



**Dr. M.L. Garza Gonzalez Charter School
(178801)**

**District Improvement Plan
Campus Improvement Plan**

2025-2026

Mission Statement

A School of Hope and Opportunity

Vision

The vision at Dr. M.L. Garza - Gonzalez Charter School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will demonstrate success today and be prepared for tomorrow's societal and global changes.

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Planning and Decision-Making Committee

2025-2026	Position Parents, School Personnel, Teachers
Dr. Sandroussi	Superintendent
Isabel Diaz	Counselor
Shelby Francisco	Para-Professional
Lupe Ganceres	Federal Programs Director/Librarian
Leslie Johnson	Teacher
Naomi Moreno	Teacher
David Riggs	Finance Director
Sonia Rodriguez	Parent Involvement Coordinator
Lisa Rojas	PIEMS Coordinator
Rosemarie Rojas	Principal
Stefanie Salazar	Parent
Jose Soliz	Coordinator of Technology
Margie Villarreal	Parent
Goldie Wooten	Special Education Director
Jessica Vega	Parent

Comprehensive Needs Assessment Demographics

Historical Data 2024-2025

Demographics Summary

Dr. M. L. Garza-Gonzalez Charter School is located at 4129 Greenwood Dr. Corpus Christi, Texas, which is in Nueces County. Dr. M. L. Garza-Gonzalez Charter School consists of grades PK- 8th grade.

For the 2024-2025 Texas Academic Performance Report (TAPR), DMLGG 147 students and employed 29 staff.

The student population was 93.33% Hispanic and 91.84% Economically Disadvantaged. Other demographic information includes students in Special Education (14.97%), At-Risk (70.3%), Bilingual (14.29%), and ESL (14.29%).

The teachers serving the district are 71.9% Hispanic, 25.6% White and 1.8% Black have an average of 1.4.1 years of experience and have an average of 9.4 years with the district.

The school district employs 11 teachers.

Dr. M. L. Garza-Gonzalez Charter School values hiring and retaining talented and effective personnel. High-quality, focused professional development in DMLGG is crucial as it enhances the effectiveness of campus and district administrators and teachers in implementing and evaluating programs. By concentrating on specific topics identified through comprehensive analysis of campus and district data, professional development becomes more relevant and impactful, ultimately supporting the overall goals of educational improvement.

DMLGG maintains highly qualified personnel and provides current information to district and campus administrators and the public as required by Every Student Succeeds Act (ESSA).

The District's comprehensive recruitment strategy effectively attracts quality personnel by utilizing multiple platforms, including its own website and the Region 2 ESC website for job postings, participating in job fairs, collaborating with state universities, and maintaining connections with Alternative Certification Programs. This multifaceted approach ensures a steady influx of skilled candidates tailored to meet the district's specific educational needs.

Comprehensive Needs Assessment Demographics

2025-2026

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For the 2025-2026 Texas Academic Performance Report (TAPR), DMLGG ___ students and employed ___ staff.

The student population was 93.33% Hispanic and 91.84% Economically Disadvantaged. Other demographic information includes students in Special Education (___), At-Risk (___), Bilingual (___), and ESL (___),

The teachers serving the district are (___), Hispanic, (___), White and (___), Black have an average of (___), years of experience and have an average of (___), years with the district.

The school district employs ___ teachers.

Dr. M. L. Garza-Gonzalez Charter School values hiring and retaining talented and effective personnel. High-quality, focused professional development in DMLGG is crucial as it enhances the effectiveness of campus and district administrators and teachers in implementing and evaluating programs. By concentrating on specific topics identified through comprehensive analysis of campus and district data, professional development becomes more relevant and impactful, ultimately supporting the overall goals of educational improvement.

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Comprehensive Needs Assessment Data

The following data and resources were reviewed to assist with the district/campus improvement plan:

2024-2025 State Accountability System

TAPR Data

TPRS Data

TPRI Data

CIRCLE

TX-KEA

TELPAS

STAAR Data—disaggregated

2025-2026 Report Card

District PEIMS reports

Dropout and School Leaver data—disaggregated

District retention data

District discipline referral data

Parent, Community, Teacher and /or Student surveys

Student attendance data

Interim testing data (local and state)

Referral percentages for students in Special Education

Campus parent participation records

Homeless population analysis

Teacher retention data

Human Resources

Comprehensive Needs Assessment - Summary of Findings

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2025-2026

Data Sources Reviewed: <ul style="list-style-type: none"> STAAR, TRPS, TARP.TELPAS, CIRCLE, TX-KEA, TPRI 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diversity of student population, subgroups, special needs, etc. Diversity of staff Low teacher student ratio	Increase the enrollment Increase retention rate .	Retention of students
Student Achievement	Increase in STAAR scores Student growth performance.	Increase exit level test scores in Reading and Math in all testing grades. Increase meets and masters rating in subgroups for Closing the Gap domain.	Professional development in curriculum strategies and delivery Offer tutoring Intervention Strategies, classroom and online
School Culture and Climate	Positive school climate and culture described by students and faculty. Student behavior. Teachers demonstrate exemplary classroom management skills. Low incidence to discipline events Student climate was positive, students felt safe and welcomed. Implementation of COVID protocols	Provide intervention strategies to social issues and low esteem barriers Upgrade air circulation system, HVAC updates. Update sanitization equipment <ul style="list-style-type: none"> Touchless Water faucets New Cafeteria equipment Classroom – Flooring and Paint Conduct security survey of building.	Professional development in: <ul style="list-style-type: none"> Intervention strategies Related to socio-economic and social issues. Safety and security training. Bleed Control/First Aid, CPR, Mental Health Analyze and recommend updates for appliances, hygiene fixtures, HVAC Continued assessment of building security. Install security equipment,

	Implement security measures to maintain and ensure safety of students and staff against any violent activity.	Maintain a safe environment Implement security measures as recommended by Texas Safety Center utilizing safety grant.	Utilize Texas Safety Center recommendations. Conduct safety and security audits. Exterior Door Master Key Interior Camera System
Staff Quality/ Professional Development	Highly qualified paraprofessionals Professional development opportunities Positive collaboration among teachers. Teachers worked as a team.	Certified teachers and staff as appropriate when needed. Provide staff development on security and safety	Hire only certified staff when possible Increase funding for personnel
Curriculum, Instruction, Assessment	TCMPC is the curriculum of choice. TCMPC is aligned with TEKS TCMPC is supported by state agencies. Teachers are proficient in TCMPC Tutoring during regular school time, after school and Saturdays. Implementation of the Reading Plus improved reading scores in grades 3-8.	Staff review and agree upon a common lesson plan template. Participate in professional development utilizing the new template and incorporating a lesson plan, a test question, and an activity that is at the analyze, evaluate, or synthesis level. Share lessons with team. Follow teacher lesson cycle every day. Incorporate social/emotional learning with monthly lessons to prevent bullying, self-help, home violence and other social issues. Provide other learning opportunities. A lack of rigor in instructional strategies and the implementation of the analyzed data to drive instruction .	Align STAAR with new exit level assessments Implementation of the Bluebonnet Curriculum Create a lesson plan format that is standard for all grades and subjects. Monitor and evaluate instructional delivery. Provide feedback back. Utilize assessment data to adjust instruction and tutoring. Implement Fluency Rev in grades 1-2 and advanced K students. Conduct additional classroom
Family and Community Involvement	High level of parent participation Parent Advisory meetings are held twice each year	Increase the number of meetings for parents either virtual or face to face from 2 to 4.	Increase the number of advisory committee members. Increase the number of meetings to every other month.

	Parents participate in children's presentations, field trips, and other activities. Parent participation increased during the Spring semester. (Buc Days Parade, Spring Fest, etc.)	Broaden agenda for parent advisory meetings to include an awareness component. Host parent nights such as Science Night, Math Night, Technology, History, STEM	Expand the meeting agendas Identify focus of meeting Provide instruction (awareness) component Host parent nights such as Science Night, Math Night, Technology, History, STEM, Open House, Fall Festival, spring Events, Field Trips
School Context and Organization	External consultant provides support. Small staff Teacher collaboration is positive.	Professional development opportunities.	Administrators and teachers have the opportunity to attend professional development activities either online or face to face.
Technology	Integration of technology in instruction. Teachers engage students with technology tools. Monitoring academic performance using software applications.	Upgrade and update technology hardware and software. Purchase promethean boards. Provide training on the use of current technology. Purchase tablets, mobile computer labs.	Purchase tablets for students and teachers. Purchase computer charging and storage cabinets Purchase software. Provide training. Purchase Laptops for state assessments

Comprehensive Needs Assessment - Summary of Findings

	Data Source
<i>During the 2022-2023 academic year, all student performance was at 32% in the meets level in core content subjects.</i>	<i>State STAAR Accountability Ratings TAPR</i>
<i>Increase the meets and master's level scores grade 3-8 in English, math, social studies, and science.</i>	<i>State STAAR Accountability Ratings TAPR</i>
<i>Increase Student Enrollment/Retention Develop a plan to recruit students. Develop a systematic process to retain students</i>	<i>PEIMS</i>

<i>Place more emphasis on Parental Involvement Program.</i>	<i>Campus/Parent participation Records; Parent Surveys, Online Monthly Meetings</i>
Review and revise Special Education program to meet federal and state guidelines and rules by developing policies and procedures, ongoing monitoring, staff training, etc. Demonstrate the availability of appropriate auxiliary aids to individuals with disabilities Provide staff development in special education guidelines and instruction for all staff	<i>TEA Report and continuous monitoring</i>
Counseling Program extended to mental health and socio-economic issues. Counseling program will provide transition activities for grade 8 students who are enrolling in high school. Counseling Program	<i>Parent, community, and student surveys.</i> <i>Teachers' referrals to the counselor.</i>
Provide staff development in safety and security strategies such as intruder, shooter and other safety threats.	<i>Safety and Security Audits</i>
Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention.	<i>DMLGG district may select from the list provided under Subsection (a) a program or programs appropriate for implementation in the district.</i> <i>(c) The list provided under Subsection (a) must include programs and practices in the following areas:</i> <i>(1) early mental health prevention and intervention.</i> <i>(2) building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making.</i> <i>(3) substance abuse prevention and intervention.</i> <i>(4) suicide prevention, intervention, and postvention.</i> <i>(5) grief-informed and trauma-informed practices.</i> <i>(6) positive school climates.</i> <i>(7) positive behavior interventions and supports.</i> <i>(8) positive youth development; and</i> <i>(9) safe, supportive, and positive school climate.</i>

State Compensatory Education

Historical Data 2024-2025

In this plan, the term “student groups” refers to students who are
At-Risk, H, W, AA, ED, Migrant, LEP, G/T, and Special Education, Title I

The State Compensatory Education program at this district/campus

The comprehensive, intensive, accelerated instruction program at Dr. ML Garza-Gonzalez Charter School consists of before and after school tutorials for students at-risk, Parental Involvement Program that includes parent training, Guidance Counseling and Technology Computer programs to reduce the risk for students dropping out of school.

Total SCE funds allotted to this District/Campus \$218,218

Total FTEs funded through SCE at this District/Campus 11

Students are entered into the State Compensatory Education program when:

They meet the criteria set forth by TEA.

Students exit from the State Compensatory Education program when:

They no longer meet the criteria specified above.

Optional for Title I School wide schools:

At Dr. ML Garza Gonzalez Charter School State Compensatory Funds are used to support Title I Initiatives.

State Compensatory Education 2025-2026

In this plan, the term “student groups” refers to students who are
At-Risk, H, W, AA, ED, Migrant, LEP, G/T, and Special Education, Title I

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At Dr. ML Garza Gonzalez Charter School State Compensatory Funds are used to support Title I Initiatives.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-8 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution

Federal, State and Local Funding Sources 2025-2026

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students in a school-wide program.

Program/Funding Source	
Federal Programs	
<i>Title 1, Part A</i>	
<i>Title II, Part A (TPTR)</i>	
<i>Title III, Part A (LEP)</i>	
State Programs/Funding Source	
<i>State Compensatory Education</i>	
<i>Special Education</i>	
<i>Special Education (Federal and State)</i>	
<i>Bilingual/ESL Program</i>	
<i>LASO Cycle 2</i>	
<i>School Safety and Security Grants</i>	

Goal 1: Ensure the academic success of all students, inclusive of students in special populations.

Objective 1.1: Dr. M.L. Garza-Gonzalez Public Charter School will achieve acceptable status by increasing student academic outcomes in all subjects, grades, and in all subgroups. *(During the 2024-2025 academic year student performance was at in the meets level in core content subjects.)*

Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
<p>Attain the following passing rates on standardized testing:</p> <p>a.) Students in grades 4-8 will show academic growth</p> <p>b) Increase the academic performance of students in grades 4-8 in Mathematics and ELR.</p> <p>c) All students (in every demographic area) in grades 3-8 will show improvement on state assessment test scores.</p> <p>d) Improve meets and master's level requirements in all subjects annually to meet State Accountability Rating System Indicators</p> <p>e) Provide tutoring during the regular school day.</p>	<p>Principal</p> <p>Counselor</p> <p>Teachers & Paraprofessionals</p> <p>Campus Improvement Team</p>	<p>Standardized Tests</p> <p>Planning & Preparation time</p> <p>Tutoring time</p> <p>STAAR materials</p> <p>Promethean</p> <p>Campus Budget</p> <p>Certified Teacher</p> <p>Tutors</p> <p>Reading and Math Intervention Specialists</p>	<p>August - May</p>	<p>Interim, BOY MOY and EOY assessments will be given to determine students' deficiencies. Administered in the fall and spring.</p> <p>Benchmark tests will be given and graded to assess mastery level and objectives to develop tutoring sessions.</p> <p>State Mandated STAAR Assessment</p>	
<p>A. Benchmarking of students' abilities for grade level materials will be as follows:</p> <p>B. Implement the use of Texas assessment data to process data disaggregation</p>	<p>Principal</p> <p>Counselor</p> <p>Teachers & Paraprofessionals</p>	<p>Standardized Tests</p> <p>Promethean Boards</p> <p>STAAR Release Tests</p>	<p>Aug. Nov. Jan. Mar.</p>	<p>Interim, BOY MOY and EOY will be given to determine students' deficiencies. Administered in the fall and spring.</p> <p>State Mandated STAAR Assessment</p>	

and determine student deficiencies. C. Identify students to be grouped by deficiencies and provide tutors to address student deficiencies.	Campus Improvement Team			TAPR State Accountability Rating System Indicators Benchmark tests will be given and graded to assess mastery level and objectives to develop tutoring sessions.	
Special Ed. students will increase their scores on the SDAA and will meet criteria for Results Driven Accountability.	Principal Teachers & Paraprofessionals Special Education	Standardized Tests Planning & Preparation time Campus Budget	August - June	Interim, BOY and MOY assessments will be given to determine students' deficiencies. Administered in the fall and spring. Benchmark tests will be given and graded to assess mastery level and objectives to develop tutoring sessions. State-mandated STAAR Test TAPR State Accountability Rating System Indicators	
A. Tutorial sessions in preparation for STAAR assessment will be implemented to increase student performance in math science and ELR tests. All tutors will have a degree in the subject that they teach. All tutors will group students by objective deficiencies and concentrate on tutorials in areas of greatest need.	Principal Teachers & Paraprofessionals	Computers Promethean Planning & Preparation time Tutoring sessions (before, during, after school and Saturday school)) Campus Budget Course appropriate software applications	August April	Teachers and Paraprofessionals will collaborate daily to coordinate curriculum and activities with tutorial staff. State-mandated STAAR Test Student sign in sheets (tutoring sessions) Progress reports TAPR State Accountability Rating System Indicators	

B. Continued implementation of Curriculum Cooperative for PK-12. C. Teachers will collaborate to design, implement, and evaluate tutoring sessions.	<i>Continued</i>				
Campus team meetings to align curriculum and instructional strategies will continue.	Principal Teachers	Planning & Preparation time	August - June	Personnel document monthly core team meetings. Curriculum will be aligned and fluid.	
Teacher staff team meetings will be conducted every week	Teachers	Planning & Preparation time TEKS Verification Matrices ordered from ESC13	Weekly	Teachers document weekly content area team meetings. Scope and sequence of subject content and teaching strategies.	
Inclusion practices to expose all (Special Education) students to age-appropriate development skills will continue.	Principal Teachers & Paraprofessionals Special Education	Planning & Preparation time	August – June	Schedule students for inclusion in regular classrooms. Special Education students will perform satisfactorily to attain their goals. End-of-year documentation will show a successful and promising practice.	
Counseling program will be expanded and monitored more closely to ensure that crisis family intervention counseling. Counseling program will address the social, emotional, and mental issues of the staff, students and families.	Principal Counselor Teachers Parents Outside intervention specialist/professionals	Planning & Preparation time Counseling Budget	August - June	Observation and review of case files. Number of students and families needing counseling services. STAAR scores of students with intervention cases.	

Counseling focused to encourage and monitoring academic progress of students.				Number of counseling sessions.	
Increase student enrollment and retention.	Teachers Principal Counselor Registrar Parent	Planning & Preparation time	August June	Weekly observation of student enrollment and withdrawals. End of year enrollment, withdrawal, and dropout indicators.	
Objective 1.2: Dr. M.L. Garza-Gonzalez Public Charter School will achieve acceptable status by maintaining student attendance at 95%					
Strategy	Staff Responsible		Resources Needed	Timeline	
The attendance rate must be maintained at 95% or better for all Dr. M.L. Garza-Gonzalez Public Charter School students. Superintendent and Principal will review attendance data, and a weekly committee meeting will be held with key personnel regarding attendance.	Principal Counselor Teachers & Paraprofessionals PEIMS coordinator Superintendent		Attendance records Student sign in sheets Incentives	August - June	
Students with exceptional attendance for the school year will be recognized. Provide incentives for students with exceptional attendance.	Principal Counselor Teachers & Paraprofessionals Parental Involvement Coordinator		Planning & Preparation time Campus Budget	Student Recognition activity at the end of each six weeks, semester and EOY.	
The quantity and quality of communications with parents regarding attendance will increase. <ul style="list-style-type: none"> Daily calls to parents when a student is absent Mail notification letters home after 3 absences 	Principal Teachers/Paraprofessionals Counselor		Planning & Preparation time Campus Budget	Daily	

<ul style="list-style-type: none"> Refer struggling students to Counselor Parent Conference 	Parent Involvement Coordinator PEIMS Coordinator	Attendance records Contact sheets		
Goal 1: Ensure the academic success of all students, inclusive of students in special populations.				
Objective 1.3: Dr. M.L. Garza-Gonzalez Public Charter School will provide a safe and secure environment for all students, faculty, staff and other constituents conducive to effective learning, addressing the student's physical and emotional needs; therefore, achieving acceptable status by ensuring a safe and orderly climate.				
Strategy	Staff Responsible	Resources Needed	Timeline	
The Student Code of Conduct will be enforced consistently. <ul style="list-style-type: none"> Dress Code Tardies Absences Classroom Conduct 	Principal Counselor Teachers & Paraprofessionals	Student Code of Conduct HALO System, Handheld Metal Detectors	August - June Daily	

<p>Training/strategies for faculty/staff in the following areas will be provided:</p> <ul style="list-style-type: none"> ▪ CPR/first aid training discipline management ▪ Suicide Prevention ▪ anti-bullying ▪ Child abuse ▪ Sexual harassment ▪ System for safe student restraint (Special Education) ▪ Student Code of Conduct ▪ Classroom Management ▪ Discipline policies ▪ Special Education ▪ Mandatory Safety/Emergency drills ▪ Mental Health ▪ Other State required training. 	<p>Principal</p> <p>Teachers & Paraprofessionals</p> <p>Crisis Response Team</p> <p>Counselor</p> <p>Student Support Services personnel</p> <p>Outside Risk Management Resources</p> <p>District Personnel</p>	<p>Planning & Preparation time</p> <p>Training fees as applicable</p> <p>Emergency Management Plan</p> <p>Drills Resources</p> <p>Current legal requirements</p> <p>District/Campus Budget</p> <p>Emergency Operating Plan</p>	<p>Aug.10-13</p> <p>Oct. 11</p> <p>Mar. 11</p> <p>June 13</p>	
<p>Secure ERATE funding to update and upgrade networking capacity.</p> <p>Utilize federal funding to upgrade cables, switches, routers, and other appropriate hardware to full capacity.</p> <p>Update and upgrade Firewall.</p> <p>Safety Grant</p>	<p>Principal</p> <p>Teachers/Paraprofessionals</p> <p>Counselor</p> <p>Technology coordinator</p> <p>External consultant</p>	<p>Planning & Preparation time</p>		

<p>Each campus will conduct drills according to calendar</p> <ul style="list-style-type: none"> ▪ Disaster Drills ▪ Fire ▪ Tornado ▪ Violence ▪ Intruder ▪ Evacuation <p>Maintain building security</p> <ul style="list-style-type: none"> ▪ Raptor System – Background Check ▪ Locked entries ▪ Surveillance cameras in all halls (Exterior and Interior) ▪ Visitor sign-in; Visitor Badges ▪ Student /Teacher sign-out in front office ▪ (Entire Campus is locked all day and exterior gates are kept locked. Main Office are locked so that there is no unguarded access to the students) <p>Ensure student safety by:</p> <ul style="list-style-type: none"> ▪ Limiting accessibility to students by non-school employees ▪ Making custody papers available to appropriate personnel. ▪ Monitoring students before, during and after school. ▪ Displaying a map with evacuation procedures and routes in each room. <p>Continue current programs that promote awareness of safety issues such as:</p> <ul style="list-style-type: none"> ▪ Contacting parents when a child is absent ▪ Fire Prevention Week- Presentations <p>Continue SDFSC activities on campus</p> <ul style="list-style-type: none"> ▪ Red Ribbon Week <p>Continuing other complementary activities on campus</p> <ul style="list-style-type: none"> ▪ Anti-bullying and violence 	<p>Principal</p> <p>Teachers/Paraprofessionals</p> <p>Counselor</p> <p>Crisis Response Team</p> <p>Student Support Services personnel</p>	<p>Planning & Preparation time</p> <p>Training fees as applicable</p> <p>Crisis Plan</p> <p>Materials and supplies to support training</p> <p>Signs posted on all exterior doors</p> <p>Surveillance cameras</p> <p>Office sign-out sheets</p> <p>Visitor badges</p> <p>Evacuation maps</p> <p>Meeting</p> <p>District/Campus Budget</p>	<p>August - June</p>	
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Goal 1: Ensure the academic success of all students, inclusive of students in special populations

Objective 1.4: Dr. M.L. Garza-Gonzalez Public Charter School Will continue to improve and support the District/Campus Technology Plan

Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
<p>Maintain inventory of all equipment to ensure that staff and students have access to technology needed to complete academic assignments, reports and communication. Equipment is tagged with a bar code.</p> <p>Maintain current software to communication.</p> <p>Maintain current software for completing federal, state and local agencies reports.</p> <p>Each student is assigned an electronic device</p>	<p>Principal</p> <p>Technology Coordinator</p> <p>On-site technology staff</p> <p>External Specialist</p> <p>Teachers</p> <p>Parents</p>	<p>ESC training fees as applicable</p> <p>Materials to support training</p> <p>ESC 2 training catalog</p> <p>ERATE</p> <p>Staff Development sign-in sheets</p>	<p>January</p>	<p>ESC training certificates</p> <p>Sign In Sheets</p>	
<p>Provide resources to enable administrators to search for information on student performance, staff demographics, and school and District accountability ratings.</p> <p>Student Assessment System is used for accessing student data.</p>	<p>Principal</p> <p>On-site technology staff</p>	<p>ESC training fees as applicable</p> <p>Materials to support training</p> <p>ESC 2 training catalog</p> <p>Staff Development sign-in sheets</p> <p>ESC training certificates</p>	<p>August-June</p> <p>1. August</p> <p>2. November</p> <p>3. January</p> <p>4. March</p>	<p>Training during or before first 6 weeks of each academic year.</p> <p>Meeting Agendas</p> <p>Sign-in Sheets</p> <p>Agendas and documentation of staff meetings</p>	

<p>The district will provide flexible staff development on specialized technologies as deemed necessary for staff. These technologies include the following but not limited to this list:</p> <ul style="list-style-type: none"> ○ Promethean boards ○ scanners, ○ digital cameras, ○ LCD Projectors, ○ Software (MS Office) ○ teleconferencing ○ programmable calculators, ○ digital video cameras, ○ printers, ○ document cameras, ○ security cameras, and ○ troubleshooting 	<p>Principal On-site technology staff Teachers & Paraprofessionals Counselor</p> <p>Student Support Services personnel Parent Involvement Coordinator PEIMS Coordinator</p>	<p>ESC training fees as applicable Materials to support training</p> <p>ESC 2 training catalog Staff Development sign-in sheets</p> <p>ESC training certificates</p>	<p>August - June</p>	<p>Training during or before the first 6 weeks of each academic year. Meeting Agendas</p> <p>Sign-in Sheets</p> <p>Agendas and documentation of staff meetings</p>	
<p>Training for teachers and library media specialist to collaborate on integrating technology within the core curriculum to encourage information literacy, technology literacy, and student academic success will be provided.</p> <p>On a flexible, as-needed basis, library staff will provide training to students, campus staff, parents, and community members on the use of the latest library resources</p>	<p>Principal Teachers & Paraprofessionals Parents Students Parent Involvement Coordinator</p> <p>Educational software</p>	<p>Materials to support training</p>	<p>August-June Oct 11</p>	<p>Training during or before the first 6 weeks of each academic year. Meeting Agendas Sign-in Sheets Agendas and documentation of staff meetings</p>	

Goal 2: Dr. M.L. Garza-Gonzalez Public Charter School will recruit, promote, support, evaluate and hold accountable competent, highly qualified, and motivated professional staff.

Objective 2.1: Dr. M.L. Garza-Gonzalez Public Charter School will promote/support qualified motivated professional staff.

Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
<p>The Staff Development Plan utilizing face-to-face and online opportunities will be implemented to:</p> <ul style="list-style-type: none"> Increasing Technology Usage Provide training for working with At-Risk Youth Provide transition for Preschool students to Kindergarten (Early Childhood Only) Emergency Management Parental Involvement District/Campus Policy and Procedures Research strategies for instructional interventions State required training Provide training for staff working with SPED students. 	Principal Continuous Improvement Team	<p>District Plan</p> <p>Campus Plan</p> <p>Curricular materials</p> <p>Technology equipment</p> <p>Emergency Management Plan</p> <p>Parental Involvement Plan</p> <p>Policies and Procedures</p>	<p>Aug.10-13</p> <p>Oct. 11</p> <p>Mar. 11</p> <p>June 13</p>	<p>CIT will periodically assess campus SD activities.</p> <p>Staff development Evaluations</p>	
Staff members will be provided opportunities to choose staff development sessions and required annual trainings.	Principal Teacher staff Continuous Improvement Team	<p>Faculty meetings time</p> <p>ESC Fee</p>	<p>August - June</p>	<p>Informal interviews of teacher staff development sessions.</p> <p>Training Certificates</p>	

Goal 2: Dr. M.L. Garza-Gonzalez Public Charter School will recruit, promote, support, evaluate and hold accountable competent, qualified, and motivated professional staff.

Objective 2.2: Dr. M.L. Garza-Gonzalez Public Charter School will hold staff accountable by conducting effective evaluation of competent, qualified, motivated professional staff.

Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
<p>1. The evaluation process for all professional and auxiliary staff will be conducted to comply with TEA certification guidelines.</p> <p>2. All professional staff will be evaluated with the T-TESS Appraisal System.</p>	Principal	<p>Evaluation Material</p> <p>Planning</p> <p>Scheduling Times</p>	<p>August -June</p> <p>Professional</p>	Teachers will have walk-through and at least one 50 min. observation.	

3. All nonprofessional staff will be evaluated with a locally created evaluation rubric. 4. Performance measures on evaluations and overall school performance measures will determine if staff members qualify for continued employment and/or stipends		T-TESS Manuals Online professional development	Non-professionals April-May	Non-Professionals will be evaluated using a locally created rubric.	
New hiring procedures will be implemented to ensure that all teaching staff meet the Charter School criteria to ensure state compliance and requirements.	Principal Directors Human Resources	Evaluation Material Planning & scheduling time	August -June	Process disseminated to staff.	
A survey will be implemented to assess overall teaching satisfaction on the campus. The survey will be discussed in the Advisory committee meetings to determine campus needs and wants.	Principal Teachers Human Resources	Meeting agendas Planning & scheduling time Handbook	May and June	Campus participation in updating Handbook.	
<i>Goal 3: Dr. M.L. Garza-Gonzalez Public Charter School will increase community and parent Involvement in the schools.</i>					
Objective 3.1: Dr. M.L. Garza-Gonzalez Public Charter School will promote open and positive communication.					
Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
Create a recruiting effort for community & parental Involvement in decision-making. Conduct meeting via online as recommended by CDC. At each required event, parent input will be encouraged.	Campus Improvement Team	CIT representatives Materials Planning & scheduling time	August -June	Parent's meeting attendance and minutes	
Provide opportunities for parents to be Involvement in school activities <ul style="list-style-type: none"> • Provide snacks for evening events • Child participation events • Open house meetings • Six weeks progress reports generate conferences. • Quarterly parent meetings 	Principal Classroom Teachers	Schedule and advertise meetings	August -June	Parent's meeting attendance and minutes	

<p>All school activities will be adjusted to meet the CDC guidelines.</p> <p>Web based communication software will be maintained by campus principal and parent Involvement Coordinator to communicate with parents and other stakeholders as needed. All announcements will be transmitted in real time through BAND application.</p> <p>Parent Coordinator will host a Facebook page for the school.</p>					
Goal 3: Dr. M.L. Garza-Gonzalez Public Charter School will increase community and parent Involvement in the schools.					
Objective 3.2: Dr. M.L. Garza-Gonzalez Public Charter School will develop strategies to promote positive communication among administration, faculty and staff.					
Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
Staff meetings are held throughout the year as deemed necessary. Staff development sessions are held in August, October, November, February, and as deemed necessary.	Superintendent Principal Directors	Planning & scheduling time	August-June	Periodic staff surveys	
Provide calendar of events <ul style="list-style-type: none"> School calendar Admin staff for reports and deadlines Assessment Appraisal 	Office Staff Parental Involvement Officer	Schedule and advertise events	August-June	Check for staff and parent's knowledge of events.	
Utilize e-mail/ for district/campus staff communications. -Improve utilization by providing staff development Utilize BAND communication software to communicate with parents and staff	Principal Faculty & Staff Parent Involvement Coordinator	Planning & scheduling time	August-June	All memos and bulletins will be sent through e-mail.	

Administrative staff to practice communication policy as recommended by CDC guidelines.	Principal Faculty & Staff	Planning & scheduling time	August-June	Periodic staff surveys.	
Goal 3: Dr. M.L. Garza-Gonzalez Public Charter School will increase community and parent Involvement.					
Objective 3.3: Dr. M.L. Garza-Gonzalez Public Charter School will develop strategies for promoting positive campus communication with parents.					
Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
Utilize parental coordinator to promote parent Involvement activities, plan and implement student extracurricular and enrichment activities.	Principal Directors Parent Coordinator	Planning & scheduling time Community event Calendars	August- June	Campus information will be posted on the web site.	
Provide for effective School-Community relations and communication by utilizing telephone, email, website, flyers, and newsletters. Improve and update District web site. Updated Website.	Principal Faculty/Staff Administrative Assistant Coordinator of Technology	Planning & scheduling time	Weekly As needed to keep information current	Number of parent involvement activities. Parent/Community member surveys.	
Communicate effectively between home and school. (Parent/teacher conferences) via online, social media, direct BAND app, text, phone, etc. Face to Face communication is at a minimum due to COVID protocol.	Office Staff Teachers and Paraprofession als	Planning & Preparation time	Weekly	Parent Survey Parent contact logs	
Promote and provide for open, honest, and positive campus communication by providing staff surveys for evaluation of programs and overall district/campus.	Principal Faculty & Staff	Planning & scheduling time	Every Six weeks	Staff and Parent Surveys.	

Goal 4: Dr. M.L. Garza-Gonzalez Public Charter School will ensure that monitor, evaluate, and submit accurate data reporting.

Objective 5.1: Dr. M.L. Garza-Gonzalez Public Charter School will develop a process to monitor, evaluate, and submit accurate data

Strategy	Staff Responsible	Resources Needed	Timeline	Formative Evaluation	Summative Evaluation
<p>Select a process for accurate data submissions.</p> <ul style="list-style-type: none"> Track Leavers/No Shows Follow-up on withdrawals Indicators prior to Fall Submissions <ul style="list-style-type: none"> Economically Disadvantaged At-Risk CTE Bilingual/ESL Leaver Codes Assigned (Weekly) Review and revise current attendance monitoring system 	Administration, PEIMS, Testing Coordinator	Planning & scheduling time Maintenance TEA Schedule	August - June	Reporting forms.	

Title I Personnel

Employee Name	Position	FTE
Alba, Julee	Fifth Grade Teacher	22%
Aleman, Deanna	Pre-Kinder Teacher	22%
Gallardo, Mariena	Kindergarten Teacher	22%
Johnson, Leslie	Third Grade Teacher	22%
Jones, La Crisha	Science Teacher	22%
Marx, Michael	Math Teacher	22%
Moreno, Naomi	English Teacher	22%
Nevares, Brianna	First Grade Teacher	22%
Rodriguez, Ramsey	Fourth Grade Teacher	22%
Sanchez, Daniel	Social Studies Teacher	22%

District Funding Summary

Account Code	Materials	Amount

Account Code	Title II, Part A	Amount

Account Code	Title I, Part A Staff Development	Amount

Account Code	Title I, Part A Salaries	Amount

Account Code	Homeless	Amount

Account Code	Strong Foundations Implementation K-5 Grant	Amount

Account Code	Strong Foundations Implementation 6 – 8 Grant	Amount

Account Code	Strong Foundations Planning Reading K-5	Amount

Account Code	School Safety and Security	Amount