

Fort Bend Independent School District

Garcia Middle School

2025-2026 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

Value Statement

We OWN what we do, and GRIT gets us through.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garcia Middle School was established in 1995 and is composed of a highly diverse, multicultural, multi-language student population. The surrounding communities help foster a sense of unity and commitment to create a tolerant mindset--all of which translates well at the campus level.

Projected Enrollment for the 2025-2026 school year is over 1500 students. This is an increase from previous years as area around the campus community continues to grow with new construction of homes and apartments.. Our enrollment as of 7/10/2025 is 1550 students (6th--516, 7th, 501, and 8th 533). As in previous years, once the school year begins, we anticipate that the number will increase due to the continued growth in the Aliana community; the trajectory of growth should be on a steady, upward swing.

20% of our students are considered Emergent Bilingual and 38.74% are Economically Disadvantaged. Additionally, we serve students with special needs and provide educational accommodations and experiences for these special populations. 12.54% of our students receive Special Education services, 3.26% qualify for Section 504, and 4.78% are identified as Gifted & Talented.

Student Demographics	Count	Percent
Gender		
Female	696	48.23%
Male	747	51.77%
Ethnicity		
Hispanic-Latino	197	13.65%
Race		
American Indian - Alaskan Native	10	0.69%
Asian	787	54.54%
Black - African American	238	16.49%
Native Hawaiian - Pacific Islander	3	0.21%
White	162	11.23%
Two-or-More	46	3.19%

Student Programs

	Count	Percent
Dyslexia	65	4.50%
Gifted and Talented	69	4.78%
Regional Day School Program for the Deaf	0	0.00%
Section 504	47	3.26%
Special Education (SPED)	181	12.54%
Bilingual/ESL		
Emergent Bilingual (EB)	293	20.30%
Bilingual	0	0.00%
English as a Second Language (ESL)	282	19.54%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	5	0.35%
Title I Part A		
Schoolwide Program	2	0.14%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	19	1.32%
Neglected	0	0.00%

Student Indicators

	Count	Percent
At-Risk	477	33.06%
Foster Care	4	0.28%
IEP Continuer	0	0.00%
Immigrant	57	3.95%
Intervention Indicator	270	18.71%
Migrant	0	0.00%
Military Connected	27	1.87%
Transfer In Students	9	0.6237%
Unschoolered Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	559	38.74%
Free Meals	486	33.68%
Reduced-Price Meals	73	5.06%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	19	1.32%
Shelter	0	0.00%
Doubled Up	16	1.11%
Unsheltered	0	0.00%
Hotel/Motel	3	0.21%
Not Unaccompanied Youth	18	1.25%
Is Unaccompanied Youth	1	0.07%

Special Education Services

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	1	0.55%
Other health impairment	21	11.60%
Auditory impairment	0	0.00%
Visual impairment	1	0.55%
Deaf-Blind	0	0.00%
Intellectual disability	12	6.63%
Emotional disturbance	9	4.97%
Learning disability	79	43.65%
Speech impairment	12	6.63%
Autism	44	24.31%
Developmental delay	0	0.00%
Traumatic brain injury	2	1.10%
Noncategorical early childhood	0	0.00%

Instructional Settings

Speech Therapy	11	6.08%
Homebound	3	1.66%
Hospital Class	0	0.00%
Mainstream	80	44.20%
Resource Room	49	27.07%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	38	20.99%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

MIDDLE SCHOOLS	FBISD 2024-2025 Weekly Attendance Reports	2023-2024 Attendance	2024-2025 GOAL	04/25/25 - 05/02/25	At or above 95% goal?	05/05/25 - 05/09/25	At or above 95% goal?	05/12/25 - 05/16/25	At or above 95% goal?	05/19/25 - 05/23/25	At or above 95% goal?	05/27/25 - 05/29/25	At or above 95% goal?	Cumulative Attendance as of 05/29/25
038	M R WOOD CENTER	86.58	95.00	84.74		88.86		86.62		85.83		83.86		87.11
041	DULLES M S	95.37	95.00	95.19	☆	95.09	☆	94.29		94.99		96.51	☆	95.26
042	MISSOURI CITY M S	93.36	95.00	93.13		92.11		90.72		92.93		94.53		92.57
043	SUGAR LAND M S	94.16	95.00	95.06	☆	94.53		92.45		94.19		88.35		94.42
044	QUAIL VALLEY M S	95.74	95.00	95.98	☆	95.97	☆	94.29		92.17		90.46		95.22
045	FIRST COLONY M S	96.09	95.00	96.85	☆	95.46	☆	94.75		96.19	☆	92.46		96.21
046	CHRISTA MCAULIFFE M S	90.78	95.00	94.27		88.99		89.59		91.16		85.49		91.85
047	HODGES BEND M S	94.23	95.00	95.59	☆	93.39		92.22		92.70		86.51		94.32
048	LAKE OLYMPIA M S	93.71	95.00	93.96		92.71		91.89		93.99		90.35		94.16
049	MACARIO GARCIA M S	95.86	95.00	97.46	☆	96.96	☆	96.64	☆	95.22	☆	88.86		96.08
050	SARTARTIA M S	96.79	95.00	97.14	☆	96.38	☆	96.22	☆	94.52		93.63		96.56
051	FORT SETTLEMENT M S	97.24	95.00	97.50	☆	96.36	☆	96.06	☆	95.52	☆	92.69		97.31
052	BILLY BAINES M S	95.41	95.00	96.01	☆	94.46		93.13		94.25		90.14		95.26
053	DAVID CROCKETT M S	95.42	95.00	96.07	☆	95.03	☆	94.31		94.06		90.54		95.56
054	JAMES BOWIE M S	95.99	95.00	96.80	☆	95.46	☆	96.09	☆	95.58	☆	90.02		95.76
055	RONALD THORNTON M S	95.08	95.00	95.53	☆	94.17		94.09		93.93		85.50		95.07
	FBISD TOTAL	94.71	95.00	94.64	12	94.15	8	93.86	4	93.66	4	91.56	1	94.80

Indicates slight increase from week before
 Indicates the highest attendance percentile
 Indicates attendance % < 95.00%
 Indicates at/or above 95.00%
 Data Run - 06/01/2025



The cumulative student attendance rate during the 2024-2025 school year was 96.08 percent. GMS believes that student attendance is an integral component of student learning and achievement.

To enhance the attendance rate during the 2025-2026 school year, GMS staff will collaborate with district personnel, including student attendance specialists, to educate parents and students and assist them to improve.

Demographics Strengths

Garcia Middle School has a unique diversity with multiple ethnicities, cultures, languages, and economic groups represented.

This provides our students with a microcosm of a true global learning community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The cumulative student attendance rate at Garcia MS for the 2024-2025 school year was 96.08%.

Root Cause: Not all parents and students understand the impact of student attendance on academic performance.

Student Learning

Student Learning Summary

Garcia Middle School has historically has been an A rated campus based on the state's accountability rating system. For the 2024-25 school year, our students increased or maintained Masters level performance in 5 of the 8 tested areas. Our passing rate for 8th grade math dropped significantly from 78% to 69%. More students were enrolled in Algebra rather than 8th grade math, and their passing rate was 100% with 91% reaching Masters level. 8th grade Social Studies is another area for growth. While the overall passing rate only decreased by 1%, Masters level dropped by 4%. A strength for our campus was 8th grade Science where we grew from 81% passing to 88%.

STAAR 2024-2025 COMPARISON SUMMARY

STAAR	2024 DNM	2025 DNM	2024 APPROACHES (PASS RATE)	2025 APPROACHES (PASS RATE)	2024 MEETS	2025 MEETS	2024 MASTERS	2025 MASTERS
RLA 6	9%	10%	91%	90%	78%	77%	45%	48%
MATH 6	9%	9%	91%	91%	71%	70%	37%	39%
RLA 7	10%	10%	90%	90%	77%	78%	57%	49%
MATH 7	17%	15%	83%	85%	69%	69%	36%	42%
RLA 8	10%	8%	90%	92%	72%	75%	49%	49%
MATH 8	22%	31%	78%	69%	49%	43%	18%	14%
SCI 8	19%	12%	81%	88%	61%	67%	32%	38%
SS 8	23%	24%	77%	76%	51%	50%	34%	30%
ALGEBRA	0%	0%	100%	100%	98%	98%	90%	91%

Note: Approaches numbers include Approaches, Meets, and Maters. And, Meets numbers include both Meets and Masters.

2025 STAAR RESULTS

6TH GRADE	May 2025 STAAR Reading Language Arts, Grade 6												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	481	38	1731	67.19%	89.81%	76.92%	47.82%	5.82%	4.37%	4.57%	8.32%	29.11%	47.82%
Economic Disadvantage	190	34	1679	60.16%	83.16%	64.21%	32.63%	10.53%	6.32%	6.84%	12.11%	31.58%	32.63%
American Indian/Alaskan Native	2	37	1732	66.07%	100%	50%	50%	0%	0%	50%	0%	0%	50%
Asian	281	40	1764	71.53%	93.95%	83.99%	55.87%	3.20%	2.85%	2.49%	7.47%	28.11%	55.87%
Black/African American	81	35	1689	61.73%	86.42%	67.90%	37.04%	7.41%	6.17%	8.64%	9.88%	30.86%	37.04%
Hispanic	60	31	1650	55.95%	73.33%	56.67%	30%	15%	11.67%	6.67%	10%	26.67%	30%
Native Hawaiian/Pacific Islander	1	15	1463	26.79%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Two or More Races	8	37	1724	66.29%	87.50%	75%	37.50%	12.50%	0%	0%	12.50%	37.50%	37.50%
White	48	37	1716	66.11%	93.75%	79.17%	43.75%	4.17%	2.08%	6.25%	8.33%	35.42%	43.75%
Currently Emergent Bilingual	109	29	1615	50.98%	75.23%	43.12%	13.76%	14.68%	10.09%	10.09%	22.02%	29.36%	13.76%
First Year of Monitoring	56	42	1782	75.38%	100%	98.21%	60.71%	0%	0%	0%	1.79%	37.50%	60.71%
Second Year of Monitoring	4	46	1828	81.70%	100%	100%	100%	0%	0%	0%	0%	0%	100%
Section 504	18	35	1691	62%	88.89%	77.78%	16.67%	0%	11.11%	5.56%	5.56%	61.11%	16.67%
Special Ed Indicator	58	22	1533	39.19%	46.55%	24.14%	10.34%	34.48%	18.97%	10.34%	12.07%	13.79%	10.34%

6TH GRADE	May 2025 STAAR Mathematics, Grade 6												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	482	30	1858	68.96%	91.49%	69.50%	39.21%	2.49%	6.02%	8.71%	13.28%	30.29%	39.21%
Economic Disadvantage	192	26	1784	60.60%	84.38%	54.17%	22.92%	4.69%	10.94%	13.02%	17.19%	31.25%	22.92%
American Indian/Alaskan Native	2	32	1871	73.26%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Asian	278	32	1909	74.80%	96.76%	79.86%	49.28%	1.08%	2.16%	5.76%	11.15%	30.58%	49.28%
Black/African American	83	26	1789	60.61%	83.13%	54.22%	25.30%	4.82%	12.05%	14.46%	14.46%	28.92%	25.30%
Hispanic	62	23	1740	54.61%	75.81%	45.16%	16.13%	6.45%	17.74%	16.13%	14.52%	29.03%	16.13%
Native Hawaiian/Pacific Islander	1	18	1647	41.86%	100%	0%	0%	0%	0%	100%	0%	0%	0%
Two or More Races	8	29	1883	68.02%	75%	62.50%	50%	12.50%	12.50%	0%	12.50%	12.50%	50%
White	48	30	1837	68.65%	97.92%	68.75%	33.33%	0%	2.08%	6.25%	22.92%	35.42%	33.33%
Currently Emergent Bilingual	109	25	1757	57.56%	86.24%	47.71%	17.43%	4.59%	9.17%	19.27%	19.27%	30.28%	17.43%
First Year of Monitoring	56	34	1928	78.16%	98.21%	89.29%	57.14%	0%	1.79%	0%	8.93%	32.14%	57.14%
Second Year of Monitoring	4	34	1915	79.07%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Section 504	17	26	1792	60.19%	88.24%	41.18%	23.53%	5.88%	5.88%	17.65%	29.41%	17.65%	23.53%
Special Ed Indicator	59	18	1640	41.27%	54.24%	16.95%	3.39%	16.95%	28.81%	22.03%	15.25%	13.56%	3.39%

7TH GRADE	May 2025 STAAR Reading Language Arts, Grade 7												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	513	39	1763	69.81%	89.86%	77.97%	48.93%	4.48%	5.65%	5.46%	6.43%	29.04%	48.93%
Economic Disadvantage	214	36	1715	63.60%	82.71%	67.29%	35.05%	6.54%	10.75%	8.88%	6.54%	32.24%	35.05%
American Indian/Alaskan Native	3	41	1779	73.81%	100%	100%	66.67%	0%	0%	0%	0%	33.33%	66.67%
Asian	276	41	1786	72.79%	92.75%	84.42%	56.16%	3.99%	3.26%	2.90%	5.43%	28.26%	56.16%
Black/African American	91	36	1719	64.17%	83.52%	69.23%	36.26%	6.59%	9.89%	8.79%	5.49%	32.97%	36.26%
Hispanic	69	36	1717	63.87%	85.51%	66.67%	34.78%	4.35%	10.14%	11.59%	7.25%	31.88%	34.78%
Native Hawaiian/Pacific Islander	2	51	1953	90.18%	100%	100%	100%	0%	0%	0%	0%	0%	100%
Two or More Races	16	41	1798	73.33%	93.75%	81.25%	56.25%	0%	6.25%	6.25%	6.25%	25%	56.25%
White	56	39	1766	69.67%	89.29%	71.43%	46.43%	5.36%	5.36%	5.36%	12.50%	25%	46.43%
Currently Emergent Bilingual	108	32	1662	56.83%	77.78%	54.63%	18.52%	9.26%	12.96%	10.19%	12.96%	36.11%	18.52%
First Year of Monitoring	63	44	1830	79.17%	100%	98.41%	73.02%	0%	0%	0%	1.59%	25.40%	73.02%
Second Year of Monitoring	18	44	1814	78.37%	100%	100%	72.22%	0%	0%	0%	0%	27.78%	72.22%
Section 504	22	34	1682	60.06%	81.82%	63.64%	27.27%	13.64%	4.55%	9.09%	9.09%	36.36%	27.27%
Special Ed Indicator	59	27	1598	47.43%	54.24%	33.90%	13.56%	22.03%	23.73%	10.17%	10.17%	20.34%	13.56%

7TH GRADE	May 2025 STAAR Mathematics, Grade 7												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	512	31	1922	68.36%	85.16%	68.75%	41.80%	7.23%	7.62%	7.42%	8.98%	26.95%	41.80%
Economic Disadvantage	213	27	1846	59.68%	77.46%	54.93%	25.82%	10.80%	11.74%	11.74%	10.80%	29.11%	25.82%
American Indian/Alaskan Native	3	33	1983	71.74%	66.67%	66.67%	66.67%	0%	33.33%	0%	0%	0%	66.67%
Asian	277	34	1972	73.87%	90.25%	78.34%	50.18%	4.33%	5.42%	5.05%	6.86%	28.16%	50.18%
Black/African American	90	26	1820	55.68%	68.89%	47.78%	21.11%	21.11%	10%	6.67%	14.44%	26.67%	21.11%
Hispanic	68	28	1852	60.68%	83.82%	54.41%	30.88%	5.88%	10.29%	20.59%	8.82%	23.53%	30.88%
Native Hawaiian/Pacific Islander	2	40	2150	85.87%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Two or More Races	16	31	1905	68.07%	81.25%	62.50%	43.75%	0%	18.75%	0%	18.75%	18.75%	43.75%
White	56	32	1923	70.15%	89.29%	73.21%	44.64%	3.57%	7.14%	7.14%	8.93%	28.57%	44.64%
Currently Emergent Bilingual	106	26	1828	57.20%	72.64%	49.06%	18.87%	9.43%	17.92%	10.38%	13.21%	30.19%	18.87%
First Year of Monitoring	63	37	2030	80.95%	100%	95.24%	58.73%	0%	0%	1.59%	3.17%	36.51%	58.73%
Second Year of Monitoring	18	38	2052	83.21%	100%	94.44%	72.22%	0%	0%	0%	5.56%	22.22%	72.22%
Section 504	22	27	1837	59.68%	77.27%	63.64%	22.73%	13.64%	9.09%	13.64%	0%	40.91%	22.73%
Special Ed Indicator	59	19	1713	41.30%	49.15%	20.34%	3.39%	33.90%	16.95%	15.25%	13.56%	16.95%	3.39%

8TH GRADE	May 2025 STAAR Reading Language Arts, Grade 8												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	433	38	1789	67.25%	91.69%	75.52%	48.73%	5.31%	3%	6.24%	9.93%	26.79%	48.73%
Economic Disadvantage	176	34	1740	60.38%	85.80%	63.64%	34.66%	9.09%	5.11%	10.23%	11.93%	28.98%	34.66%
American Indian/Alaskan Native	4	36	1750	63.39%	100%	75%	25%	0%	0%	0%	25%	50%	25%
Asian	241	39	1809	69.78%	92.95%	79.67%	55.60%	3.73%	3.32%	6.22%	7.05%	24.07%	55.60%
Black/African American	61	35	1753	61.89%	88.52%	60.66%	36.07%	8.20%	3.28%	6.56%	21.31%	24.59%	36.07%
Hispanic	54	33	1732	59.52%	85.19%	64.81%	29.63%	11.11%	3.70%	11.11%	9.26%	35.19%	29.63%
Two or More Races	19	38	1791	68.33%	100%	73.68%	47.37%	0%	0%	10.53%	15.79%	26.32%	47.37%
White	54	39	1804	69.64%	92.59%	85.19%	53.70%	5.56%	1.85%	0%	7.41%	31.48%	53.70%
Currently Emergent Bilingual	85	27	1662	49.03%	75.29%	40%	11.76%	15.29%	9.41%	17.65%	17.65%	28.24%	11.76%
First Year of Monitoring	65	39	1793	69.29%	96.92%	87.69%	43.08%	1.54%	1.54%	3.08%	6.15%	44.62%	43.08%
Second Year of Monitoring	2	44	1854	77.68%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Section 504	9	31	1703	55.56%	77.78%	55.56%	33.33%	22.22%	0%	11.11%	11.11%	22.22%	33.33%
Special Ed Indicator	44	25	1631	44.12%	61.36%	29.55%	9.09%	25%	13.64%	13.64%	18.18%	20.45%	9.09%

8TH GRADE	May 2025 STAAR Mathematics, Grade 8												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	244	24	1848	49.07%	69.26%	43.44%	13.93%	13.93%	16.80%	15.16%	10.66%	29.51%	13.93%
Economic Disadvantage	137	21	1813	44.39%	61.31%	32.85%	8.03%	16.79%	21.90%	13.87%	14.60%	24.82%	8.03%
American Indian/Alaskan Native	3	32	2005	67.36%	66.67%	66.67%	66.67%	0%	33.33%	0%	0%	0%	66.67%
Asian	116	26	1877	53.30%	79.31%	50.86%	18.97%	10.34%	10.34%	15.52%	12.93%	31.90%	18.97%
Black/African American	45	20	1798	41.67%	55.56%	28.89%	6.67%	22.22%	22.22%	15.56%	11.11%	22.22%	6.67%
Hispanic	46	20	1794	41.30%	54.35%	28.26%	6.52%	19.57%	26.09%	17.39%	8.70%	21.74%	6.52%
Two or More Races	10	27	1893	56.67%	80%	60%	10%	0%	20%	20%	0%	50%	10%
White	24	25	1865	51.91%	70.83%	54.17%	12.50%	12.50%	16.67%	8.33%	8.33%	41.67%	12.50%
Currently Emergent Bilingual	73	21	1810	43.78%	58.90%	31.51%	12.33%	19.18%	21.92%	13.70%	13.70%	19.18%	12.33%
First Year of Monitoring	36	26	1898	55.09%	80.56%	52.78%	16.67%	5.56%	13.89%	16.67%	11.11%	36.11%	16.67%
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Section 504	8	16	1743	34.11%	37.50%	25%	0%	37.50%	25%	12.50%	0%	25%	0%
Special Ed Indicator	42	17	1761	36.16%	40.48%	16.67%	9.52%	33.33%	26.19%	16.67%	7.14%	7.14%	9.52%

8TH GRADE	May 2025 STAAR Science, Grade 8												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	434	30	4386	64.77%	88.48%	67.28%	37.56%	5.53%	5.99%	10.83%	10.37%	29.72%	37.56%
Economic Disadvantage	177	26	4125	57.10%	81.36%	50.85%	23.16%	10.17%	8.47%	18.08%	12.43%	27.68%	23.16%
American Indian/Alaskan Native	4	30	4383	65.22%	75%	75%	50%	0%	25%	0%	0%	25%	50%
Asian	241	31	4487	67.81%	92.95%	73.86%	41.91%	3.32%	3.73%	8.71%	10.37%	31.95%	41.91%
Black/African American	62	26	4092	55.75%	74.19%	46.77%	27.42%	11.29%	14.52%	14.52%	12.90%	19.35%	27.42%
Hispanic	54	25	4026	54.67%	77.78%	48.15%	16.67%	11.11%	11.11%	20.37%	9.26%	31.48%	16.67%
Two or More Races	19	32	4518	69.57%	100%	68.42%	42.11%	0%	0%	5.26%	26.32%	26.32%	42.11%
White	54	32	4588	69.97%	92.59%	79.63%	48.15%	5.56%	1.85%	9.26%	3.70%	31.48%	48.15%
Currently Emergent Bilingual	86	23	3866	49.95%	74.42%	36.05%	8.14%	15.12%	10.47%	24.42%	13.95%	27.91%	8.14%
First Year of Monitoring	65	31	4403	66.72%	93.85%	75.38%	33.85%	3.08%	3.08%	4.62%	13.85%	41.54%	33.85%
Second Year of Monitoring	2	36	4758	78.26%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Section 504	9	25	4055	55.31%	77.78%	44.44%	22.22%	11.11%	11.11%	22.22%	11.11%	22.22%	22.22%
Special Ed Indicator	44	20	3684	43.48%	56.82%	22.73%	13.64%	22.73%	20.45%	29.55%	4.55%	9.09%	13.64%

8TH GRADE	May 2025 STAAR Social Studies, Grade 8												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	433	29	4012	58.55%	75.98%	49.65%	30.02%	9.24%	14.78%	11.09%	15.24%	19.63%	30.02%
Economic Disadvantage	176	25	3786	50.77%	61.93%	35.80%	19.89%	18.18%	19.89%	15.91%	10.23%	15.91%	19.89%
American Indian/Alaskan Native	4	28	3913	56.63%	75%	50%	50%	25%	0%	0%	25%	0%	50%
Asian	241	30	4088	61.30%	81.33%	56.43%	33.61%	5.81%	12.86%	12.45%	12.45%	22.82%	33.61%
Black/African American	61	25	3827	51.79%	62.30%	36.07%	16.39%	18.03%	19.67%	9.84%	16.39%	19.67%	16.39%
Hispanic	54	24	3733	48.87%	59.26%	24.07%	16.67%	12.96%	27.78%	16.67%	18.52%	7.41%	16.67%
Two or More Races	19	30	4117	61.76%	78.95%	57.89%	31.58%	5.26%	15.79%	5.26%	15.79%	26.32%	31.58%
White	54	31	4129	62.59%	83.33%	57.41%	40.74%	11.11%	5.56%	3.70%	22.22%	16.67%	40.74%
Currently Emergent Bilingual	86	21	3556	42.60%	44.19%	18.60%	6.98%	23.26%	32.56%	15.12%	10.47%	11.63%	6.98%
First Year of Monitoring	65	30	4047	60.50%	87.69%	50.77%	27.69%	1.54%	10.77%	13.85%	23.08%	23.08%	27.69%
Second Year of Monitoring	2	36	4385	73.47%	100%	100%	50%	0%	0%	0%	0%	50%	50%
Section 504	9	23	3665	46.49%	55.56%	22.22%	11.11%	33.33%	11.11%	11.11%	22.22%	11.11%	11.11%
Special Ed Indicator	44	20	3477	40.12%	43.18%	15.91%	9.09%	36.36%	20.45%	18.18%	9.09%	6.82%	9.09%

ALGEBRA	Spring 2025 STAAR EOC, Algebra I												
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters Grade						
								DNM Low	DNM High	Approaches Low	Approaches High	Meets	Masters
MACARIO GARCIA MIDDLE SCHOOL	191	51	5057	86.24%	100%	98.43%	90.58%	0%	0%	0.52%	1.05%	7.85%	90.58%
Economic Disadvantage	41	52	5173	88.76%	100%	97.56%	97.56%	0%	0%	0%	2.44%	0%	97.56%
American Indian/Alaskan Native	1	55	5217	93.22%	100%	100%	100%	0%	0%	0%	0%	0%	100%
Asian	125	51	5078	87.16%	100%	100%	92.80%	0%	0%	0%	0%	7.20%	92.80%
Black/African American	17	49	4925	82.55%	100%	88.24%	76.47%	0%	0%	0%	11.76%	11.76%	76.47%
Hispanic	9	52	5011	87.57%	100%	100%	88.89%	0%	0%	0%	0%	11.11%	88.89%
Two or More Races	9	49	4883	83.62%	100%	100%	100%	0%	0%	0%	0%	0%	100%
White	30	50	5105	84.63%	100%	96.67%	86.67%	0%	0%	3.33%	0%	10%	86.67%
Currently Emergent Bilingual	13	50	4939	83.96%	100%	100%	84.62%	0%	0%	0%	0%	15.38%	84.62%
First Year of Monitoring	29	50	5010	85.21%	100%	100%	89.66%	0%	0%	0%	0%	10.34%	89.66%
Second Year of Monitoring	2	58	5726	97.46%	100%	100%	100%	0%	0%	0%	0%	0%	100%
Section 504	1	50	4785	84.75%	100%	100%	100%	0%	0%	0%	0%	0%	100%
Special Ed Indicator	2	53	5073	89.83%	100%	100%	100%	0%	0%	0%	0%	0%	100%

PROFILE

PERFORMANCE

FINANCE

TOOLS AND REPORTS

COMPARE

REPORT CARDS

Academic Achievement

% of Points Earned

81

out of 100

Academic Achievement measures STAAR performance at the Meets Grade Level or above standard in reading and math for all student groups.

Growth Status

% of Points Earned

66

out of 100

Growth Status shows the amount of growth all student groups make from year to year.

Student Success

% of Points Earned

75

out of 100

Student Success measures how well students perform on STAAR across all student groups.

English Language Proficiency

% of Points Earned

100

out of 100

English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.

TELPAS

6TH GRADE TELPAS 2025	Total Students	TELPAS Composite Rating			
		Beginning	Intermediate	Advanced	Advanced High
MACARIO GARCIA MIDDLE SCHOOL	107	3.74%	16.82%	57.94%	21.50%
Economic Disadvantage	58	5.17%	20.69%	62.07%	12.07%
Asian	70	1.43%	18.57%	58.57%	21.43%
Black/African American	5	0%	20%	60%	20%
Hispanic	19	15.79%	15.79%	52.63%	15.79%
Two or More Races	2	0%	0%	50%	50%
White	11	0%	9.09%	63.64%	27.27%
Special Ed Indicator	22	9.09%	36.36%	50%	4.55%

6TH GRADE TELPAS 2025	Total Students	Listening				Speaking				Writing				Reading			
		BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H
MACARIO GARCIA MIDDLE SCHOOL	107	4.67%	20.56%	38.32%	36.45%	2.80%	32.71%	57.01%	7.48%	6.54%	24.30%	50.47%	18.69%	6.54%	21.50%	33.64%	38.32%
Economic Disadvantage	58	6.90%	25.86%	36.21%	31.03%	5.17%	37.93%	51.72%	5.17%	6.90%	27.59%	53.45%	12.07%	8.62%	25.86%	34.48%	31.03%
Asian	70	2.86%	21.43%	34.29%	41.43%	1.43%	35.71%	52.86%	10%	5.71%	24.29%	47.14%	22.86%	4.29%	21.43%	34.29%	40%
Black/African American	5	0%	40%	40%	20%	0%	40%	60%	0%	0%	20%	80%	0%	0%	40%	40%	20%
Hispanic	19	15.79%	21.05%	42.11%	21.05%	10.53%	26.32%	63.16%	0%	15.79%	31.58%	47.37%	5.26%	21.05%	26.32%	36.84%	15.79%
Two or More Races	2	0%	0%	50%	50%	0%	0%	100%	0%	0%	0%	50%	50%	0%	0%	0%	100%
White	11	0%	9.09%	54.55%	36.36%	0%	27.27%	63.64%	9.09%	0%	18.18%	63.64%	18.18%	0%	9.09%	27.27%	63.64%
Special Ed Indicator	22	9.09%	36.36%	45.45%	9.09%	9.09%	45.45%	40.91%	4.55%	18.18%	45.45%	31.82%	4.55%	22.73%	31.82%	36.36%	9.09%

7TH GRADE TELPAS 2025	Total Students	TELPAS Composite Rating			
		Beginning	Intermediate	Advanced	Advanced High
MACARIO GARCIA MIDDLE SCHOOL	106	0%	12.26%	38.68%	49.06%
Economic Disadvantage	64	0%	14.06%	42.19%	43.75%
Asian	71	0%	12.68%	32.39%	54.93%
Black/African American	5	0%	0%	20%	80%
Hispanic	19	0%	5.26%	68.42%	26.32%
Two or More Races	1	0%	0%	100%	0%
White	10	0%	30%	30%	40%
Special Ed Indicator	9	0%	22.22%	66.67%	11.11%

7TH GRADE TELPAS 2025	Total Students	Listening				Speaking				Writing				Reading			
		BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H
MACARIO GARCIA MIDDLE SCHOOL	106	1.89%	12.26%	35.85%	50%	1.89%	18.87%	53.77%	25.47%	3.77%	16.98%	44.34%	34.91%	5.66%	6.60%	30.19%	57.55%
Economic Disadvantage	64	1.56%	14.06%	43.75%	40.62%	1.56%	21.88%	53.12%	23.44%	3.12%	18.75%	53.12%	25%	7.81%	7.81%	28.12%	56.25%
Asian	71	2.82%	11.27%	28.17%	57.75%	1.41%	15.49%	59.15%	23.94%	4.23%	11.27%	45.07%	39.44%	7.04%	5.63%	26.76%	60.56%
Black/African American	5	0%	0%	60%	40%	0%	0%	40%	60%	0%	0%	60%	40%	0%	0%	20%	80%
Hispanic	19	0%	15.79%	57.89%	26.32%	0%	21.05%	57.89%	21.05%	0%	42.11%	36.84%	21.05%	0%	10.53%	42.11%	47.37%
Two or More Races	1	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%
White	10	0%	20%	30%	50%	10%	50%	10%	30%	10%	20%	40%	30%	10%	10%	30%	50%
Special Ed Indicator	9	11.11%	11.11%	55.56%	22.22%	0%	33.33%	44.44%	22.22%	22.22%	44.44%	22.22%	11.11%	11.11%	22.22%	44.44%	22.22%

8TH GRADE TELPAS 2025	Total Students	TELPAS Composite Rating			
		Beginning	Intermediate	Advanced	Advanced High
MACARIO GARCIA MIDDLE SCHOOL	84	2.38%	11.90%	45.24%	40.48%
Economic Disadvantage	46	2.17%	13.04%	47.83%	36.96%
Asian	51	0%	11.76%	43.14%	45.10%
Black/African American	6	0%	16.67%	50%	33.33%
Hispanic	17	5.88%	5.88%	58.82%	29.41%
Two or More Races	4	0%	0%	75%	25%
White	6	16.67%	33.33%	0%	50%
Special Ed Indicator	10	0%	20%	60%	20%

8TH GRADE TELPAS 2025	Total Students	Listening				Speaking				Writing				Reading			
		BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H
MACARIO GARCIA MIDDLE SCHOOL	84	3.57%	11.90%	28.57%	55.95%	5.95%	9.52%	51.19%	33.33%	7.14%	30.95%	54.76%	7.14%	3.57%	20.24%	28.57%	47.62%
Economic Disadvantage	46	4.35%	15.22%	26.09%	54.35%	6.52%	8.70%	52.17%	32.61%	8.70%	30.43%	56.52%	4.35%	4.35%	23.91%	23.91%	47.83%
Asian	51	1.96%	13.73%	31.37%	52.94%	3.92%	9.80%	52.94%	33.33%	5.88%	31.37%	52.94%	9.80%	0%	17.65%	29.41%	52.94%
Black/African American	6	0%	16.67%	33.33%	50%	0%	0%	83.33%	16.67%	0%	50%	50%	0%	0%	33.33%	33.33%	33.33%
Hispanic	17	5.88%	5.88%	35.29%	52.94%	5.88%	11.76%	41.18%	41.18%	11.76%	23.53%	64.71%	0%	5.88%	35.29%	17.65%	41.18%
Two or More Races	4	0%	0%	0%	100%	0%	0%	75%	25%	0%	25%	75%	0%	0%	0%	75%	25%
White	6	16.67%	16.67%	0%	66.67%	33.33%	16.67%	16.67%	33.33%	16.67%	33.33%	33.33%	16.67%	33.33%	0%	16.67%	50%
Special Ed Indicator	10	0%	20%	30%	50%	20%	0%	50%	30%	20%	40%	40%	0%	0%	40%	40%	20%

TELPAS	6TH	7TH	8TH
Number of Students	107	106	84
Showed Growth	53%	44%	27%
Remained at the Same Level	27%	35%	47%
Declined	3%	2%	8%
No 2024 TELPAS Data	17%	18%	18%

Our EB population is making great strides in growth, especially at the 6th and 7th grade levels. Very few students did not remain at the same level or show growth. We will place EB students in specialized advisories for the 2-25-26 school year to work on skills for TELPAS.

NWEA MAP GROWTH DATA

6TH GRADE	Fall 2024-2025 NWEA Growth: Reading 6			Spring 2024-2025 NWEA Reading 6				Fall 2024-2025 NWEA Growth: Math 6			Spring 2024-2025 NWEA Math 6		
	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile		Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile
MACARIO GARCIA MIDDLE SCHOOL	458	218.32	66.42	478	219.72	59.83		461	222.57	66.07	475	232.03	66.23
Economic Disadvantage	179	214.87	60.01	188	215.3	52.22		181	218.64	58.72	188	227.04	57.53
American Indian/Alaskan Native	3	227.33	80	2	230.5	81.5		3	227	77.67	2	229.5	61.5
Asian	264	220.71	70.83	276	222.32	64.36		262	225.93	72.16	275	235.7	72.47
Black/African American	78	215.46	60.81	82	215.77	52.52		79	218.72	58.48	81	226.36	56.14
Hispanic	56	212.09	55.46	61	211.8	46.18		59	213.98	51.08	60	222.93	51.12
Native Hawaiian/Pacific Islander	1	190	11	1	182	2		1	194	10	1	194	5
Two or More Races	9	213.22	58.22	8	222.5	64.75		9	221.56	62.44	8	230.63	60.88
White	47	218.11	65.91	48	221.44	63.13		48	221.6	64.85	48	233.06	68.77
Currently Emergent Bilingual	99	209.46	49.44	107	209.22	40.55		101	216.29	53.9	108	224.38	52.77
First Year of Monitoring	56	220.88	72.34	55	223.05	66.25		55	226.44	73.33	53	238.04	77.19
Second Year of Monitoring	4	229.25	87	4	228	77.5		4	228	78.5	4	239.5	80
Section 504	16	215.06	61.13	17	214.76	49.24		17	222.88	65.65	17	230.18	61.29
Special Ed Indicator	54	201.89	37.17	55	201.91	29.67		56	204.02	32.36	54	210.74	29.63

6TH GRADE	Fall 2024-2025 NWEA Growth: Science 6			Spring 2024-2025 NWEA Science 6		
	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile
MACARIO GARCIA MIDDLE SCHOOL	467	212.92	71.8	469	218.28	72.8
Economic Disadvantage	186	209.28	63.47	182	214.21	63.92
American Indian/Alaskan Native	3	215	74.33	2	218	67.5
Asian	266	214.98	76.65	271	220.75	78.13
Black/African American	80	209.36	63.78	80	213.04	61.23
Hispanic	58	208.17	60.33	59	213.83	61.93
Native Hawaiian/Pacific Islander	1	187	8	1	189	6
Two or More Races	10	214.2	73.8	8	217.63	72.25
White	49	213.33	72.9	48	219.25	77.02
Currently Emergent Bilingual	102	205.41	54.69	105	210.59	55.94
First Year of Monitoring	56	215.64	80.14	53	222.4	83.53
Second Year of Monitoring	4	216.25	84	4	226.75	92
Section 504	17	209.47	63.18	18	217.61	71.72
Special Ed Indicator	56	199.91	41.34	54	203.13	39.74

7TH GRADE	Fall 2024-2025 NWEA Growth: Reading 7			Spring 2024-2025 NWEA Reading 7			Fall 2024-2025 NWEA Growth: Math 7			Spring 2024-2025 NWEA Math 7		
	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile
MACARIO GARCIA MIDDLE SCHOOL	473	220.8	64.1	506	223.15	60.17	496	229.14	66.36	501	233.84	61.95
Economic Disadvantage	194	216.61	56.57	212	219.33	53.16	203	223.81	57.22	208	227.22	50.71
American Indian/Alaskan Native	3	224	70.33	3	220.33	54	3	231.33	72	3	234.67	62.67
Asian	251	222.22	66.78	273	224.5	63.13	263	232.36	71.85	272	237.16	67.6
Black/African American	81	217.35	57.3	89	219.43	52.67	89	221.92	54.02	88	226.24	49.65
Hispanic	67	218.31	59.54	68	222.24	58.35	68	224.76	58.43	67	228.34	52.31
Native Hawaiian/Pacific Islander	2	223.5	70	2	227	69.5	2	240.5	81	2	244.5	77
Two or More Races	15	221.6	65.6	16	221.44	54.44	16	232.81	73.38	15	235.13	62.87
White	54	221.94	66.5	55	224.09	61.49	55	229.25	67.02	54	235.52	64.65
Currently Emergent Bilingual	93	209.75	43.6	108	214.27	43.81	97	219.42	49.66	106	225.8	48.47
First Year of Monitoring	62	225.37	73.34	63	228.25	70.54	63	235.79	78.11	63	240.38	73.08
Second Year of Monitoring	18	227	76.78	18	230.17	74.72	18	237.89	82.44	18	243.89	79.5
Section 504	18	217.06	57.89	21	217.29	48.67	19	226.68	62	18	228.83	53.72
Special Ed Indicator	52	206.15	37.69	58	211.14	38.12	57	211.63	35.75	57	216.74	33.42

7TH GRADE	Fall 2024-2025 NWEA Growth: Science 7			Spring 2024-2025 NWEA Science 7		
	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile
MACARIO GARCIA MIDDLE SCHOOL	491	218.01	75.61	500	224.07	78.37
Economic Disadvantage	201	214.69	68.56	207	219.29	68.97
American Indian/Alaskan Native	3	215.33	69.33	3	220.33	75.33
Asian	261	219.79	79.31	271	225.85	82.23
Black/African American	89	213.31	65.48	87	218.6	67.47
Hispanic	67	215.7	71.48	65	221.85	73.11
Native Hawaiian/Pacific Islander	2	224	91.5	2	232	94
Two or More Races	16	220	77.25	16	224.06	77.06
White	53	219.4	78.89	56	226.48	82.71
Currently Emergent Bilingual	95	210.71	61.46	107	216.66	64.8
First Year of Monitoring	61	222.11	84.7	63	229.54	89.4
Second Year of Monitoring	18	221	82.89	18	229.33	88.39
Section 504	18	213.67	68.39	19	219.32	68.95
Special Ed Indicator	56	206.64	49.7	55	211.73	51.49

8TH GRADE	Fall 2024-2025 NWEA Growth: Reading 8			Spring 2024-2025 NWEA Reading 8			Fall 2024-2025 NWEA Growth: Math 8			Spring 2024-2025 NWEA Math 8		
	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile
MACARIO GARCIA MIDDLE SCHOOL	412	224.75	63.91	422	225.37	58.2	208	221.76	45.13	234	225.94	42.79
Economic Disadvantage	162	220.28	56.05	167	221.95	51.99	116	218.91	40.36	129	223.15	38.73
American Indian/Alaskan Native	4	225.5	66.75	4	227.25	62.25	3	232.67	63	3	238.33	62
Asian	231	226.32	66.58	237	226.51	60.24	94	224.86	50.27	111	226.33	43.32
Black/African American	55	223.07	59.53	57	223.63	53.75	38	218.95	39.53	43	224.58	40.16
Hispanic	50	218.66	53.04	53	219.28	47.38	42	215.69	35.52	44	221.45	36.07
Two or More Races	17	226.88	67.53	19	227.84	61.21	9	225.33	51	10	236.4	58.9
White	55	224.67	65.6	52	227.21	63.38	22	222.05	46.32	23	228.96	48.48
Currently Emergent Bilingual	81	212.59	43	86	212.07	35.17	69	216.65	37.3	73	219.33	33.18
First Year of Monitoring	65	225.15	64.72	64	226.47	59.95	27	229.52	58.41	35	229.69	48.03
Second Year of Monitoring	2	235	84	2	235.5	79	-	-	-	-	-	-
Section 504	8	224.13	63	8	222.88	55.5	7	220.29	41.57	8	219.25	32.88
Special Ed Indicator	38	211.05	37.53	36	210.19	30.78	33	213.52	32.58	36	219.75	33.94

8TH GRADE	Fall 2024-2025 NWEA Growth: Science 8			Spring 2024-2025 NWEA Science 8		
	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile
MACARIO GARCIA MIDDLE SCHOOL	423	219.31	71.8	405	222.82	69.95
Economic Disadvantage	168	215.14	63.2	160	218.5	60.98
American Indian/Alaskan Native	4	219.5	72.25	3	233.33	91.67
Asian	235	220.72	74.92	230	223.77	72.58
Black/African American	55	216.71	65.89	53	218.23	60.64
Hispanic	53	212.55	56.17	50	218.22	59.08
Two or More Races	19	221.11	74.89	17	227.94	77.53
White	57	221.7	78.14	52	225.44	74.5
Currently Emergent Bilingual	84	208.6	48.87	77	211.22	44.82
First Year of Monitoring	65	220.15	75.34	62	222.61	70.31
Second Year of Monitoring	2	228	92	2	227	76.5
Section 504	8	215.13	64.88	7	220.57	67.43
Special Ed Indicator	41	207.24	44.2	37	209.27	42.38

ALGEBRA	Fall 2024-2025 NWEA Growth: Algebra			Spring 2024-2025 NWEA Algebra		
	Total Students	RIT Score	Percentile	Total Students	RIT Score	Percentile
MACARIO GARCIA MIDDLE SCHOOL	196	246.74	84.17	189	264.83	89.33
Economic Disadvantage	42	246.38	83.48	40	265.2	90.48
American Indian/Alaskan Native	1	246	85	1	271	96
Asian	130	246.95	84.57	124	265.14	90.23
Black/African American	16	243.94	79.5	16	260.38	83.75
Hispanic	9	247.33	85.11	9	265.33	89.78
Two or More Races	9	243.22	78.67	9	259.11	82.78
White	31	248.16	86.23	30	267.3	90.17
Currently Emergent Bilingual	14	243.71	80.36	13	259.15	85.46
First Year of Monitoring	32	245	82.13	29	263.79	88.31
Second Year of Monitoring	2	249	89	2	271.5	95.5
Section 504	1	239	73	1	260	88
Special Ed Indicator	2	248	86	2	270.5	95.5

When looking at MAP data, our students as a whole campus grew in RIT score from the Fall testing to the Spring.

Student Learning Strengths

GMS demonstrates growth in students performing at “Masters” performance in:

- 6th grade math
- 6th grade RLA
- 7th grade math
- 8th grade science
- Algebra 1 EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 8th grade math STAAR scores declined in all performance levels.

Root Cause: Students need more support in working at the rigor of the math TEKS.

School Processes & Programs

School Processes & Programs Summary

GMS supports the instructional program with personnel and intentional systems designed to support teaching and learning.

- 1) Campus collaborative teams focus department teams on clarity and student achievement. Assessment data is disaggregated with data sessions that support teacher reflection and discussion to adjust practice for positive change. Teachers discuss curriculum, resources, strategies and specific lessons as they relate to student performance. This year GMS will continue to grow our tools for Clarity including rubrics and checklists as well as new collaborative team tools such as the "Know/Show" process.
- 2) GMS teachers work in collaboration with our CAC and admin team to design and deliver professional learning opportunities for our teaching staff. GMS focuses efforts to increase teacher effectiveness with a focus on: implementation of Schoology, strategies to increase ELL language proficiency, and improving school culture with activities designed around PBIS guidelines for success.
- 3) Campus administrators work collaboratively with teachers, counselors, student groups, and our community to grow the strong positive culture at GMS. GMS will continue focus on teaching GRIT student ownership of learning and behavior. GMS will engage students in activities that encourage learning and demonstrating positive character and leadership traits associated with profile of a graduate, and we will recognize student and staff efforts around this goal.
- 4) The CAC, Counselors and Admin facilitate grade level "Kid Watch" meetings to discuss individual student needs, classroom grades, STAAR Data, NWEA MAP Data, intervention plans, motivation strategies, etc...
- 5) House Bill Tutorials are organized through the advisory period and teachers are assigned based on content area expertise.
- 6) GMS admin will incorporate weekly CHOMP classroom walks to monitor instruction and provide helpful feedback to our teachers.
- 7) GMS admin will improve upon building our brand. We will make our brand a standing topic for weekly admin meetings.

School Processes & Programs Strengths

Campus support personnel, including the campus admin, counselors, department heads and CAC, are diligent contributors to the effective processes at GMS.

In the 2025-2026 school year, GMS will work to build a guiding coalition to support collaborative teams. The guiding coalition will help guide our work to create schedules and meeting agendas to support our instructional work.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): GMS needs to build consistency and research based practices in our collaborative teams.

Root Cause: GMS has not implemented a guiding coalition to guide the work to building effective collaborative team processes.

Perceptions

Perceptions Summary

According to the Climate Survey from 2024-2025, 86% of students believe that teachers try to engage them in classroom discussions. 89% agree that they can be creative in classroom assignments and projects.

At least 80% of students report that there is at least one adult at the school they connect to and that they feel supported in school. 80% of students report that they never or rarely have been picked on or bullied. 94% of students believe they have the skills and ability to complete their work.

Our parents believe that the campus does a good job of embracing diversity. 83% of parents report that the campus communicates in a timely manner and they prefer communication from email. 84% of parents feel that their child is safe and secure at school.

2024-2025 Discipline Summary	
Total Discipline Offense for year: 1141	
Offense Description	# of Offenses
Failure Wear/Present ID Badge	452
Inappropriate Physical Contact	66
Disrupt Behavior	64
Failure to Compl Assgn Discipl	59
Cheating	58

The district initiative of wearing ID badges started after the year had already started. This was the highest infraction we had for the school year. Going into 2025-26 with the expectations for the badges set from day one and having students who have now been accustomed to having that expectation in place will help in reducing this type of offense.

Perceptions Strengths

GMS provides a safe learning environment with high learning standards.

Parents feel the school is safe and that the campus communicates well with them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Wearing student ID badges was our highest documented discipline incident.

Root Cause: ID badges were a new initiative for the 2024-25 school year and students did not receive them until well into the school year.

Priority Problem Statements

Problem Statement 1: 8th grade math STAAR scores declined in all performance levels.

Root Cause 1: Students need more support in working at the rigor of the math TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: GMS needs to build consistency and research based practices in our collaborative teams.

Root Cause 2: GMS has not implemented a guiding coalition to guide the work to building effective collaborative team processes.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Wearing student ID badges was our highest documented discipline incident.

Root Cause 3: ID badges were a new initiative for the 2024-25 school year and students did not receive them until well into the school year.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The cumulative student attendance rate at Garcia MS for the 2024-2025 school year was 96.08%.

Root Cause 4: Not all parents and students understand the impact of student attendance on academic performance.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, all students groups will demonstrate 3 percent growth in NWEA MAP Math as indicated from BOY to EOY.

Evaluation Data Sources: NWEA Map

Strategy 1 Details	Reviews			
Strategy 1: Every core content grade level team will participate in a Team Retreat that will allow time for campus prioritized PD, classroom observations with debriefing, and collaborative team time. Strategy's Expected Result/Impact: Teams will have opportunities to plan rigorous and aligned instruction and assessments leading to growth and achievement at the level required. Staff Responsible for Monitoring: Leadership Team, CAC, Department Heads, Team Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: The GMS leadership team will use Weekly "CHOMP Walk" (campus walk-through) data to provide feedback to teachers about trends on campus and in classrooms and drive the campus professional development and staff meeting topics. Strategy's Expected Result/Impact: Weekly campus walk throughs will allow us to see any trends in data and needs on campus. Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: GMS needs to build consistency and research based practices in our collaborative teams. **Root Cause:** GMS has not implemented a guiding coalition to guide the work to building effective collaborative team processes.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, scores for all students taking the 8th grade Math STAAR will increase at all passing performance levels by 5 percent compared to the 2024-2025 school year.

Evaluation Data Sources: STAAR 8 Math

Strategy 1 Details	Reviews			
Strategy 1: Collaborative team meetings will be held weekly to plan CFAs and small group instruction, create Know/Show charts, and disaggregate data to ensure rigor and aligned curriculum and assessments. Strategy's Expected Result/Impact: With Know/Show Charts, CFAz, and small group instruction intentionally planned, student achievement will increase. Staff Responsible for Monitoring: Campus leadership team, Team Leads TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Students who are in need of interventions based on previous STAAR performance will be assigned Math Intervention Advisory classes. Strategy's Expected Result/Impact: Interventions and accelerated instruction will help bridge some gaps for students who are missing essential skills needed to be successful on STAAR. Staff Responsible for Monitoring: Counselors, CAC, Advisory teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: EB students will be in specific Advisory classes to work on skills for growth on TELPAS and STAAR. Strategy's Expected Result/Impact: EB students will learn strategies for the speaking, listening, writing, and reading portions of TELPAS. Staff Responsible for Monitoring: EB Advisory teachers, CAC TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: All identified GT students will be in GT specific Advisory classes and in correctly assigned AAC classes based on their GT identification areas. Strategy's Expected Result/Impact: GT students will have time during the school day to work on and complete their learning plans and TSPS projects. Students will have enrichment with a rigorous curriculum in the AAC course. Staff Responsible for Monitoring: COG, Counselors, GT Advisory Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 8th grade math STAAR scores declined in all performance levels. Root Cause: Students need more support in working at the rigor of the math TEKS.
School Processes & Programs
Problem Statement 1: GMS needs to build consistency and research based practices in our collaborative teams. Root Cause: GMS has not implemented a guiding coalition to guide the work to building effective collaborative team processes.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May of 2026, GMS will increase student engagement and sense of well-being from 80% to 85% as evidenced by students indicating they have at least one adult on campus they connect to on the District Student Engagement Survey through a campus focus on culture, climate, and the principles of the PAC.

Evaluation Data Sources: Student Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in professional development about our campus discipline matrix at the beginning of the school year and throughout the year with the goal of being able to categorize and prioritize student discipline issues (i.e. handle in the classroom or send administrators a discipline referral for the behavior). They will have training on the matrix, writing an office referral, and co-creating classroom expectations with their students (Respect Agreements). Strategy's Expected Result/Impact: We will have fewer classroom level discipline issues written up as office referrals and discipline numbers will drop. Staff Responsible for Monitoring: Teachers; campus leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: To promote the overall health of the whole child, teachers and students will participate in PBIS practices and Restorative Discipline throughout the year through weekly advisory lessons including circle discussions, conflict resolution, and anti-bullying lessons in efforts to prevent and reduce school violence and give the students a sense of belonging in the school community. Strategy's Expected Result/Impact: Students will have the opportunity to made connections at GMS and have a trusted adult to go to when needed. Staff Responsible for Monitoring: Advisory teachers, Counselors, Campus Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: By the end of the 2025-26 school year, in efforts to prevent possible future dropouts, GMS will have had at minimum quarterly discussions about students with attendance issues during our grade level Kid Watch meetings and attendance committee meetings. These students will be referred to school counselors, the campus social worker, and/or district level truancy team to meet with students and take corrective actions. Strategy's Expected Result/Impact: Intervention in student attendance will begin early and attendance rates will increase. Staff Responsible for Monitoring: Attendance Clerk, Campus Leadership Team, CAC, Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: GMS will partner with parents to offer collaborative opportunities to build and promote overall student wellness and well-being with the whole child in mind. Strategy's Expected Result/Impact: Students will feel connected to the school. Staff Responsible for Monitoring: Campus Leaders, Counselors, PE/Health Teachers/Coaches ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The cumulative student attendance rate at Garcia MS for the 2024-2025 school year was 96.08%. Root Cause: Not all parents and students understand the impact of student attendance on academic performance.
Perceptions
Problem Statement 1: Wearing student ID badges was our highest documented discipline incident. Root Cause: ID badges were a new initiative for the 2024-25 school year and students did not receive them until well into the school year.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: GMS will increase parent and staff satisfaction with the campus by 5% (from 75% to 80% for parents and 85% to 90% for staff) as evidenced by parents and staff indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Evaluation Data Sources: District Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Every core content grade level team will participate in a Team Retreat that will allow time for campus prioritized PD, classroom observations with debriefing, and collaborative team time. Strategy's Expected Result/Impact: Increased staff time to plan and work with their collaborative team will increase their satisfaction of the school. Staff Responsible for Monitoring: Campus Leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: The campus leadership team will meet regularly with staff for training, feedback, and sharing idea through various monthly staff meetings, quarterly "Chomp Chats," and weekly collaborative team meetings. Strategy's Expected Result/Impact: Staff will have intention opportunities to let campus leaders know their ideas, thoughts and suggestions increasing their satisfaction of the campus. Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: The GMS leadership team will use Weekly "CHOMP Walk" (campus walk-through) data to provide feedback to teachers about trends on campus and in classrooms and drive the campus professional development and staff meeting topics. Strategy's Expected Result/Impact: Collecting data and providing the immediate feedback will help see campus needs for training and will let the teachers know how they are doing immediately. Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: The GMS leadership team will work with our PTO to build staff morale. Strategy's Expected Result/Impact: Cultivating a partnership between parents and staff will help develop parents trust and the staff's satisfaction. Staff Responsible for Monitoring: Campus leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: The campus will communicate via newsletter with staff and parents weekly. Strategy's Expected Result/Impact: Consistent communication with both staff and parents will build trust and satisfaction. Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: By May 2026, GMS will establish a Campus Wellness Committee to monitor implementation of the District Wellness Policy FFA(LOCAL), with quarterly reviews and documented actions that support student and staff physical, emotional, and social wellbeing to enhance academic success. Strategy's Expected Result/Impact: Results on student engagement survey, aligned with wellness topics, will see an increase in agreement. Staff Responsible for Monitoring: Wellness committee, Counselors	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, Garcia Middle School will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.

Evaluation Data Sources: Budget Review Agenda
CPAC Agenda

Strategy 1 Details	Reviews			
Strategy 1: The principal will schedule monthly budget reviews with the campus executive assistant. Strategy's Expected Result/Impact: The principal and executive assistant will keep the campus budget aligned with district goals, monitor funds in various budget codes and make adjustments as necessary. Staff Responsible for Monitoring: Principal, executive assistant	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: The principal will share budget review summaries with the CPAC on a quarterly basis. Strategy's Expected Result/Impact: The CPAC will provide the principal with perspective and ideas to keep budget aligned with priorities. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
No Progress Accomplished Continue/Modify Discontinue				