

Canutillo Independent School District Gonzalo & Sofia Garcia Elementary School 2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

**Distinction Designations:
Academic Achievement in Science**



Board Approval Date: September 25, 2018

Mission Statement

The mission of the Gonzalo and Sofia Garcia Elementary community is to empower students to succeed in a multicultural setting and to provide a challenging learning environment, thus preparing all students to meet the challenges of a changing global society.

Vision

Our vision at Gonzalo and Sofia Garcia Elementary is to inspire all students to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently, there are 513 students attending Garcia Elementary School. The student population is 273 males and 240 females. A total of 478 students are Hispanic (93.17%). Twenty-eight students are white (5.45%). 7 students are two or more races (1.36%). There are a total of 21 students in Speech Therapy (4.09%). We have a total of 62 students in special education which has increased from 28 from last year.

Other current demographic information is as follows:

- Title I-513 students (schoolwide Title I program)
- Campus LEP-128 students total
- GT=63 students total
- Migrant=4 students
- At-Risk=253 total students
- Homeless=10 total students
- Military=11 total students

All data noted above was found in On Data Suite 2017-18 Report

The attendance rate for 2017-2018 was 96.66%. Our campus goal for 2018-2019 is 98%.

Staff demographics are as follows:

- 1.5 Pre-K Teacher, 3 Kindergarten Teachers (1 Dual Language and 2 monolingual)
- 3 First Grade Teachers (1 two-way dual language, 2 monolingual)
- 4 Second Grade Teachers (2 two-way dual language, 2 monolingual)
- 4 Third Grade Teachers (2 monolingual, 2 two-way dual language)
- 4 Fourth Grade Teachers (2 monolingual, 2 two-way dual language)
- 3 Fifth Grade Teachers (2 monolingual, 1 two-way dual language)
- 1 Music Teacher
- 2 PE Teachers
- 1 At-Risk/RTI Teachers

- 2 At-Risk Aides
- 3 SPED Teacher
- 4 SPED Aide
- 1 Speech Therapist
- .5 Diagnostician
- .5 Occupational Therapist
- 1 Librarian
- 1 Library Aide
- 1 Receptionist
- 1 Office Manager
- 1 Attendance Clerk
- 1 Nurse
- .5 Parent Liaison
- .5 Bilingual Aide
- 4 custodians
- 6 cafeteria staff members
- .5 GT Teacher
- Total 57.5 female staff members; 6 male staff members
- All teachers at Garcia Elementary School are now certified teachers. One teacher completed her Master's Degree in Counseling and two received her Master's Degree in Curriculum and Instruction. Two more teachers are enrolled to receive their administration certificate. We will continue to encourage our teachers to seek and obtain certification and degrees above and beyond what they already have. We currently have 4.5 new teachers. They will meet once monthly.

The structure of PLCs is undergoing change at Garcia Elementary School. We are reviewing the structure of PLCs and will put efficient systems in place to maximize effectiveness.

Demographics Strengths

- Student population has grown (454-513)
- Good incentives for attendance (ie. popcorn, pizza parties, restaurant coupons, free dress coupons, picnic with the principal)
- Breakfast in the classroom (monitored nutrition intake)
- Extracurricular activities (academic and non-academic)
- Teacher dedication (low turnover)

Problem Statements Identifying Demographics Needs

Problem Statement 1: 1: Funding decreases will limit the participation of students in extra curricular activities. **Root Cause:** A large percentage of students will not be able to participate in extra curricular activities due to funding cuts for items such as transportation, extra duty pay, etc..

Problem Statement 2: Approximately 50% of our student population is coded At-Risk, are performing below grade level and sitting in classrooms with high student teacher ratios. **Root Cause:** Students that are At-Risk, are performing below grade level due to teacher student ratio and teacher best practice implementation.

Student Academic Achievement

Student Academic Achievement Summary

The STAAR data for Mathematics during 2017-2018 school year is as follows: 3rd Grade Math 77%, 4th Grade 83%, 5th Grade 96%.

We will continue to focus on Mathematics during the 2018-2019 school year. Students needs will be met with good first instruction and supplemented, as needed, with during the day Interventions, after school intervention and/or assistance from the Academic Tutor or campus at-risk paraprofessionals. As a campus, we did not meet our established goals for mathematics.

The data for Reading during 2017-2018 school year is as follows: 3rd Grade Reading English All=80%, 4th Grade 80%, 5th Grade 88%. We will continue to address Reading campus wide and will do so with a Reading and Writing plan for our campus, Kinder through 5th grade (including, but not limited to vocabulary development by content area, Figure 19, fluency, comprehension and the use of the writing across the curriculum).

We will continue to use I-Station and other online resources to support reading improvement for students. We are also implementing the Guided Reading and Guided Math to help guide instruction and raise their lexiles and Math skills.

4th Grade English Writing All=58%, We will continue to address Reading and Writing campus wide and will do so with a Reading and Writing plan for our campus (including, but not limited to vocabulary development by content area, Figure 19, fluency, The Writing Academy, comprehension and the use of writing across the curriculum).

5th Grade Science English All=87%. We will continue to address Science by delivering strong first instruction and using the science lab, use and experiments to enrichment science instruction. Students will participate in the Science Fair grades K-5.

Garcia Elementary School had school wide academic opportunities in Social Studies that included Celebrations Around the World, MLK Day and Can Food Drive, and use of timelines (creation of). This school year, we plan to Celebrate Mexican Independence Day , Hispanic Heritage Month, Cesar Chavez Day, African American History Month, Native American History Month and Asian Heritage Month. Student demonstrated knowledge of Social Studies concepts by way of projects and participation in campus events. As there were no baseline results from last school year, there was no comparison made between the two years in this manner. Next school year, a semester social studies exam will be given at grade levels K-5. We plan to utilize the adoption resources to meet campus needs in Social Studies.

Student Academic Achievement Strengths

- G.T. 100% passing rates in all content and grades
- Index 1 increase from 60-80%

- Data driven classrooms
- 4th-5th increase in College Ready (17 and 10 pts.)
- WINN Time
- After School tutoring
- Academic Tutors (3-5)
- Supplemental Materials
- Bilingual/Migrant Tutors

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Guided reading, math and writing curriculum are not being implemented to its fidelity across the campus. **Root Cause:** Teachers need make and take staff developments to prepare materials and share lesson plan ideas.

Problem Statement 2: At Risk students not being serviced as needed due to additional responsibilities assigned. **Root Cause:** Lack of personnel (RTI teacher and IC) has rolled over responsibilities to At Risk teacher.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment products are provided by Central Office. Some materials are purchased through campus general, Title I and State Compensatory Education funds. These purchases are made in the best interest of students and for the professional development of teachers serving our students.

All teachers at Garcia Elementary School are now certified teachers. We currently have one teacher who received on a Master's Degree in Counseling and two who received a Master's Degree in Curriculum and Instruction. Two teachers are currently working on administrative certification. We will continue to encourage our teachers to seek and obtain certification and degrees above and beyond what they already have. We currently have 6 new teachers who meet once a month.

The structure of PLCs is undergoing change at Garcia Elementary School. We are reviewing the structure of PLCs and will put efficient systems in place to maximize effectiveness.

GES receives support from the district in terms of professional development opportunities for staff and administration as well as planning forward. In terms of scheduling classes and interventions, teachers have the flexibility to schedule their content classes as they see fit. Interventions during the day is at a set time; however, teachers/grade levels determine which days to tutor in math and reading and determine flexible grouping (PLC determines this based on student performance data).

Teachers have a voice in decision making by way of participating in school committees responsible for campus wide decision making. This is communicated through CIC, PBIS, STAAR, LPAC, DAC, CNA and SHAC. Teachers use fluency checks, observations, common assessments and district-made assessments with students. Parents questions and concerns are heard through meetings with teachers, the principal and participation in PTO, CIC and DAC. In general, Garcia Elementary is perceived as a good school. Parents will complete surveys to help gauge and monitor the campus climate.

We will also access our district coordinator for professional development in their perspective areas.

School Processes & Programs Strengths

- Admin. support
- Schedule accommodates teacher/student
- Many opportunities for intervention (WINN, tutoring)
- Opportunities for parent to meet with principal
- Students given opportunity to engage with technology

- Students proficient with technology
- Technology allows for differentiation
- 2 labs for implementation (updated)
- Data driven instruction
- Common Assessments
- YAG alignment
- TEKS Resources-IFD
- Eduphoria for data disaggregation
- Low turnover rates
- Teachers have a voice

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: ELL scores need to improve. **Root Cause:** Lack of ELL training strategies.

Problem Statement 2: Common assessment data is not collected effectively. **Root Cause:** Lack of Spanish resources and test banks are not aligned.

Problem Statement 3: Need more student access to technology equipment. **Root Cause:** Mobile carts are obsolete and wireless routers are not reliable.

Perceptions

Perceptions Summary

Parent questions and concerns are heard through meetings with teachers, the principal and participation in monthly coffee with the principal, PTO, CIC and DAC. Parents and families are also supported by parent trainings offered by the campus Parent Liaison. Parents are considered Partners in Education at Garcia Elementary School.

We will implement the PBIS framework to address classrooms, common areas and on the bus with a focus on the following: . incident report:

- Bullying/teasing/intimidating
- Bus referrals-misconduct,
- Classroom disruption
- Hitting/kicking not fighting
- Horseplay
- Inappropriate language
- Insubordination
- Persistent classroom disruption
- Physical Altercation
- Theft/Stealing-non criminal offense

The Counselor and Administration, planned activities such as Character Education, Fire Prevention, Drug Free, No Place for Hate, Bullying and Gang Awareness and Being Respectful Lessons. In addition, students participated in programs provided by student support services. In addition, students participated in the Mother/Daughter and Father/Son Program, which has a focus and emphasis in career and technology. Career Day was coordinated by the Counselor, all who participated shared College and Career advice and experiences. Students participated in field trip to the Middle School and High School. They were informed of the Career Pathways and Courses offered. This year we plan to continue with the activities mentioned and monitor the success of the different programs offered.

The Organizational Health of GES has improved by 65% as per the Spring 2018 OHI results.

Perceptions Strengths

- Various opportunities for parents to participate & connect with school
- Extra-Curricular Activities
- Attendance

- Facility is clean, updated and has a good curb side appeal
- Safety/EOP in place
- Rapport between students and staff is good
- Parent Ravens Eye Watch

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low percentage of parent involvement, parent volunteers, and parent awareness in child's education. **Root Cause:** No full time parent liaison to coordinate and offer classes and support to 513 potential parents to increase awareness on how to get involved in child's education.

Problem Statement 2: Recurring students continue to have behavior issues. **Root Cause:** Implementing PBIS to its fidelity and clearly communicate to parents and all stake holders the daily expectations for all daily activities.

Comprehensive Needs Assessment Data Documentation

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





Goals









Goal 1: Provide a Safe and Secure Environment

Performance Objective 1: During the 2018-2019 school year, 100% of Garcia Elementary staff will continue creating a framework (School Wide Positive Behavior Intervention Support) for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students. We will decrease discipline referrals by 5%.

Evaluation Data Source(s) 1: Student/parent surveys, OHI and TEAMS discipline reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All staff will participate in a Comprehensive Needs Assessment for the campus for 2018-19 from August 2018-June 2019 (on-going and living document)</p>		Administration Instructional Leadership Team	Completion of Needs Assessment Sign in sheets participation of ILT and CIC.				
<p>Critical Success Factors CSF 6</p> <p>2) Various members of PBIS campus team consisting of a teacher from each grade level and additional staff will attend a minimum of 3 local PBIS trainings per year and one regional conference.</p>	2.5, 2.6	Assistant Principal Counselor	Meeting agendas, minutes and sign-in sheets				
<p>3) The campus will implement the "No Place for Hate" initiative.</p>		Principal, Counselor, Assistant Principal	Campus being designated as a No Place for Hate School as a result of fulfilling requirements of the ADL.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) The campus will implement a science-based substance abuse and violence prevention curricula to educate students in 5th grade. Suicide Outcry training will be presented to all staff the first month of school and Suicide prevention and anti-bullying will be presented to students every school year.</p>		Student Support Division, Principal	Classroom rosters Prevention schedules Red Ribbon Week in October 2018				






<p>Critical Success Factors CSF 5</p> <p>5) Parents will be educated on substance abuse and violence prevention at parent meetings or events.</p>		Parent Liaison/Nurse	Sign-in sheets				
<p>Critical Success Factors CSF 6</p> <p>6) During the 2018-19 school year, Garcia Elementary School teachers and staff will study the Organizational Health Inventory results and will focus on Communication Adequacy. Teachers and staff members will be a part of the decision-making process throughout the year.</p>		Administration Instructional Leadership Team CIC	*More teacher observations of each other. Communication written and verbal between administration and staff member. Communication and staff input taken into consideration concerning campus resources, student needs and campus wide initiatives.				
<p>Critical Success Factors CSF 6</p> <p>7) Teachers will reinforce Positive Behavior Support Matrix in the classroom and common areas to reduce the number of in school and out-of-school suspensions. Teachers will acknowledge the positive behaviors that students are exhibiting and model those behaviors themselves. Teachers will receive staff development to support the needs of the PBIS.</p>		Teachers, Counselor and Administrators	Lower percentage of office referrals and in/out-of-school suspensions.				
<p>Critical Success Factors CSF 6</p> <p>8) Activities will be planned throughout the year to address teacher attendance and on time arrival. Activities include distribution of certificates and treats. PTO may provide treats for teachers.</p>		Administrators, Office Manager	Improved attendance rates of teachers to 96%				
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Goal 1: Provide a Safe and Secure Environment

Performance Objective 2: During the 2018-2019 school year, Garcia Elementary will continuously update and adjust our Emergency Operations Plan (EOP) as needed to assure the fidelity of the plan is implemented and executed.

Evaluation Data Source(s) 2: EOP reports of practice fire drills and lock downs, feedback from our police department

Summative Evaluation 2:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% of staff and our parent Ravens Eye-watch team will be trained on our EOP quarterly and we will work closely with our District Police Department to assure all students are safe and our environment is secure.		Assistant Principal					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






Goal 2: Increase Student Academic Achievement


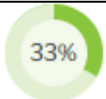





Performance Objective 1: By June 2019, students will meet or master standards in mathematics as measured by STAAR as follows: Grade 3: Increase from 77% in 2018 to 82% in June 2019 for a total of 5% points of growth. Grade 4: Increase from 83% in 2018 to 86% in June 2019 for a total of 3% points of growth in mathematics on STAAR. Grade 5: Increase from 96% in 2018 to 98% in June 2019 for a total of 2% points of growth in mathematics on STAAR. Increase the percentage of students who score at the masters level in mathematics for 3rd, 4th, and 5th grade from 35% in 2018 to 38% in 2019 for a gain of 3% points. GES students will demonstrate exemplary performance in State designation distinction.

Evaluation Data Source(s) 1: CABs, benchmark STAAR Ready and data digs along with STAAR result tests.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>1) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards.</p>		Teachers, Administration	Common assessments (end of unit) TEKS Resource, istation, Renaissance Learning (AR), English in a Flash, Star Math and Star Reading), walk-throughs				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) PLCs will meet weekly to discuss CISD YAG, IFDs, student assessment data, and instructional planning/Instructional Rounds (all content areas) to address student needs and enhance student achievement, including at least one half day staff development quarterly.</p>		Principal, Assistant Principal, Classroom Teachers	PLC Agenda and Minutes to include students identified by standards who are struggling. Creation and use of an Instructional Calendar to address low performance over common standards. Instructional Rounds Feedback by teachers				
<p>Critical Success Factors CSF 1</p> <p>3) Student supplies and materials will be purchased to support mathematics instruction aligned to STAAR in English and Spanish.</p>		Principal	Completed warehouse requisition Increased student performance and walkthroughs on implementation of effective instruction.				

<p>Critical Success Factors CSF 1</p> <p>4) Students in 3-5 will use Think Through Math (TTM) or Reasoning Minds a minimum of 90 minutes each week. Campus will use Brain Pop in as a supplemental resource. We will be moving funds from Controlled Assets- Technology to a line code to pay for this resource.</p>		Classroom Teachers, Administration	Reports from TTM program				
<p>Critical Success Factors CSF 1</p> <p>5) Teachers in grades 2-5 will use mimeo lessons and StemScopes for interactive lessons in mathematics. 4th and 5th Grade teachers will also use Ignite Learning.</p>		Teachers, Administration	Lesson Plans, Walkthroughs, usage of paper. Students performance increases.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Students who are struggling in mathematics will be provided additional support through intervention by the teacher, At-Risk Teachers, At Risk Aide and/or the Academic Tutors. ELLs and other At-Risk students will be monitored due to performance in mathematics.</p>	2.4, 2.6	Administrators, Teachers, Academic Tutors	Formative and common assessments results to monitor progress.				
<p>Problem Statements: Demographics 2 Funding Sources: 185-State Compensatory Education - 0.00</p>							
<p>7) Students not meeting benchmarks in mathematics will be referred for an SST; students not meeting benchmarks on SSTs will be referred to 504 for assessment for additional services.</p>	2.4, 2.6	RTI Teacher, Administration	Report Cards, progress reports, SST minutes. Intervention plan in place to support struggling students and monitoring progress.				
<p>Critical Success Factors CSF 1</p> <p>8) Teachers/Administrators will attend training on/off campus or district in mathematics (and other areas of specialty) and be provided on campus support to provide instruction that enables students to meet performance standards. This includes sheltered instruction, GT and RTI training for teachers.</p>		Administration Teachers	Increased performance on assessments by students; attendance verification sheets for training.				

9) Teachers will provide tutoring in mathematics for students as necessary during small group instruction/intervention time. Teachers will set intervention days for math by grade level.	2.6	Administration	Increased success on mathematics assessments: Star Math, unit assessments, benchmarks, STAAR				
10) Students who do not meet standards on STAAR in grade 5 will be required to attend summer school.	2.6	Administration	Increased success on assessments during summer school and STAAR.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>11) All staff will be provided with any necessary materials and or resources such as but not limited to laptops, technology software, books and instructional materials, to provide an effective learning environment for all struggling students.</p>		Administration	Increased success on formative and summative assessments, classroom observations.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:




Demographics
<p>Problem Statement 2: Approximately 50% of our student population is coded At-Risk, are performing below grade level and sitting in classrooms with high student teacher ratios. Root Cause 2: Students that are At-Risk, are performing below grade level due to teacher student ratio and teacher best practice implementation.</p>


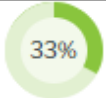


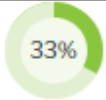


Goal 2: Increase Student Academic Achievement



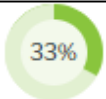






Performance Objective 2: By June 2019, students will meet or master standards in reading as measured by STAAR as follows: Grade 3: Increase from 80% in 2018 to 83% in June 2019 for a total of 3% points of growth. Grade 4: Increase from 80% in 2018 to 83% in June 2019 for a total of 3% points of growth in reading on STAAR. Grade 5: Increase from 88% in 2018 to 90% in June 2019 for a total of 3% points of growth in reading on STAAR. Increase the percentage of students who score at the masters level in reading for 3rd, 4th, and 5th grade from 28% in 2018 to 33% in 2019. GES students will demonstrate exemplary performance in State designation distinction.

Evaluation Data Source(s) 2: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Oral open-ended questions, written-common assessments, summaries, journal writing, AR reading logs, istation, and Guided Reading will be used by students in Grades K-5 to enhance student mastery of standards. The creation and use of an intervention period will be used to address low performance over common standards is an expectation. Campus will use Brainpop in as a supplemental resource.</p>		Teachers, Administrators	Increased scores on reading and writing assessments. Increase in level on istation. Increase in success on AR (meeting goals, percentage passing). Review of what is being targeted during the intervention period.				
<p>Critical Success Factors CSF 1</p> <p>2) Students who are identified as struggling in literacy will be provided additional instructional support by teacher, the RTI teacher, at-risk aide, and academic tutors during school or after school tutoring.</p>		Principal, Teachers, RTI Teacher, At-Risk Aides, Academic Tutors.	Increased success on ISIP, reading & math assessments				
<p>Critical Success Factors CSF 1</p> <p>3) PreK students will meet or exceed academic guidelines in reading by June 2019 to prepare for Kinder.</p>		PreK Teacher, Administration	ISIP results, PreK assessments; Circle assessment results				

<p>Critical Success Factors CSF 1</p> <p>4) Special Education students will achieve at or above minimum requirements during the 2018-2019 school year.</p>		Special Education Teacher, Administration	Meeting annual goals. Meet state standards on math and reading assessments.				
<p>Critical Success Factors CSF 1</p> <p>5) Librarian will identify reading materials in English and Spanish needed for instruction in the core areas.</p>		Teacher, Librarian	Increased circulation of reading materials.				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 185-State Compensatory Education - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>6) All students will use iStation two-three times per week for 60-120 minutes based on need.</p>		Teacher, Instructional Coach, Administration	Student Summary Report and usage data; access to Priority Report information				
<p>Critical Success Factors CSF 1</p> <p>7) Teachers (and aides) will attend training on/off campus in reading strategies or be provided on campus support to provide instruction that enables students to meet literacy performance standards. This includes, RTI, sheltered instruction, and GT training.</p>		Teachers, Administration	Increased performance on assessments by students Attendance verification sheets for training (sheltered instruction and GT training).				
<p>Critical Success Factors CSF 7</p> <p>8) Teachers who have not completed the ESL certification will be encouraged to earn their ESL certification during the 2018-19 school year to support student acquisition of reading skills in English.</p>		Administration, ALS	ELS certification completed Increased levels in TELPAS				
<p>9) ELL students will have daily access to performance based programs such as, iStation, Bookflix, Quick Reads in grades K-5.</p>		Teachers, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				
<p>10) Students will be provided access to, iStation, and the 5 components of reading instruction in the classroom.</p>		PLCs, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				
<p>11) All teachers will use ELPS and display Language Objective integrated within lessons.</p>		Teachers Administration	Increased success on TELPAS reading, writing, speaking and listening.				

12) Students will have access daily to ESL strategies such as more visuals, partnering L1 and L2 students, total physical response, songs and chants, word walls and dramatization.		Teachers Administration	Increased achievement on English in a Flash and TELPAS reading, writing, speaking and listening.				
Critical Success Factors CSF 1 13) 5th grade students who do not pass STAAR assessment in reading will be required to attend summer school.		Instructional Coach Administration	Increased scores and number of students passing STAAR on 3rd administration.				
14) 5th grade students will use dictionaries to identify words with Greek and Latin origins as required by TEKS.		Teachers	Increased ability of students to use dictionaries to identify Language or origin of words.				
15) Student supplies and materials/online resources will be purchased to support reading instruction aligned to STAAR in English and Spanish, as well as purchased to support grades PK-2.		Principal Assistant Principal	STAAR Results in English and Spanish Fluency rates of students K-2 Usage of BrainPop and BrainPop, Jr. Usage of TumbleBook Library resource.				
Critical Success Factors CSF 1 CSF 3 CSF 7 16) All staff will be provided with any necessary materials and or resources such as but not limited to laptops, technology software, books and instructional materials, to provide an effective learning environment on the campus.		Administration	Increased success on formative and summative assessments, classroom observations.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: At Risk students not being serviced as needed due to additional responsibilities assigned. Root Cause 2: Lack of personnel (RTI teacher and IC) has rolled over responsibilities to At Risk teacher.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2019, students will meet or master standards in writing as measured by STAAR as follows: Grade 4: Increase from 58% in 2018 to 63% in June 2019 for a total of 4% points of growth in writing on STAAR. Increase the percentage of students who score at the masters level in writing for 4th grade from 4% in 2018 to 9% in 2019 for a total of 5% points gain. GES students will demonstrate exemplary performance in State designation distinction.

Evaluation Data Source(s) 3: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers (and aides) will attend training such as The Writing Academy, on/off campus on effective writing strategies to provide instruction that enables students to meet performance standards. Teachers will return and present strategies to other teachers in an effort to build capacity. This includes sheltered instruction and GT trainings. The creation and use of the Instructional Calendar over common standards is an expectation.</p>		Teachers Administration	Lesson plans, walkthroughs, journals, examples of student writing Increased performance on assessments by students; attendance verification sheets for training (sheltered instruction and GT training). Creation and use of an Instructional Calendar.				
<p>Critical Success Factors CSF 1</p> <p>2) Student supplies and materials will be purchased to support writing instruction aligned to STAAR in English and Spanish.</p>		Principal Assistant Principal	Writing STAAR Results in English and Spanish				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) All staff will be provided with any necessary materials and or resources such as but not limited to laptops, technology software, books and instructional materials, to provide an effective learning environment on the campus.</p>		Administration	Increased success on formative and summative assessments, classroom observations.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							


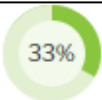




Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2019, students will meet or master standards in science as measured by STAAR as follows: Grade 5: Increase from 85% in 2018 to 90% in June 2019 for a total of 5% points of growth in science on STAAR. Increase the percentage of students who score at the masters level in science for 5th grade from 29% in 2018 to 34% in 2019 for a total of 5% points gain.

Evaluation Data Source(s) 4: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers in grades 4-5 will use mimeo lessons, ignite learning and StemScopes for interactive lessons in science. Teacher in grades 3-5 will use StemScopes to support instruction for at-risk students in Science. Campus will use Brain Pop in as a supplemental resource.</p>		Teachers Administration	90% passing on Science benchmarks and STAAR assessment.				
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will attend training in Science or be provided on campus support to provide instruction that enables students to meet performance standards. This includes sheltered instruction and GT training.</p>		Teachers Administration	Increased performance on assessments by students; attendance verification sheets for training (sheltered instruction and GT training).				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will monitor student progress in Science by SE during each six weeks.</p>		Administration Teachers	Increased success on unit assessments, benchmarks, STAAR				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) By participating in the Science Fair, students in grades K-5 will be encouraged to demonstrate their knowledge of the scientific process</p> <p>Funds will come from student activity.</p>		All Teachers Science Fair Committee and Administration	Completed Science fair projects. Ribbon and awards Permission slips increase science performance and active engagement				






<p>Critical Success Factors CSF 1</p> <p>5) Student supplies and materials will be purchased to support science instruction aligned to STAAR in English and Spanish</p>		Assistant Principal Principal	STAAR Results in English and Spanish				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) All staff will be provided with any necessary materials and or resources such as but not limited to laptops technology software, books and instructional materials, to provide an effective learning environment on the campus.</p>		Administration	Increased success on formative and summative assessments, classroom observations.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2019, all students will meet or exceed knowledge of social studies content utilizing beginning , middle and end of year diagnostics by grade level. This will be a baseline year for these results.

Evaluation Data Source(s) 5: Results

Summative Evaluation 5:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will learn about others and the cultures of others by receiving instruction from classroom teachers and participating in multicultural activities. The creation and use of an Instructional Calendar to address low performance over common standards will also be a part of the instructional plan.	2.5	Principal, AP, Teachers	Student work demonstrating knowledge of other cultures, common assessment results. Participating in Winter Holidays Around the World, No Place for Hate. Culture and Climate will increase with students and staff.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 6: 100% of students in grades Pre-K-2 will meet or exceed grade level reading proficiency levels by June 2019.

Evaluation Data Source(s) 6: I station and AR diagnostics

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) *All students in PreK-5 will have the opportunities and access to use manipulatives:</p> <p>*Touch Phonics, reading rods, I Station, Reading A-Z (PreK-2). *Lexia (PreK-5) *Lunch Bunch (4th-5th) *Guided Reading (all grade levels) *Accelerated Reader (K-5th) *Centers to increase reading skills (All grade levels) *Improve student vocabulary by content areas. *Incorporate the Writing Academy</p>	2.4, 2.6	Administration Teachers	Increased success on reading assessments: Texas School Ready (TSR), I-SIP, benchmarks, Star Reading (2nd); Identification and use of appropriate vocabulary by content area: AR results for fluency and comprehension.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will monitor student progress in reading by SE during each 9 weeks and provide appropriate intervention (fluency and comprehension rate using Accelerated Reader)</p>		Administrators, Reading Teacher, Teachers	Increased success on assessments: STAAR reading (2nd-5th) ISIP (all grade levels), unit assessments (per YAG), benchmarks.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Conduct fluency and comprehension checks every 9 weeks. Kinder- begin with letter and sound knowledge. 1st and 2nd grade fluency passages and comprehension questions. Conduct BOY, MOY, EOY DRA checks in 2nd grade.</p>		Teachers, Aministration	Fluency probes and result				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 7: The gaps between ELL/ non-ELL students, at-risk/non-at-risk students in each student group at each grade level and each content area will close by at least 5% points by May 2019.

Evaluation Data Source(s) 7: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The appropriate time and treatment based on guidelines from ALS will be ensured in dual language classrooms as well as materials and instruction delivered in English and Spanish		Teachers Administration	Increased performance on TELPAS reading, writing, speaking and listening. Use of resources in English and Spanish				
2) Migrant Tutor will provide support for students in K-2 in mathematics		Assistant Principal	Increased success on common assessments, benchmark assessments, TELPAS and STAAR Reading and Mathematics.				
3) Bilingual Aide will provide support to Dual Language teachers and students through LPAC, assessments, and keeping of ELL records		LPAC Aide Administration	Increased number of students in grades 2-5 scoring one level higher of TELPAS.				
4) GES campus will work with the Academic Language Services (ALS) Department to develop a K-2 Rubric to benchmark the Dual Language Program		Administration	Develop an effective K-2 rubric to measure student growth meeting high expectations for student learning.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: GES will implement and monitor 100% of the Technology Plan correlated to the CISD Board-Approved Technology Education Plan during the 2018-2019 school year (a minimum of three tasks will be met).

Evaluation Data Source(s) 8: Work order History on School Dude
PO's

Summative Evaluation 8:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Ensure that all software by the District and Campus is loaded on all computers, printers, and projectors etc.. that are to be maintained.</p>		IT Administration	Software updated and maintenance performed as needed. This will increase learning time for student access to technology ensuring student learning and increasing performance.				
<p>Critical Success Factors CSF 1</p> <p>2) Library computers and Computer Lab will be scheduled to ensure equitable access by all students.</p>		Librarian, Administration, Instructional Coordinator	Schedule is provided for library and computer lab accessibility.				
<p>Critical Success Factors CSF 1</p> <p>3) Continue to expand the Robotics and Coding Team to more students across the campus. This will align with STEM initiative and support upcoming endorsements and competition.</p>		Assistant Principal and Principal and Librarian	Increased scores in Science, Math				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: GES student attendance will increase from 96.6% to 97.6% for 18-19 school year.

Evaluation Data Source(s) 9: attendance reports and monitoring of Attendance action plan

Summative Evaluation 9:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Activities will be planned throughout the year to address student attendance and on time arrival. Activities include distribution of Raven coins, Health Snack parties, pizza parties and certificates</p>		Attendance Review Committee	Improved attendance to campus goal of 98%. Increase student growth and learning.	 66%			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 1: All students will be offered five opportunities to participate in programs during the 2018-2019 school year that emphasize the importance of staying in school, graduating from high school to attend post secondary education.

Evaluation Data Source(s) 1: Counselor reports, calendar events,

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) All students will be provided opportunities to participate in programs such as UIL, Robotics, student council and college visits on and off the campus.</p>		Counselor Administration	Sign-in sheets for activities. Participation rosters submitted to UTEP and District oversight personnel. Increase awareness and enthusiasm towards college readiness.	 66%			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 2: By Spring 2019, all students will participate in programs (at minimum 3), field trips and events supporting character, education, social skills development and behavior management.

Evaluation Data Source(s) 2: Counselor Reports and Calendar events

Summative Evaluation 2:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) All students will have the opportunity to attend field trips such as the Farm and Ranch Museum, literature-based theater and the Mesilla Maze. Students will learn how to comport themselves properly in these surroundings. Bus etiquette will be modeled for students before attending field trips.</p>		Counselor Teachers Administrators	students will reflect and write on their experiences. fewer incidents behavior reports on such trips. Photographan video of students on trips.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							







Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education






Performance Objective 1: Increase parental support for student academic success through parental activities during the 2018-19 school year (minimum of three activities).

Evaluation Data Source(s) 1: Parent Liaison reports and log in sheets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase the number of ways to communicate with parents through various venues, such as daily agendas, behavior calendars/plans, phone calls (school messenger), parent/teacher conferences, district web page, FACEBOOK page, other technology APPS and post cards.</p>		Teachers Parent Liaison Administration	agendas, behavior calendars/plans, parent/teacher contact logs, discipline referrals, SST's. Increase Parent Communication and participation with campus events and/or activities.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) All Parents will sign the Campus Parent Compact during parent/teacher Conferences in the fall. School messenger will be used to communicate with parents. A family engagement title review will be presented twice a year.</p>	3.1	Parent Liaison, Teachers Administration	Signed Compacts				
<p>3) All parents will be notified of opportunities during the 2018-2019 school year to participate in the Parent Advisory Committee (PAC) and to obtain information for parents from the Parent Liaison. Meetings will be offered at different times of day and in Spanish to accommodate parents.</p>	3.2	Parent Liaison Administration	Flyers, Sign-in sheets Parent Liaison to attend professional development and share findings with staff and parents.				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Parents will be invited each month to presentatios to increase their knowledge of how to support the health education, social and emotional needs of their children.</p>		Parent Liaison	Sign-in sheets, decreased number of discipline referrals.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) All parents will be invited to events, such as math, science, reading activities, Father/Daughter Dance, Mother/Daughter Tea, Mother/Son Challenge, Father/Son Field Day, during the 2018-2019 school year. Parents will be invited to participate in the field trips and share learning experiences with students.</p>		Administration	Flyers Sign-in sheets School messenger Emails To increase parent participation in their child's campus.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) The Ravens Eye Watch Team will continue on the campus to promote safety and family members to serve as role models for students.</p>	3.2	Parent Liaison Top D.O.G.S Administration	Watch D.O.G.S schedule. Ensure campus safety with parents and family participation.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Activities, such as Movie Night and Coffee with the Principal, will be held throughout the year to build a bridge between parents and the school.</p>	3.2	Parent Liaison Administration	Sign in sheets Increase parent involvement with campus activities and increasing positive rapport with administration.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) Parents will be provided written materials to support learning in math and reading.</p>	3.2	Parent Liaison Administration	Increased scores on math and reading assessments.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Parents will be offered the opportunity to attend the BEEMS Conference in 2018</p>	3.2	ALS Administration	LPAC parent will attend and will attain certificate of sessions attended. Increase knowledge for parents with strategies, updates and other information pertaining to their child.				
<p>Critical Success Factors CSF 6</p> <p>10) Activities such as Grandparents Day(Sept), Muffins with Mom(IMay) and Donuts with Dad (May)will be held to promote parental involvement.</p>	3.2	Parent Liaison Administration	Sign in sheets showing # of Grandparents and mothers attending. Increase parent engagement with their child's campus.				

11) Will continue to implement the Coordinated School Health Programs for 18-19		Student Support Services Team Administration	Sign-in sheets Agendas and members of SHAC Increase awareness on health to all students through activities.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 2: GES will enable all students to participate in Fine Arts activities by offering music, band, choir, UIL, Robotics, El Paso community events, Kids Excel, Spelling Bee, and end-of-year fine arts showcase during the 2018-2019 school year (a minimum of 3 events).

Evaluation Data Source(s) 2: Parent Log ins, flyers, parent liaison reports, school messenger reports.

Summative Evaluation 2:



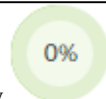

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Each grade level will present a musical presentations at least once during the year. Honor band and choir will present twice for school community and /or parents</p>	3.2	Teacher Music	Presentations Student participation rosters Increase student interest in Fine Arts.				
<p>Critical Success Factors CSF 6</p> <p>2) Students will be encouraged to participate in enrichment programs, such as UIL and Young Rembrandts.</p>		Administration Coaches and Coordinators from different events.	Sign in Sheets and students placing in UIL events. Increase student involvement by increasing confidence and self esteem in our students.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 3: All Headstart PreK and 5th grade students will be provided at minimum two opportunities to participate in transition activities to facilitate a successful transition into the next grade level by May 2019.

Evaluation Data Source(s) 3: Counselor Reports and Calendar events, flyers and school messenger reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) All 5th grade students will be given the opportunity to participate in a field trip to the Canutillo Middle School in the Spring</p>		Counselor, 5th grade teachers	Field Trip will take place in Spring Student survey to be developed and given to 5th grade students concerning middle school and expectations. Provide a smooth transition from Elementary to Middle school for all 5th grade students.	0%			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) All 5th grade students will complete registration paperwork to select courses and electives for the middle school in February.</p>		Counselor 5th grade teachers	Completed forms and schedules Students will be prepared when entering middle school.	0%			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Parents of PreK students transitioning to Kindergarten will be invited to an instructional orientation and tour in cooperation with Region 19 headstart in the Spring.</p>		Parent Liaison Administration	Orientation Sign in sheet and flyers. Provide tours and information to new PreK students and parent for a smooth transition.	0%			
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 1: Provide a minimum of three ways for parents to receive information regarding campus activities and the progress monitoring of students throughout the 2018-2019 school year.

Evaluation Data Source(s) 1: Parent Sign In sheets and school messenger. Teacher parent records.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Information will be sent to parents in a timely manner regarding campus activities and attendance progress monitoring through venues such as, district campus website, the marquee, FACEBOOK, classroom/school website, monthly newsletter, calendar, flyers, student agendas, School Messenger and Parent Link in English and Spanish The campus website will be updated weekly.</p>		Principal, Receptionist, Librarian, Teachers	<p>Copies of information sent to parents- Parents received information through flyers, monthly newsletters, calendars, website, student agendas, School Messenger and Parent Link in English and Spanish.</p> <p>*Feedback on surveys.</p>				
<p>Critical Success Factors CSF 5</p> <p>2) A PTO will continue providing information to parents and involving parent in campus activities.</p>	3.2	PTO Board, Administration	<p>Regular meetings of the PTO, copy of sign in sheets. Increase Parent engagement to work hand in hand with campus.</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Campus will establish a FACEBOOK page to provide the community with information about the campus.</p>		Office Manager Administration	<p>Number of likes from teachers, parents and community about the website.</p> <p>Increase community awareness of campus activities and events.</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 2: We will spend 100% of federal funds by the end of the 2018-2019 School Year.

Evaluation Data Source(s) 2: Budget Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>1) We will monitor the spending of funds once monthly to ensure that we are meeting the spending deadlines and movement of funds from one line code to another. This includes spending for Special Education, RTI, GT, 504, Bilingual Education. etc...</p>		Campus Improvement Committee Administration	Increase spending up to 95% by December 2018				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) We will submit purchase orders/requisitions that are aligned with the campus improvement plan.</p>		office manager Administration	<p>Deadlines met and materials received from purchase orders.</p> <p>Ensure that all appropriate materials, resources and support for teachers to ensure student success.</p>				

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 3: We will have a minimum of two Partners in Education for the 2018-2019.

Evaluation Data Source(s) 3: MOU's, calendar events

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) We will partner and build relationships with the Border Patrol to provide services of safety and to read to our students.</p>		Principal, Counselor	Pictures/ video of student interactions with law enforcement				
<p>Critical Success Factors CSF 5</p> <p>2) We will partner and build relationships with local book authors to promote literacy, compassion and awareness of difference in students. (Special Needs)</p>		Librarian Counselor Administration	Pictures/ video of student interactions with book author and how student interact with each other.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

State Compensatory

Budget for Gonzalo & Sofia Garcia Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6118.35.105.30	6118 Extra Duty Stipend - Locally Defined	\$2,400.00
185.11.6119.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,767.00
185.11.6129.00.105.34	6129 Salaries or Wages for Support Personnel	\$18,045.00
185.11.6129.00.105.30	6129 Salaries or Wages for Support Personnel	\$42,128.00
185.11.6141.00.105.30	6141 Social Security/Medicare	\$611.00
185.11.6141.00.105.34	6141 Social Security/Medicare	\$262.00
185.11.6141.35.105.30	6141 Social Security/Medicare	\$771.00
185.11.6142.00.105.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.00.105.34	6142 Group Health and Life Insurance	\$7,487.00
185.11.6142.35.105.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.105.30	6143 Workers' Compensation	\$198.00
185.11.6143.00.105.34	6143 Workers' Compensation	\$85.00
185.11.6143.35.105.30	6143 Workers' Compensation	\$250.00
185.11.6145.00.105.30	6145 Unemployment Compensation	\$39.00
185.11.6145.00.105.34	6145 Unemployment Compensation	\$17.00
185.11.6145.35.105.30	6145 Unemployment Compensation	\$2.00
185.11.6146.00.105.30	6146 Teacher Retirement/TRS Care	\$316.00
185.11.6146.00.105.34	6146 Teacher Retirement/TRS Care	\$135.00
185.11.6146.35.105.30	6146 Teacher Retirement/TRS Care	\$1,521.00
185.11.6149.00.105.30	6149 Employee Benefits	\$632.00
185.11.6149.00.105.34	6149 Employee Benefits	\$271.00

185.11.6149.35.105.30	6149 Employee Benefits	\$550.00
		6100 Subtotal: \$148,948.00
6200 Professional and Contracted Services		
185.11.6299.00.105.30	6299 Miscellaneous Contracted Services	\$14,799.00
		6200 Subtotal: \$14,799.00

Personnel for Gonzalo & Sofia Garcia Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Ruiz	At Risk Aide	At Risk	1.0
Carmen Castaneda	At Risk Aide	At Risk	1.0
Dennise Rangel De La Cruz	At Risk Teacher	At Risk	1.0
Lili Sotelo	At Risk Aide	At Risk	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Currently, there are 513 students attending Garcia Elementary School. The student population is 273 males and 240 females. A total of 478 students are Hispanic (93.17%). Twenty-eight students are white (5.45%). 7 students are two or more races (1.36%). There are a total of 21 students in Speech Therapy (4.09%). We have a total of 62 students in special education which has increased from 28 from last year.

The structure of PLCs is undergoing change at Garcia Elementary School. We are reviewing the structure of PLCs and will put efficient systems in place to maximize effectiveness.

We will continue to focus on Mathematics during the 2018-2019 school year. Students needs will be met with good first instruction and supplemented, as needed, with during the day Interventions, after school intervention and/or assistance from the Academic Tutor or campus at-risk paraprofessionals. As a campus, we did not meet our established goals for mathematics.

We will continue to use I-Station and other online resources to support reading improvement for students. We are also implementing the Guided Reading and Guided Math to help guide instruction and raise their lexiles and Math skills.

Garcia Elementary School had school wide academic opportunities in Social Studies that included Celebrations Around the World, MLK Day and Can Food Drive, and use of timelines (creation of). This school year, we plan to Celebrate Mexican Independence Day , Hispanic Heritage Month, Cesar Chavez Day, African American History Month, Native American History Month and Asian Heritage Month. Student demonstrated knowledge of Social Studies concepts by way of projects and participation in campus events. As there were no baseline results from last school year, there was no comparison made between the two years in this manner. Next school year, a semester social studies exam will be given at grade levels K-5. We plan to utilize the adoption resources to meet campus needs in Social Studies.

Curriculum, Instruction and Assessment products are provided by Central Office. Some materials are purchased through campus general, Title I and State Compensatory Education funds. These purchases are made in the best interest of students and for the professional development of teachers serving our students.

All teachers at Garcia Elementary School are now certified teachers.

GES receives support from the district in terms of professional development opportunities for staff and administration as well as planning forward. In terms of scheduling classes and interventions, teachers have the flexibility to schedule their content classes as they see fit. Interventions during the day is at a set time; however, teachers/grade levels determine which days to tutor in math and reading and determine flexible grouping (PLC determines this based on student performance data).

Teachers have a voice in decision making by way of participating in school committees responsible for campus wide decision making. This is communicated through CIC, PBIS, STAAR, LPAC, DAC, CNA and SHAC. Teachers use fluency checks, observations, common assessments and district-made assessments with students. Parents questions and concerns are heard through meetings with teachers, the principal and participation in PTO, CIC and DAC. In general, Garcia Elementary is perceived as a good school. Parents will complete surveys to help gauge and monitor the campus climate.

We will also access our district coordinator for professional development in their perspective areas.

Parent questions and concerns are heard through meetings with teachers, the principal and participation in monthly coffee with the principal, PTO, CIC and DAC. Parents and families are also supported by parent trainings offered by the campus Parent Liaison. Parents are considered Partners in Education at Garcia Elementary School.

We will implement the PBIS framework to address classrooms, common areas and on the bus with a focus on the following: . incident report:

- Bullying/teasing/intimidating
- Bus referrals-misconduct,
- Classroom disruption
- Hitting/kicking not fighting
- Horseplay
- Inappropriate language
- Insubordination
- Persistent classroom disruption
- Physical Altercation
- Theft/Stealing-non criminal offense

The Counselor and Administration, planned activities such as Character Education, Fire Prevention, Drug Free, No Place for Hate, Bullying and Gang Awareness and Being Respectful Lessons. In addition, students participated in programs provided by student support services. In addition, students participated in the Mother/Daughter and Father/Son Program, which has a focus and emphasis in career and technology. Career Day was coordinated by the Counselor, all who participated shared College and Career advice and experiences. Students participated in field trip to the Middle School and High School. They were informed of the Career Pathways and Courses offered. This year we plan to continue with the activities mentioned and monitor the success of the different programs offered.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

GES uses the Common Needs Assessment to build the Campus Improvement Plan using a Campus Improvement Committee. The committee is comprised of

a teacher from every grade level, special program, parents, and non teaching personnel such as Librarian, Counselor, and district representative. The committee meets monthly to review if all the needs of the campus are being met and will collaborate with their departments when having to discuss certain decisions that will effect the campus. The CIC also has two representatives that serve on the District Advisory Council and they act as the liaison between the campus and the district in the important decision making that will impact all stakeholders in the district. The 2018-2109 Committee is as follows:

Jesica Arellano-Principal

Ruben Aguirre-Assistant Principal

Sonia Cisneros-Parent Liaison

Christine Salazar-Parent

Deborah Coppenbarger-Librarian

Bertha Grijalva-Kinder

Susana Salcedo-Prek

Martha Bueno-Counselor

Monica Cereceres-Second grade

Patricia Pinon-Fifth Grade

Griselda Vidaurri-third Grade

Patricia Padilla-Fourth Grade

2.2: Regular monitoring and revision

As sated above the GES CIC process begins with the CNA development in the spring by the entrie campus and select parents. Once the CNA is developed the CIC is created addressing the needs of the campus and the CIC committee reviews and updates it monthly thoroughout the year. The principal uses the CIP to guide the budget and spending and along with a montlhy review will create a quarterly assessment of the goals in the plan and if GES is progressing to meet those goals. The review occurs in November, January, April and end of year. The first meeting was held September 4, 2018 and the October meeting is scheduled October 18, 2018.

2.3: Available to parents and community in an understandable format and language

The CIC is available in English and is in the front office. If a translation is needed an interpreter is available.

2.4: Opportunities for all children to meet State standards

Garcia has implemented the Guided Reading, Guided Math and The Writing Academy to support the learning across all grade levels. Along with this Tier 1 instruction there are additional supports in place for intervention which include an At Risk Teacher for Reading, At Risk Aides for Reading and Math, academic tutors for general ed and special pops as well as a SPED department.

2.5: Increased learning time and well-rounded education

A master schedule has been created which has allocated minutes that are essential to the needs of the students to learn and essential for the teachers to teach using research based instructional strategies. 90 minute blocks are required for Reading and Math to allow for the Guided Reading and Math and implementation of the Literacy Framework. 45 minutes are allocated for Writing and additional time is allocated for Science and Social Studies. Students are required to use the Science Lab at least once a week in the upper grades.

2.6: Address needs of all students, particularly at-risk

Garcia has implemented the Guided Reading, Guided Math and The Writing Academy to support the learning across all grade levels. Along with this Tier 1 instruction there are additional supports in place for intervention which include an At Risk Teacher for Reading, At Risk Aides for Reading and Math, academic tutors for general ed and special pops as well as a SPED department.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent involvement and student support is a crucial at Garcia. The addition of a full time parent liaison will enable us to bring our parent university monthly classes, organize monthly coffee with the principal information session, organize parent involvement amongst the grade levels, and effectively communicate the different state and federal required elements such as parent compact, entitlement reviews, advisory committees, etc. in a timely and effective manner. Please see uploaded documents in Crate.

3.2: Offer flexible number of parent involvement meetings

Parent involvement and student support is a crucial at Garcia. The addition of a full time parent liaison will enable us to bring our parent university monthly classes, organize monthly coffee with the principal information session, organize parent involvement amongst the grade levels, and effectively communicate the different state and federal required elements such as parent compact, entitlement reviews, advisory committees, etc. in a timely and effective manner. Please see uploaded documents in Crate.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jesica Arellano	Principal
Non-classroom Professional	Martha Bueno	Counselor
Non-Classroom Professional	Deborah Coppenbarger	Librarian
Classroom Teacher	Bertha Grijalva	Kindergarten Teacher
Classroom Teacher	Sandra Garcia	First Grade Teacher
Classroom Teacher	Monica Cereceres	Second Grade Teacher
Classroom Teacher	Griselda Vidaurri	Third Grade Teacher
Classroom Teacher	Patricia Padilla	Fourth Grade Teacher
Classroom Teacher	Patricia Pinon	5th Grade Teacher
Paraprofessional	Sonia Cisneros	Parent Liaison
Parent	Christina Salazar	Parent
Parent	Amy Martinez	Parent