

# GARZA INDEPENDENCE H S

## Gonzalo Garza High School Campus Improvement Plan 2021/2022

*A top-tier public school where unique students thrive.*



**GARZA INDEPENDENCE  
HIGH SCHOOL**  
**AUSTIN** Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

### **Campus Mission**

Garza High School provides a personalized, authentic learning experience where students are encouraged to pursue academic excellence, with intellectual curiosity. This is accomplished through a climate of respect and integrity that prepares students to positively contribute within their present and future communities. This statement is reinforced by the Garza Code of Honor: All members of the Garza HS community are to demonstrate personal honor and integrity at all times, choose peace over conflict, and respect ourselves and others.

### **Campus Values**

Garza Code of Honor:

All members of the Garza HS community are to demonstrate personal honor and integrity at all times, choose peace over conflict, and respect ourselves and others.

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

### **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at [www.austinisd.org/schools](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

**Instructions for Campuses**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

# GARZA INDEPENDENCE H S

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All)	Principal	Sep 30th		<p>Criteria: The Whole Child, Every Child committee will comprise of 1 administrator, two staff members, and representatives of each Advisory class at Garza HS. Staff membership will be selected by Aug 30th and student membership will be finalized by Sep 30th. End of year evaluation will include: activity offerings; campus student wellness team roster; student participant count.</p> <p>09/03/21 - On Track 08/31/21 - On Track</p>
2. Add Whole Child, Every Child permanent agenda item for faculty meeting and PLCs to discuss current/continuous activities. (Target Group: All)	Principal	Sep 30th		<p>Criteria: End of semester review for calendar entries, agenda, and meeting minutes.</p> <p>09/03/21 - On Track 08/31/21 - Significant Progress</p>
3. Garza SEC (Student Equity Council) is a club offered to students to participate and focus on all areas supporting Whole Child by providing activities and information.  Setup the club meeting schedule and activities for SY 2021-2022. (Target Group: All)	Teachers	August 30th		<p>Criteria: In club attendance and planned activities. Ex. Pride week, etc...</p> <p>09/03/21 - Significant Progress 08/31/21 - Significant Progress 08/31/21 - On Track</p>

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Engage your campus community in No Place for Hate activities annually. Garza HS activities include Mix-It-Up Day in Fall and Spring, Pride Week, and etc...</p> <p>To qualify as a No Place for Hate campus three activities must be completed prior to April 2022. (Target Group: All)</p>	Principal	April 2022		<p>Criteria: To qualify as a No Place for Hate campus three activities must be completed prior to April 2022.</p> <p>09/03/21 - Significant Progress</p>
<p>2. Organize and incorporate student agency in campus systems and structures. Campus will organize Ujamaa (Advisory) classes to select Principal Student Advisory Council (PSAC) members. Ujamaas will be held weekly on Wednesdays. PSAC will be held monthly. PSAC students take the role of decision maker and participate in community involvement and also designers of how the campus environment should look. (Target Group: All)</p>	Committee, Principal, Teachers	ongoing/weekly		<p>Criteria: Scheduled meeting on Garza015 school calendar for Ujamaa and PSAC meetings. Students and staff complete a reflections survey in April 2022 to determine the goals mets and experiences.</p> <p>09/03/21 - On Track</p>
<p>3. Implement "Peace Areas" throughout the campus. Examples of "Peace Areas" and "Peace Activities" on Garza HS campus: Restorative Circles, Staff CIS group, Meditation Garden, Mindfulness with Maragwa, Ukulele Music Therapy, and Drum Circles. (Target Group: All)</p>	CIS, Committee, Counselor, Staff Wellness Champion, Students, Teachers	Aug 30th/ongoing		<p>Criteria: Activities are schedule on the Garza015 school calendar and advertised daily/ weekly during announcements and flyers distributed by August 30th.</p> <p>09/03/21 - Some Progress</p>

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**Objective 3.** (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Establish a Child Study Team (at Garza HS it is called Student Support Services) that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. (Note: The Child Study Team meets regularly (weekly - Thursday 02:00PM - 05:00 PM in the Garza HS Cafeteria) to provide and track interventions for students with academic and social-emotional needs. (Target Group: All)</p>	Principal	Start meetings 19-Aug-21		<p>Criteria: Schedule meeting dates and times on the Microsoft Office Garza015 calendar then invite all members by Aug-19-2021. Collect weekly agenda and action items. Goal is to have 10% more staff members submit referrals to the Committee for discussion.</p> <p>09/03/21 - On Track 08/31/21 - On Track</p>
<p>2. Regularly solicit feedback from principal at community engagement meetings (at Garza HS this is called Garza Gulps) to monitor impact and effectiveness of the Garza HS program and parent/student needs. This is scheduled monthly the 1st Tuesday of each month. (Target Group: All)</p>	Principal	Start Sept 07th & ongoing		<p>Criteria: Events are scheduled on the Microsoft Office Garza015 calendar. Family attendance at meetings. Agenda items and items to follow up. Goal for SY 2021-2022 is the increase family attendance by 5% by May 2022.</p> <p>09/03/21 - On Track 08/31/21 - Significant Progress</p>
<p>3. The Garza HS Agriculture department does "Garza Beatification - Work Days". First event was Saturday 29-Aug-2021 partnership with Austin Watershed, Univ of Texas &amp; Austin, and Concordia Univ. Other events are being planned and coordinated with Austin Watershed, Univ of Texas &amp; Austin, and Concordia Univ, and other community partners. (Target Group: All)</p>	Teachers	ongoing		<p>Criteria: Student, staff, community attendance sing-in sheet for community service hours.</p> <p>09/03/21 - Significant Progress</p>

# GARZA INDEPENDENCE H S

**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) Insert SMART Goal here re: daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. English Language Arts department: Incorporate one Project Based Learning (PBL) unit of instruction into every half credit of ELA 1 through 4. Total of 8 units. (Target Group: All) (Strategic Priorities: 2)</p>	<p>ELA Department Head</p>	<p>50% complete March 2022</p>		<p>Criteria: Lesson plans (online) have one unit of PBL for half credit in ELA 1 through 4. by May 2022.  08/31/21 - Some Progress</p>
<p>2. Social Studies department: Our goal is to rewrite the first 1/2 of US History part B (Spring curriculum). It is one of the slowest courses for Garza HS students to move through. We want to allow students who have fallen behind during the pandemic to access the required TEKS and rigor of the course while also being able to move through the material at a quicker pace.  We are improving the course by adding visual scaffolding to every lesson, increasing rigor by having students analyze primary sources in most lessons, and improving the clarity of instructions so students can work independently with less facilitator assistance. (Target Group: All) (Strategic Priorities: 2)</p>	<p>Department Chairs</p>	<p>December 2021</p>		<p>Criteria: Two units have been revised and teachers see an increase in academic progress. Evaluate in December 2021 the completion of revisions and use the Garza HS Pacing guide to verify Academic progress.  08/31/21 - Some Progress</p>
<p>3. Science Department: Update the physics curriculum to the new TEKS published by TEA. Revise curriculum to make it more inclusive and equitable to all students.  A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): 1) Highlight POC/Women/LBGTQ+ within each unit of the curriculum By 11/19/2021 2) Provide student choice in delivery of</p>	<p>Department Chairs</p>	<p>May 2022</p>		<p>Criteria: Students in Physics class are researching and discussing Physicists that are POC/Women/LBGTQ+. These groups are extremely marginalized and not usually part of the Physics community. Students want to share what they have learned in the class and are willing to teach other. Students ask probing questions about the Physics Curriculum (ex.</p>

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**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) Insert SMART Goal here re: daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
material (videos vs. readings, etc) By 5/27/22 3) Provide students with substantial examples of problems (step-by-step instructions), access to free resources for remediation and more in-depth information of the topic By 5/27/22 4) Where applicable allow students to use different methods of displaying mastery of the topic (presentation, research project, poster, 'How-to-pages'.) By 5/27/22 (Target Group: All) (Strategic Priorities: 2)				How, why, etc).  08/31/21 - Some Progress



# GARZA INDEPENDENCE H S

**Goal 3.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from \_\_\_\_ to \_\_\_\_ by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every family will be called and emailed during the first week of school. (Target Group: All)	Administrative Assistant, Advisory Teachers, Attendance Clerk, Nurse, Office Staff, Registrar	August 20		Criteria: School Messenger calls and emails log reviewed. Immunization emails sent confirmations. Registration email and phone calls confirmations. Advisory teacher call logs reviewed.  08/31/21 - Significant Progress
2. Organize Back-to-School-Night for families and students to meet and greet Faculty and Staff.	Principal	September 9		Criteria: Back-to-School-Night has been scheduled (Friday 20-Aug-2021) and School Messenger has sent voice messages and email to student families on Monday 06-Sep-2021. Flyers handed to student in class the week of event Wednesday 08-Sep-2021 on Wednesday 08-Sep-2021. Event occurs on Thursday 09-Sep-2021. Submit family attendance intake form as evidence of event.  08/31/21 - Significant Progress
3. Schedule and conduct Bi-weekly orientation enrollment sessions on campus to enroll and schedule all student interviewed and accepted to Garza HS. (Target Group: All)	Assistant Principal, Registrar	ongoing		Criteria: Calendar of schedule bi-weekly orientation sessions in Microsoft Office Garza015 calendar. Attendance documentation for Bi-weekly orientation enrollment sessions.  08/31/21 - On Track

# GARZA INDEPENDENCE H S

**Goal 4.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the \_\_\_\_\_ section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Office staff will complete the Customer Service training in HCP (#SST.1043 SafeSchools: Customer Service Overview (Support Services)) (Target Group: All)	Principal	September 30		Criteria: Office staff will submit their completion certificates by September 30th.  09/03/21 - Some Progress
2. Verify the outgoing voice mail messages are accurate and appropriate. (Target Group: All)	Assistant Principal	September 30		Criteria: Every Garza HS phone number will be called to verify the voice mail messages are accurate and appropriate by September 30th.  09/03/21 - Significant Progress
3. Train two additional persons to use the school messenger system. (voice message, email, attachments, and etc....) (Target Group: All)	Administrative Assistant, Assistant Principal	December 15		Criteria: Training session scheduled and completed before December 15th.  09/03/21 - Significant Progress

# GARZA INDEPENDENCE H S

**Goal 5.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments. \*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

# GARZA INDEPENDENCE H S

**Goal 5.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

## 1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Austin ISD Short Cycle Assessments (SCA) do not apply to Garza High School. Garza High School is an AISD Alternative High School utilizing a self-paced curriculum delivery method.

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Austin ISD Short Cycle Assessments (SCA) do not apply to Garza High School. Garza High School is an AISD Alternative High School utilizing a self-paced curriculum delivery method.

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.  
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.  
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.  
**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Austin ISD Short Cycle Assessments (SCA) do not apply to Garza High School. Garza High School is an AISD Alternative High School utilizing a self-paced curriculum delivery method.

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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### **4th 9 weeks report - due June 3**

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.  
Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).  
**Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?**

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

# GARZA INDEPENDENCE H S Site Base

Name	Position
Webb, Dr. Linda	Principal
San Segundo, Carlos	Assistant Principal
Sais, Angielina	Graduation Coach
Rosholt, Mark	Administrative Assistant
Fackler, Thomas	Librarian
Ramos, Maribel Velez	Teacher

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

**Sept 13-24: (SEP) Recommended monitoring visit window**

**Sept 17: CIP/TIP final drafts due in BLEND**

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

**Oct 4-8: (OCT) Recommended monitoring visit window**

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

**Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND**

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

**Nov 8-12: (NOV) Recommended monitoring visit window**

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

**Dec 6-10: (DEC) Recommended monitoring visit window**

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

**Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND**

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

**Jan 24-28: (JAN) Recommended monitoring visit window**

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

**Feb 7-11: (FEB) Recommended monitoring visit window**

Feb 22: TIL Lesson Alignment and Formative Assessment

**Feb 28- March 4: (MAR) Recommended monitoring visit window**

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

**March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND**

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

**April 25-29: (APR) Recommended monitoring visit window**

May 31-June 3: MAP Growth data analysis and EOY reports

**June 3: EOY reports submitted to BLEND**

June 6-9: DCSI/EDs review of EOY submissions



## SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School

### Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “**Coordinated School Health Reporting, 2021**” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	.91	.85	.80	.93	1.0	.83	1.0	.88	1.0	1.0	.92	.81
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

\*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

**Coordinated School Health reflection question:** Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

## SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School

### Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018		0	0	0	0	0	4	0	2	0	2	2	2	0	0	0	4	0	2	0	2
2018-2019		0	0	0	0	0	3		2	0	1	2	0	1	0	1	2	0	1	0	1
**2019-2020		0	0	0	0	0	1	1	0	0	0	2	0	1	0	1	0	0	0	0	0
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018		4	2	1	0	1	4	0	2	0	2	3	1	2	0	0					
2018-2019		3	0	2	0	1	3	0	2	0	1	1	0	0	0	1					
**2019-2020		5	1	2	0	2	5	1	2	0	2	0	0	0	0	0					

\*Remote instruction March 13-May 28, 2020, due to COVID 19

**Discipline Data Reflection Questions:** What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

Historically underserved students are no more likely to receive a discipline action than any other group.

What are the top 3 reasons students get referrals?

Under the influence, violent behavior, other behavior

## SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School

### SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	2020		2021		2020 to 2021 Change	2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9			0	0	0	0	0	0	0
10			0	0	0	0	0	0	0
11			1	*	*	*	*	*	*
12			4	*	*	--	--	--	--
All			5	*	*	*	*	*	60

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?

No apparent trend observed due to low student data set.

**SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School**

**SY 20-21 EOC Results**

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Algebra I	A1	2	100	*	*	*	0		-	-	-	2	100	*	*	*	0		-	-	-
English I	E1	10	83	50	10	10	2	100	*	*	*	6	75	50	<1	<1	2	100	*	*	*
English II	E2	18	90	28	22	6	1	100	*	*	*	13	100	15	8	<1	2	50	*	*	*
Biology	Bi	6	67	17	<1	<1	1	50	*	*	*	5	83	20	<1	<1	0		--	--	--
U.S. History	US	22	85	91	73	50	2	67	*	*	*	9	75	78	44	33	10	100	>99	>99	70
	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Algebra I	A1	2	100	*	*	*	2	100	*	*	*	0		--	--	--	0		--	--	--
English I	E1	8	89	38	13	13	4	80	*	*	*	1	50	*	*	*	2	67	*	*	*
English II	E2	10	100	20	10	<1	7	100	14	<1	<1	2	100	*	*	*	2	100	*	*	*
Biology	Bi	5	71	20	<1	<1	4	80	*	*	*	0		--	--	--	1	100	*	*	*
U.S. History	US	10	71	80	40	30	5	83	80	20	<1	2	100	*	*	*	1	50	*	*	*

**EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

No apparent trend observed due to low student data set.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School

### Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5			0
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			8
# African American students that enrolled in an AP Course (HS only)	<a href="#">DRE Data</a>	1	2	2
# African American students that enrolled in an IB Course (HS only)		0	0	0
# African American students that enrolled in a Dual Credit (DC) Course (HS only)		1	1	0
# Hispanic students that enrolled in an AP Course (HS only)		17	6	4
# Hispanic students that enrolled in an IB Course (HS only)		0	0	0
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)		3	0	2

**Advanced Academics reflection questions:**

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?  
 Student meet individually with Counselors to determine course choice and based on academic plan enroll at Garza HS in Pre-AP or AP courses.

How are you communicating with all families about GT and/or advanced learning opportunities?  
 During the interview process students are asked if they want to continue or take Pre-AP or AP courses.

How do you support a culture that provides advanced learning opportunities to all students?  
 I support a student’s decision to either take or not take Pre-AP /AP courses. Counselors discuss options with parents and students.

<sup>2</sup> Includes African American students who are within the “Two or more races” category.

**SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School**

**GT Campus Accountability Monitoring Plan**

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>CAMPUS</b>	R	E	E		E	E	E		E	E	E		E	C	R		E	E	E	

**KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance**  
 If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

**Supporting Special Populations**

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student’s grade level	CRTE	0	0	0

**Special Populations reflection question:**

Where do I find this information with campus access?

## SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School

### Domain 3 Campus Reports

Graduation Rate 10%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>Federal Graduation Rate (High Schools and K-12)</b>																	
# in Cohort	109	5	52	45	1	2	0	4	66	9	5	n/a	n/a	n/a			
2020 Fed Grad Rate	32.1%		36.5	28.9					37.9			n/a	n/a	n/a			
2019 Fed Grad Rate	34.1%		25.0	46.3					25.0			n/a	n/a	n/a			
Class of 2015 Baseline	89.0%	85.0%	87.0	93.0	86.0	95.0	89.0	92.0	86.0	72.0	78.0	n/a	n/a	n/a			
4 year Long Term Target	94.0%	94.0%	94.0 %	94.0 %	94.0 %	94.0 %	94.0%	94.0%	94.0 %	94.0%	94.0%	n/a	n/a	n/a			
4 year Interim Target	90.0%	90.0%	90.0 %	90.0 %	90.0 %	90.0 %	90.0%	90.0%	90.0 %	90.0%	90.0%	n/a	n/a	n/a			
4 Year Growth Target	40.1		31.9	51.1					31.9			n/a	n/a	n/a			
Met Target	<b>N</b>		<b>Y</b>	<b>N</b>					<b>Y</b>			n/a	n/a	n/a	2	4	50
<b>Total</b>															<b>2</b>	<b>4</b>	<b>50</b>

\*EL Current and Former

School Quality 30%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
# of Graduates	134	9	69	48	1	1	0	6	102	9	8	0	71	63			
CCMR	37%		22%	56%					30%				42	30			
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%			
Met Target	<b>N</b>		<b>N</b>	<b>N</b>					<b>N</b>				<b>N</b>	<b>N</b>	0	6	0
<b>Total</b>															<b>0</b>	<b>6</b>	<b>0</b>

**College, Career, and Life Readiness reflection question:** What trends do you observe in CCMR and graduation rates for your students from [historically underserved student groups](#)?

Graduates in underserved populations (Hispanic) are not as ready (CCMR) for post-secondary.

\*EL Current and Former

**SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School**

**Longitudinal Enrollment, Utilizations, and Transfers Report**

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	100%	100%	100%	99%
	Managing Student Conduct	96%	100%	100%	100%
	Principal Leadership	97%	100%	100%	100%

**Reflection Questions:** Why do you think families are transferring to other AISD schools?

Rental affordability, change of work, and loss of transportation.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Garza HS serves the entire district of AISD as the alternative drop-out recovery campus.



**SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School**

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			<b>X</b>	
Campus Website			<b>X</b>	
Phone/Voicemail/Email Practices	<b>X</b>			
Language Line for Preferred Language		<b>X</b>		
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>X</b>	
Customer service prioritization			<b>X</b>	
<b>Facility &amp; Operations</b>				
Grounds				<b>X</b>
Safety Protocols				<b>X</b>
Signage		<b>X</b>		
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?				
Garza HS will focus on phone voicemails and email auto replies for SY 2021-2022.				

## SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

### **REQUIRED Framework Components:**

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

## SY 21-22 CIP/TIP Comprehensive Needs Assessment – Garza High School

### ADDITIONAL Framework Components:

#### Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

- BLENDed Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

#### Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

#### PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.