

GARZA INDEPENDENCE H S
Gonzalo Garza Independence High School
2022/2023

Be the Change

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GARZA INDEPENDENCE H S

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.

Vision

Garza Independence High School is pioneering the solution-focused approach to dropout prevention and successful work and career transition. "Brief, Solution-Focused Intervention" is a mental-health model that was developed by clinical social workers and family therapists from the Brief Family Therapy Center in Milwaukee. It has evolved over the past 18 years in the context of working with multi-problem, impoverished and hard-to-reach individuals and families who sought help at counseling and social-services agencies. The solution-focused model is a strengths-based helping model that offers specific skills and change strategies for enabling and facilitating positive future behaviors. It is future-oriented and goal-directed, and offers a set of well-defined and easy-to-learn intervention methods that focus on making changes in people's perceptions, behaviors, and social environment.

The solution-focused intervention model offers all school staff specific skills for fostering strengths in students. In the school setting, for example, practitioners assisting students use the solution-

Vision Continued

focused intervention skills to help students to develop an image of a realistic solution; discover the ways in which the solution is already occurring in their lives; determine small, measurable goals toward the solution; and take immediate steps to make a difference in educational and life outcomes.

Nondiscrimination Notice

GARZA INDEPENDENCE H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Garza is a diverse campus that serves students from various backgrounds, cultures, and socioeconomic status.

Demographics Weaknesses

While a diverse campus, Garza has a low percentage of black or African American and special education students.

Demographics Needs

Create a climate of cultural proficiency where all races, cultures, and backgrounds feel welcomed and supported.

Demographics Summary

While Garza is a diverse campus serving 43% white and 39% hispanic students, only 9% of students are black or African American. Furthermore Garza serves a population of 9.5% of special education students. These two groups consist of the largest at risk population in the district, however they are the smallest population currently at Garza, an alternative school.

The plan for increasing black/ African American enrollment and special education enrollment is to create an environment that is proficient in cultural inclusiveness and welcomes all students. This will be accomplished through professional learning in addition to weekly staff meetings. We will continue to remove traditional barriers for students to successfully graduate high school and transition into the world as productive members of society.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

81% of students report rigorous academic expectations at Garza.

Student Achievement Weaknesses

Many students opt for the 22 credit plan rather than the 26 credit plan.

Student Achievement Needs

Intervention System to identify and track students who have not approached the standard on previous EOC assessments. Provide "boot camps" or individualized tutorial sessions to equip students with both the hard and soft skills necessary to be successful.

Student Achievement Summary

Student EOC scores fell from 82% to 74% from 2019 to 2021 across all subject areas. Hispanic students saw a decrease in both US History as well as Math. Other subgroup data is not available due to the way it is calculated at TEA. With the changes to reporting for 22-23, supergroup data will allow Garza High School to analyze trends from traditionally underserved student groups.

As an alternative campus, we serve students who are primarily 11th and 12 grade students who have been unsuccessful in traditional school environments. As a result, many students do not enroll in level four CTE courses. All students attempt the TSI assessment and systems are in place to ensure this occurs. Students who are not successful have tutoring opportunities and attempt the assessment until they are able to achieve success.

Progress monitoring is accomplished through multiple systems that are setup to ensure student achievement. College and Career counselor tracks CCMR data while the CTE team requests additional courses and encourages students to work towards industry based certifications. We also partner with outside organizations which allow students opportunities for internships.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Garza is an inclusive campus that removes traditional barriers to education and supports the whole child.

School Culture and Climate Weaknesses

Cultural proficiency and meeting students from certain backgrounds where they are to design a pathway for success.

School Culture and Climate Needs

Staff CP&I training

School Culture and Climate Summary

Garza High School was without a principal for the spring semester 2022. As a result, the coordinated school health survey was not completed and there is no data available. Our goal will be to achieve over 70% in all 11 areas of the CSH survey this spring 2023. To do this we will implement systems to complete the survey. We will also have a campus culture that promotes health, physical education/activity, employee wellness, and socio-emotional learning. We will continue our focus on counseling, mental health, and social services while we work to improve our community engagement with the establishment of a campus advisory council.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Staff is capable of performing job duties and many are cross trained to assist when others are absent. There were very few vacancies in a climate where many schools cannot get fully staffed.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

African Americans are not represented in our staff.

Staff Quality, Recruitment and Retention Needs

Diversity hires to increase the cultural proficiency of the campus as a whole.

Staff Quality, Recruitment and Retention Summary

This year we will focus on creating a campus culture of feedback and coaching through supportive school leadership. We will focus on these areas as feedback and coaching were at 69% and School Leadership was at 74%. The goal will be to improve the first to 75% and the latter to 80% this spring.

Office staff will participate in culturally relevant training opportunities along with teachers to improve customer service and foster an environment of inclusiveness, belonging, and sustainability.

We will continue our campus culture of respect and acceptance and makes efforts to include traditionally underserved groups.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Student choice, flexibility, meeting students at their level, and fostering an inclusive environment.

Curriculum, Instruction and Assessment Weaknesses

Culturally relevant teaching, cultural proficiency, aggressive monitoring and feedback

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Training for teachers and staff regarding cultural proficiency. Administrative coaching regarding feedback and monitoring in the classroom.

Curriculum, Instruction and Assessment Summary

Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. Garza was either exemplary or recognized in all areas other than family and community. Garza is a self paced alternative school which provides extensions to learning through hands on activities and opportunities for students. Student choice adds to the rigor as students have the option to take deeper dives into subjects that interest them. Mastery is demonstrated in a variety of ways which supports multiple learning styles.

Family and Community Involvement

Family and Community Involvement Data Sources

- % of beginning teachers (TAPR)
- % teacher turnover
- % unfilled sub vacancies
- CAC
- customer service trends
- District Family Survey results
- SEL Implementation Survey results
- Staff (TELL) Survey results

Family and Community Involvement Strengths

Outreach, assessing needs beyond the classroom and investigating resources to ensure families are supported.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

parent participation, no CAC or PTSA,

Family and Community Involvement Needs

Invite external stakeholders and partners to participate in campus events.

Family and Community Involvement Summary

Garza will seek to involve both the internal and external communities in campus decision making this school year. We will establish a functioning CAC with all required members and meet the guidelines established. Garza will seek out community members to partner with regarding campus celebrations as well as opportunities for students to gain post secondary skills through work and vocational experiences.

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) 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. 1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: 10th,11th,12th) (Strategic Priorities: 2,3)	Administrators, Student Support Committee	August 2022		Criteria: Scheduled meetings on the Garza015 calendar, progress monitoring spreadsheet updated during meetings, teacher referrals submitted consistently to identify student strengths and needs
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: 10th,11th,12th) (Strategic Priorities: 1)	Administrators	September 2022		Criteria: Faculty meeting agendas, slide decks, and minutes include the committee's updates, guidance, and/or insights
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: 10th,11th,12th) (Strategic Priorities: 2,3)	Administrators	October 2022 & ongoing		Criteria: Communication artifacts/screenshots and meeting minutes feature the committee's insights and/or updates

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Objective 2. (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 3. (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

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No strategies defined.				

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Objective 4. (Food Services) SMART Goal: Insert SMART goal about food services here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 5. (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

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No strategies defined.				

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Objective 6. (Social and Emotional School Climate) Our campus will engage all students in at least one intentional opportunity per day to develop, practice, and reflect upon social and emotional competencies. As a result, the percentage of students who report using self-regulation skills “sometimes” or “a lot of the time” will increase from 75% in SY 20-21 to 85% in SY 21-22 (as measured by the Student Climate Survey item: “I use ways to calm myself down”).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Organize and incorporate student agency in campus systems and structures. (Target Group: 10th,11th,12th) (Strategic Priorities: 2,3)	Administrators, Campus Committees	September 2022		Criteria: Principal's Student Advisory Council, Student Equity Committee, and Campus Advisory Committee meeting minutes reflect student agency and decision-making
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Target Group: 10th,11th,12th) (Strategic Priorities: 1,3,4)	Administrators, Campus Committees	October 2022		Criteria: Communication artifacts (eCST notes, newsletter screenshots, emails, etc.) demonstrate an SEL and CP&I emphasis
3. Host family nights or book club series per semester. Ensure that it is promoted ahead of time and through all areas of communication. (Target Group: 10th,11th,12th) (Strategic Priorities: 3)	Administrators, CAC Members, Campus Committees	September 2022		Criteria: Communication artifacts (robocall transcript, email blasts, social media posts, etc.) announce and advertise engagement activities

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Objective 7. (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. Insert strategies in this area for Food, Nature, Waste, Procurement, Transportation, Air Quality, Energy, and/or Water.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 8. (Family Engagement) Insert SMART Goal Here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 9. (Community Engagement) Maintain minimum required Campus Advisory Council membership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	CAC Members	September 2022		Criteria: Calendars with scheduled CAC meetings, including virtual attendance opportunities (i.e., Zoom), as well as CAC meeting minutes
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Administrative Assistant, CAC Members	September 2022		Criteria: Google Drive or OneDrive shared folder with CAC meeting minutes, in addition to printed copies available at the front desk
3. Establish a Child Study Team 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-biweekly) to provide and track interventions for students with academic and social-emotional needs. (Target Group: 10th,11th,12th) (Strategic Priorities: 2,3,4)	Administrators	August 2022		Criteria: CST meetings scheduled on the Garza015 calendar and progress monitoring spreadsheet is updated weekly

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Objective 10. (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 11. (Health Services) SMART Goal: Insert SMART goal here about health services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Insert SMART Goal here re: recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 2. (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 5. (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to ___% (= %pop) by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 5. (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
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Teachers will learn and implement effective routines and instructional strategies that promote cultural proficiency and inclusiveness. Professional learning throughout the year will focus on CP&I and success will be measured through staff and student survey data. Student responses to question "how well do others at your school understand you" will increase from 46% to 70%. Staff responses to question "how much do you learn from leaders at your school" will increase from 67% to 75%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded support for students with disabilities and English learners among other student groups. (Target Group: 10th,11th,12th) (Strategic Priorities: 2,3,4)	Department Chairs, Teachers	October 2022		Criteria: Informal walkthrough data and Garza HS Pacing Guides reflect the implementation of rigorous instruction
2. Campus instructional leaders conduct regular walkthroughs and observations to ensure consistent implementation of expectations. (Target Group: AA,SPED,10th,11th,12th) (Strategic Priorities: 1,2,3)	Instructional Leadership Team	September 2022		Criteria: Walkthrough data & instructional leadership calendars reflect consistent observations
3. Access professional learning opportunities targeted to meet the specific needs/initiatives of the campus. (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Administrators, Teachers	October 2022		Criteria: Artifacts from bite-sized professional learning opportunities provided during weekly staff meetings

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Objective 3. (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Students with 504 services) SMART Goal: Insert 504 SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 2. (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to ____% (= %pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 4. (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (__%), Hispanic students (__%), and Emergent Bilingual students (__%) will increase by ___ percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Career and Technical Education (CTE)) Insert SMART CTE goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (GEAR-UP) Insert GEAR UP smart goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 4. (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 5. (AVID) Insert AVID SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

GARZA INDEPENDENCE H S

Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 115 to 175 by December 15, 2021. Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022 or will be scheduled for graduation in June or August.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work constantly to build a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at Garza HS. (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Administrators, Advisory Teachers, Campus Committees, Teachers	Ongoing		Criteria: Student climate survey and Principal's Student Advisory Committee meeting notes reflect positive feedback on school climate
2. Post to social media at least weekly to provide regular communication to campus communities. (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Administrators, Campus Committees	October 2022		Criteria: Calendar reflects weekly social media posts that showcase school activities and events
3. Monitor enrollment numbers by week and by student group. (Target Group: AtRisk,10th,11th,12th) (Strategic Priorities: 2,3,4)	Administrators	October 2022		Criteria: Enrollment reports, including disaggregated student data, generated weekly
4. Prepare a promotional brochure about Garza and deliver it to new-to-district high school counselors and administrators across AISD (Target Group: AtRisk,10th,11th,12th) (Strategic Priorities: 2,3,4)	Administrators	October 2022		Criteria: Promotional brochure about Garza and delivery schedule reflects outreach to other AISD high schools
5. Leverage Garza's partnerships with UT Austin's School of Social Work and Communities in Schools to facilitate solution-focused groups for students who experience chronic absenteeism. (Target Group: 10th,11th,12th) (Strategic Priorities: 2,3,4)	Administrators, Community Partner, Counselor	October 2022		Criteria: Attendance logs from group meetings are consistent with records of students experiencing chronic absenteeism

GARZA INDEPENDENCE H S

Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Meets Expectations to Exceeds Expectations on the Customer Service section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Administrators	September 2022		Criteria: Communication artifacts reflect weekly student, parent, and community emails; eCST notes provide extensive documentation of ongoing communication/updates with families; weekly staff meetings are scheduled and well attended
2. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Administrators, CAC Members	October 2022		Criteria: Student, staff, and family/community survey results demonstrate the creation of an identity-safe, inclusive, and welcoming school environment
3. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Target Group: 10th,11th,12th) (Strategic Priorities: 1,2,3,4)	Administrators, Campus Committees	October 2022		Criteria: Campus committees' meeting minutes reflect a focus on equity in developing/refining communication strategies

GARZA INDEPENDENCE H S

Goal 11. (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 11. (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

GARZA INDEPENDENCE H S Site Base

Name	Position
Mouser, Alexa	Co-Chair & Professional Staff
Vignaud, Eric	Professional Staff w/ SpEd Credentials
Cook, Russell	Professional Staff Representative
Hoover, Megan	Professional Staff w/ SpEd Credentials
Blythe, Joy	Professional Staff
Stinson, Sylvia	Professional Staff
Sais, Angie	Classified Staff
Casteel, Christie	Parent & PTA Representative
McCasland, Lee	Parent
Zapata, Nicole	Parent
Francis, Reagan	Parent
Marciel, JoAnn	Parent
Ingham, Tony	Parent
Sweet, Shawn	Parent
Strub, Mark	Parent
Foster, Rory	Parent
Rosholt, Mark	Community Representative
Shrestha, Sabine ("Biny")	Business Representative
May, Samantha	Student
Ly, Nerio ("Thu")	Student

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. 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.

2022 - 23 A-F Estimator Longitudinal Worksheet

Accountability Projection based on Short Cycle Assessments is an Estimate Only: 2022 CCMR and Grad Rates will be used in conjunction with SCAs in Domain Calculations

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				76.6
Grade	B	--	--	--	C

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	.				
Grade	ot Rate	--	--	--	--

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	.				
Grade	ot Rate	--	--	--	--

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
TAAR Performance Approaches	61				75
STAAR Performance Meets	38				50
STAAR Performance Masters	19				25
STAAR Performance Raw Score	39				50
STAAR Performance Scaled Score	89				77
Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
CCMR - State Raw Score	46	--	--	--	50
CCMR - State Scaled Score	93	--	--	--	82
Grad Rate Raw Score	87.1	--	--	--	90
Grad Rate Scaled Score	80	--	--	--	65

School Progress Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	.				
Academic Growth Scaled Score	.				
Academic Growth Grade	ot Rate	--	--	--	--
Economically Disadvantaged %	45.2	45.2	45.2	45.2	45.2
Economically Disadvantaged % Grouping	45.1 to 46	45.1 to 46	45.1 to 46	45.1 to 46	45.1 to 46
Relative Performance Raw Score	.				50
Relative Performance Scaled Score	.				77
Relative Performance Grade	ot Rate	--	--	--	C

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	0	out of 3	2022 Values:	1	out of 4
SCA 1:	0	out of 0	Leave Blank	--	out of --
SCA 2:	0	out of 0	Leave Blank	--	out of --
SCA 3:	0	out of 0	Leave Blank	--	out of --
2023 Goals:	0	out of 3	2023 Goals:	1	out of 4

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	#VAL				
Grade	VALUE	--	--	--	--

English Language Proficiency			School Quality (CCMR)		
2022 Values:	.	out of .	2022 Values:	2	out of 6
SCA 1:	--	out of 1	Leave Blank	--	out of --
SCA 2:	--	out of 1	Leave Blank	--	out of --
SCA 3:	--	out of 1	Leave Blank	--	out of --
2023 Goals:	0	out of 0	2023 Goals:	2	out of 6

Campus Name: **Garza**
 Campus Number: **227901015**

Template by Campus & District Accountability

