

**Laredo Independent School District**  
**Hector J. Garcia Early College High School**  
**2019-2020 Goals/Performance Objectives/Strategies**

**Accountability Rating: A**



# 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 to 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 helps 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 60+ 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 encompass a school design that provides an opportunity for 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.

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# Goals


## Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 1:** By the end of the 2019-2020 school year all GECHS students and Subgroups, such as English Language Learner and Special Education students, will be at 85% or above meets standard level in all EOC assessment with the additional support of targeted tutorials (Remediation)

**Evaluation Data Source(s) 1:** TAPR  
School Report Card

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Targeted Instruction and Tutorials - Based on language specific instructional strategies, and data gathered during instruction and different assessments (local and EOC), we will design targeted interventions to serve our EL population	2.4, 2.5, 2.6	Principal Master Teacher Core Area Teachers	All of our EL students will not be lower than at the "Meets Grade Level" performance standard in EOC assessments.				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p> <p><b>Funding Sources:</b> 199 - General Fund: SCE (PIC 30) - 9000.00, 199 - General Fund: Basic Instruction (PIC 11) - 232979.00, 199 - General Fund: Bilingual (PIC 25) - 4318.00, 199 - General Fund: Operating (PIC 99) - 517034.00, 211 - ESEA Title I: Improving Basic Program - 23054.00, 263 - LEP Bilingual Program Fund - 18744.00</p>							
							

### Performance Objective 1 Problem Statements:

## Student Academic Achievement

**Problem Statement 2:** Not all EL students are performing at the "Meets Grade Level" on the EOC assessments. **Root Cause 2:** Lack of English language understanding, mainly in academics area.

**Goal 1:** Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.


**Performance Objective 2:** During the 2019-2020 school year, GECHS will continue to offer the TSI intervention class and provide intensive after school/Saturday tutorial sessions before students take TSI assessment. Objective is to have 40% of Freshmen, 75% of Sophomores, 95% of Juniors, and 95% of Seniors TSI ready by the end of the 2019-2020 School year.

**Evaluation Data Source(s) 2:** Tutorial Sign-ins

- TSI assessment reports
- Internal TSI Tracking tool
- TSI Student Invitations

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Targeted Instruction and Tutorials - Using previous performance scores and the results of the diagnosis test, TSI intervention teachers will design instruction and tutorials that will address students' weaknesses and provide test taking strategies to achieve the number of TSI ready students by grade level supporting their efforts with the Cambridge Preparation Guide.	2.5, 2.6	Principal Master Teacher Designated TSI Intervention Teachers.	Increase the level of TSI success to increase the level of TSI ready students in all grades.				
<p><b>Problem Statements:</b> Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 199 - General Fund: SCE (PIC 30) - 8000.00, 199 - General Fund: Basic Instruction (PIC 11) - 1000.00, 199 - General Fund: High School Allotment (PIC 31) - 3000.00</p>							
							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> TSI Math and Reading assessments continue to be a challenge for our students. <b>Root Cause 1:</b> Our students failing the Math and reading TSI assessments are not responding to the diagnostic questions to the best of their abilities, making it difficult to establish an accurate intervention plan for them .</p>



**Goal 1:** Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 3:** During the 2019-2020 School Year, GECHS will work to help students improve their SAT & ACT scores from 1028 to 1150, and 18.7 to 21 respectively by preparing teachers on SAT & ACT content and test requirements/strategies.

**Evaluation Data Source(s) 3:** Staff Development Sessions for teachers  
College Board Results Report and ACT

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Prep. Sessions - Students that are eligible to take the SAT/ACT Test will be afforded the opportunity to attend two sessions prior to taking their SAT/ACT exams while using the Cambridge Preparation Guide.	2.4, 2.5, 2.5, 2.6, 2.6	Principal, Counselor, Master Teacher, Prep. Teacher	Students will increase their average score in the respective tests.				
<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - General Fund: SCE (PIC 30) - 3000.00							

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 3:</b> Students performing at top levels when it comes to different assessments (SAT, ACT, "Masters Grade Level" in EOC). <b>Root Cause 3:</b> Lack of enrichment opportunities to extend academic knowledge beyond the regular classroom instruction.


**Goal 1:** Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 4:** By the end of the 2019-2020 school year, GECHS will maintain overall Student Achievement (Domain I) at 98%, and increase Academic Students Growth from 84% to 90% in Domain 2.

**Evaluation Data Source(s) 4:** TAPR Reports -STAAR/EOC

**Summative Evaluation 4:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Instructional Strategies PLC and Tutoring Sessions - Improve classroom instruction by developing a consistent PLC model where data is used to adjust instruction in the classroom, while designing prescriptive tutorials for our students (remediation and enrichment).	2.4, 2.5, 2.6	Principal Master Teacher Core Area Teachers	Improvement in Student Achievement (Domain 1) and Student Progress (Domain 2).				
<p><b>Problem Statements:</b> Student Academic Achievement 3</p> <p><b>Funding Sources:</b> 199 - General Fund: SCE (PIC 30) - 5000.00, 199 - General Fund: Basic Instruction (PIC 11) - 2000.00, 199 - General Fund: GT (PIC 21) - 1272.00, 199 - General Fund: CTE (PIC 22) - 159427.00, 199 - General Fund: Bilingual (PIC 25) - 5000.00, 199 - General Fund: Operating (PIC 99) - 2000.00, 199 - General Fund: Special Education (PIC 23) - 7064.00</p>							
							

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 3:</b> Students performing at top levels when it comes to different assessments (SAT, ACT, "Masters Grade Level" in EOC). <b>Root Cause 3:</b> Lack of enrichment opportunities to extend academic knowledge beyond the regular classroom instruction.</p>

**Goal 1:** Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 5:** During the 2019-2020 school year, GECHS students will achieve Master Level on EOC tested areas by the following percentages: ELA I/ ELA II from 15% to 20%, Alg I from 73% to 75%, U.S. History from 68% to 73%, Biology from 53% to 58%. Support will be provided through after school tutorials (1 per week) and 1 Super Saturday a month.

**Evaluation Data Source(s) 5:** Local Campus Based Assessments Report

District's CBA's and Benchmark Reports


TAPR Report

Tutorials Sign-Ins and Instructional Materials

PLCs

**Summative Evaluation 5:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Enrichment Tutorials - GECHS will offer at least 1 enrichment tutorial per week and 1 Super Saturday per month in order using "Sirius" academic resources and data to identify and grow the students that can meet or grow to meet "Master Grade Level" in EOC assessments.	2.5, 2.6	Principal Master Teacher Secretary to the Principal	Increase the percentage of students that meet the "Masters Grade Level" of achievement in all EOC assessments.				
<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 199 - General Fund: SCE (PIC 30) - 4134.00, 211 - ESEA Title I: Improving Basic Program - 1162.00							
							

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 3:</b> Students performing at top levels when it comes to different assessments (SAT, ACT, "Masters Grade Level" in EOC). <b>Root Cause 3:</b> Lack of enrichment opportunities to extend academic knowledge beyond the regular classroom instruction.

**Goal 1:** Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 6:** During the 2019-2020 school year, GECHS counselors will guide individual students to help them align courses with their career pathway. This allows the alignment of the TEA endorsements and the degrees offered by our Institution of Higher Education (IHE) partner (TAMIU) while observing the academic planning guide of our district and keep our graduation rate at 100%.

**Evaluation Data Source(s) 6:** Pathway development documents  
 Academic Planning Guide  
 TEA approved endorsements  
 TAMIU Catalog

**Summative Evaluation 6:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Development of career pathways - In order to comply with TEA's Early College Blueprint expectation of students graduating with 60 college hours and align endorsements with the degrees offered by our IHE partner (TAMIU) to maintain our graduation rate of 100%.	2.5, 2.6	Principal Counselor	Compliance with ECHS blueprint and more efficient use of monetary resources in relation to student benefit.				
<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 199 - General Fund: High School Allotment (PIC 31) - 2098811.00, 211 - ESEA Title I: Improving Basic Program - 300.00							

**Performance Objective 6 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Develop clear academic pathways in order to comply with ECHS blueprint requirements and have students surpass the target of 60 hours of university credits <b>Root Cause 1:</b> Lack of defined and clear academic pathways that are aligned with our IHE partner's degree offerings.

## Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 1:** During the 2019-2020 school year, GECHS will provide a comprehensive support program while working with our IHE partner (TAMIU) to help our students acquire better emotional tools to cope with the challenge of being a university student right after they graduate from middle school and continue striving for success during their high school career at GECHS.

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

Withdrawals report


College Support Teachers

Counseling Support

Cohort beginning and ending numbers (4 Years)

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Development of Personal Leadership Program - A comprehensive strategy to assist students grow their emotional intelligence and leadership skills to be successful in their academic and professional careers.	2.4, 2.5, 2.5, 2.6, 2.6	Principal Counselors	Decrease the number of students that abandon our ECHS program, development of school identity, and increase academic performance in high school and university courses				
<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 199 - General Fund: Basic Instruction (PIC 11) - 4500.00							
							

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Develop a support program that gives a students better emotional tools to cope with the challenge of being a university student right after they graduate from middle school. <b>Root Cause 2:</b> Our efforts have been focused on academic performance more than in helping student develop the needed emotional intelligence to develop personal leadership that will help them for the rest of their life.

**Goal 2:** Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 2:** During the 2019-2020 school year, GECHS will work to implement a PBIS plan to promote good character, drug free environment, and maintain low disciplinary incidents. Also increase attendance to 98.7% from 98.6%, and reduce academic failure to less 2%.

**Evaluation Data Source(s) 2:** Discipline Reports  
TAPR

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) PBIS Plan - GECHS will work to develop a PBIS intervention plan in order to promote good choices among students and avoid placements AEC that includes an incentive program that rewards good academic performance, attendance, and behavior at school.	2.5, 3.1	Principal Counselors CIS Designee Parent Liaison	Increased academic and better behavioral choices while developing a strong sense of school identity and community leadership.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1, 2 <b>Funding Sources:</b> 199 - General Fund: Basic Instruction (PIC 11) - 1500.00							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Develop a support program that gives a students better emotional tools to cope with the challenge of being a university student right after they graduate from middle school. <b>Root Cause 2:</b> Our efforts have been focused on academic performance more than in helping student develop the needed emotional intelligence to develop personal leadership that will help them for the rest of their life.
Perceptions
<b>Problem Statement 1:</b> Our school still is not recognized as a developer of young leaders that can make a difference. <b>Root Cause 1:</b> Lack of promotion of our school and students in our community.
<b>Problem Statement 2:</b> Students do not have a strong sense of school identity. <b>Root Cause 2:</b> Students come from different middle schools and we do not have an identity development program.

### Goal 3: Laredo ISD develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

**Performance Objective 1:** By the end of the 2019-2020, GECHS in conjunction with C.I.S will conduct a minimum of 6 recruitment sessions during the year to increase the number of at-risk students applying to our institution in order to reduce the gap of the at-risk students enrollment between the district and GECHS and be in compliance with Benchmark 1 of TEA's Early College High School Blue Print.

**Evaluation Data Source(s) 1:** Sessions Sign-In and Agenda  
Skyward's At-Risk Report

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Open House Recruitment to increase the number of At-Risk students applying to GECHS by showcasing our school and its mission directly to parents and students to comply with Benchmark 1 of the ECHS blueprint.	2.6, 3.1, 3.2	Principal Counselors CIS Designee Parent Liaison Club Sponsors	Increased number of At-Risk students applying to our school.				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 - ESEA Title I: Improving Basic Program - 750.00, 199 - General Fund: SCE (PIC 30) - 25000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Our At Risk numbers in 9th grade, in comparison with the district's At-Risk numbers, have a difference bigger than the one required by the ECHS blueprint (more than 20%). <b>Root Cause 1:</b> Not enough At Risk students are applying to come to our campus because they do not think they are going to be successful here.

**Goal 3:** Laredo ISD develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

**Performance Objective 2:** During the 2019-2020 school year, GECHS will have at least two meetings with our SBDM committee to discuss and present school performance and improvement plan.


**Evaluation Data Source(s) 2:** Sign-Ins

Agendas

Meetings Minutes

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Informative Meetings - To increase the understanding and align collaboration efforts between our education and non-education committee members.	3.1, 3.2	Principal Counselors Master Teacher Teachers Parents Business Community Members Administrative Personnel	Increased understanding of the mission, vision and duties of our SBDM committee to ensure a relevant school CIP.				
<b>Problem Statements:</b> School Processes & Programs 3							
							

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Not enough functional committees to identify GECHS needs in an efficient and timely manner. <b>Root Cause 3:</b> Lack of organizational planning



**Goal 3:** Laredo ISD develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

**Performance Objective 3:** Garcia ECHS Parent Liaison will work with teachers, counselors, staff, and administration to connect the home and school in a positive, respectful, and welcoming manner. Parent Liaison will facilitate and coordinates parent involvement activities on campus.

**Evaluation Data Source(s) 3:** Number of parent volunteers

Sign-in sheets for campus parent activities

Calendar of events for parents

**Summative Evaluation 3:**






## Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 1:** During the 2019-2020 school year, GECHS will promote a positive organizational culture that values customer service and the use of technology throughout the delivery of 1 monthly staff development for teachers and training for support personnel.

**Evaluation Data Source(s) 1:** Monthly technology training agendas and sign-ins (Teachers and Support Personnel)  
Campus staff development agendas and sign-ins

### Summative Evaluation 1:

#### High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Targeted Training - In order to increase the use of technology among teachers , administrative support personnel, and administration to facilitate their respective professional duties and also implement effective customer service when dealing with parents, community members, and any person that needs to be serviced by our school's administration, teachers, and administrative support personnel.		Principal Secretary to the Principal	Increased use of technology resources provided by the district, increased professional productivity (efficiency and effectiveness) and decrease number of possible complains from the people that our personnel interacts with.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5  <b>Funding Sources:</b> 211 - ESEA Title I: Improving Basic Program - 2000.00, 199 - General Fund: Operating (PIC 99) - 1000.00</p>							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 4:</b> Low use of technology for professional duties. <b>Root Cause 4:</b> No technology usage plan. Lack of technology training for administrative support personnel.
<b>Problem Statement 5:</b> Quality of Customer Service (Internal and External) <b>Root Cause 5:</b> Lack of Customer Service training.

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 2:** During the 2019-2020 school year, GECHS will continue to use all budgetary resources in a responsible financial way to support and achieve positive student and employee performance outcomes while complying with the district's timelines to develop a Campus Improvement Plan.

**Evaluation Data Source(s) 2:** Financial Reports  
Campus Needs Assessment Report  
Campus Improvement Plan creation and monitoring

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Financial Reports Review Meetings - In order to set timelines to delineate timely expenditures, identify new financial needs on time, reduce financial inefficiency.		Principal Secretary to The Principal UIL Coordinator Master Teacher Book Keeper	Increased financial efficiency and effectiveness				
<b>Problem Statements:</b> School Processes & Programs 3 <b>Funding Sources:</b> 199 - General Fund: Operating (PIC 99) - 109482.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Not enough functional committees to identify GECHS needs in an efficient and timely manner. <b>Root Cause 3:</b> Lack of organizational planning

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 3:** During the 2019-2020 school year, GECHS, teachers, counselors, CIS coordinator will work with school clubs and community agencies to increase student engagement in school and community projects and events, while helping our students develop a sense of identity and belonging (Phoenix Spirit) creating at least 1 campus wide community project.

**Evaluation Data Source(s) 3:** Membership reports  
Community agencies recognitions

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) School organizations will work with community agencies to provide our students with extracurricular opportunities to develop their leadership skills, help in the community and promote GECHS as a community partner.	2.5, 2.5, 3.1	Principal Counselors CIS Designee Parent Liaison Student Council Sponsor NHS Sponsor Spanish NHS Sponsor New Student Organization (Interact) Sponsor Club Sponsors	Provide more diverse opportunities for all of our students to develop leadership skills and be involved in the community, while establishing GECHS as a community partner.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 199 - General Fund: Operating (PIC 99) - 17916.00							

**Performance Objective 3 Problem Statements:**

## Perceptions

**Problem Statement 1:** Our school still is not recognized as a developer of young leaders that can make a difference. **Root Cause 1:** Lack of promotion of our school and students in our community.