	3	Communities in School Coordinator	199-32-6499-99-008-8-30-CIS	\$25,000.00
<b>Sub-Total</b>					\$52,423.00

**211 - ESEA Title I: Improving Basic Program**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Payroll		\$62,958.00
1	2	1	general supplies	211-6399-008-8-30-000	\$611.00
3	1	3	misc. operating costs		\$500.00
3	1	6	Reading material, Instructional books and other material		\$1,750.00
4	1	2	nurse supplies	211-33-6399-008-8-30-000	\$500.00
6	2	1	Educational Service Center- Contracted Service		\$1,500.00
6	2	1	Travel-Counselor	211-31-6411-008-7-30-000	\$500.00
<b>Sub-Total</b>					\$68,319.00

**263 - LEP Bilingual Program Fund**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll		\$17,734.00
<b>Sub-Total</b>					\$17,734.00

<b>Grand Total</b>	\$3,136,910.00
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