

Canutillo Independent School District
Gonzalo & Sofia Garcia Elementary School
2019-2020 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 24, 2019

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	8
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.	16
Goal 2: Increase Student Academic Achievement	20
Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12. ..	34
Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education	36
Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders	41
State Compensatory	44
Budget for Gonzalo & Sofia Garcia Elementary School:	44
Personnel for Gonzalo & Sofia Garcia Elementary School:	46
Title I Schoolwide Elements	47
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	47
1.1: Comprehensive Needs Assessment	47
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	49
2.1: Campus Improvement Plan developed with appropriate stakeholders	49
2.2: Regular monitoring and revision	50
2.3: Available to parents and community in an understandable format and language	51
2.4: Opportunities for all children to meet State standards	51
2.5: Increased learning time and well-rounded education	52
2.6: Address needs of all students, particularly at-risk	53
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	53
3.1: Develop and distribute Parent and Family Engagement Policy	54
3.2: Offer flexible number of parent involvement meetings	56
Title I Personnel	59

Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently, there are 506 students attending Garcia Elementary School. The student population is 279 males and 241 females. A total of 476 students are Hispanic (91.54%). Twenty-eight students are white (5.38%). 2 students are two or more races (.38%). We have a total of 80 students in special education which has increased from 62 from last year.

Other current demographic information is as follows:

- Title I-520 students (schoolwide Title I program)
- Campus LEP-256 students total
- GT=63 students total
- Migrant=4 students
- At-Risk=227 total students
- Homeless= total students
- Military= total students

All data noted above was found in On Data Suite _____ Report

The attendance rate for _____ was 96.66%. Our campus goal for 2019-2020 is 98%.

Staff demographics are as follows:

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

- 3 At-Risk Aides
- 4 SPED Teacher
- 5 SPED Aides
- 1 Speech Therapist
- .5 Diagnostician
- .5 Occupational Therapist
- 1 Librarian
- 1 Library Aide
- 1 Receptionist
- 1 Office Manager
- 1 Attendance Clerk
- 1 Nurse
- 1 Parent Liaison
- .5 Bilingual Aide
- 4 custodians
- 5 cafeteria staff members
- .5 GT Teacher
- Total 59 female staff members; 7 male staff members
- All teachers at Garcia Elementary School are 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 restructuring PLCs to put efficient systems in place to implement the backward design model, where teachers will shift their thinking from a content-focused design to a result-focused approach. Utilize & disgregate data to address student needs, track & maximize effectiveness.

Demographics Strengths

- Good incentives for attendance (ie. popcorn, pizza parties, restaurant coupons, free dress coupons, picnic with the principal)
- Extracurricular activities (academic and non-academic)
- Teacher dedication (low turnover)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Approximately 50% of our student population is coded At-Risk, are performing below grade level. **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 2018-2019 school year is as follows: 3rd Grade Math %, 4th Grade %, 5th Grade %.

We will continue to focus on Mathematics during the 2019-2020 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 2018-2019 school year is as follows: 3rd Grade Reading English All=%, 4th Grade %, 5th Grade %. 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, 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=%, 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=%. 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 th
- WINN Time
- Academic Tutors (3-5)
- Supplemental Materials
- Bilingual/Migrant Tutors

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: No consistency in the implementation of Common Assessments to track student data, implementation of Writing Academy, Guided Reading across grade levels. **Root Cause:** Due to percentage increase in new teachers, the training and follow-through has not been implemented with fidelity.

Problem Statement 2: Low fidelity to academic vocabulary in reading and math in all grade levels. **Root Cause:** Lack of training on guided reading and math, as well as horizontal and vertical alignment for teachers.

Problem Statement 3: No evidence of Backward Design for Lesson & Assessment Planning **Root Cause:** Lack of training

Problem Statement 4: Low PLC Planning with authentic teacher ownership **Root Cause:** Lack of training on PLC purpose, A professional learning community, or PLC, as a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

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: Students need more opportunity to engage with current technology programs. **Root Cause:** Not enough laptops to support programs which require technology.

Problem Statement 2: No Ipads and/or Chromebooks for classrooms to accommodate student programs which will help facilitate in better technology integration in all academic areas. **Root Cause:** Demands of incoming computer programs.

Problem Statement 3: Teachers not using computers to full potential. **Root Cause:** Not enough opportunities set aside to fully train teachers prior to implementation and during school year.

Problem Statement 4: PLC's are not meeting consistently for PLC specific grade level planning. **Root Cause:** PLC time is often lost to other trainings or meetings.

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 Raven Eye Watch -----

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students have not yet met the 90% reading on grade level district goal for 1st and 2nd grades. **Root Cause:** Not enough supplemental reading programs offered (i.e. super readers throughout the year, at risk aides, academic tutors)

Problem Statement 2: Safety concerns during drop-off and pick-up times in parking lot. **Root Cause:** Not enough personnel to assist with traffic control during drop-off/pick-up times.

Problem Statement 3: Visitors going beyond main foyer entrance without proper authorization. **Root Cause:** Campus screening visitor check-in process needs improvement. There is no established way to screen visitors before entering the building (i.e. electronic ID check, part-time personnel during peak hours, etc.)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.


Performance Objective 1: During the 2019-2020 school year, Garcia Elementary will continue creating and supporting a framework (School Wide Positive Behavior Intervention Support-PBIS) 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% and improve in all Tiered Fidelity Inventory Assessment instrument as measured by PBIS rubric.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) 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.	2.5, 2.6	Assistant Principal Counselor	For team to stay upbreast on PBIS and follow through with campus expectations following PBIS model				
ESF Levers Lever 3: Positive School Culture 2) The campus will implement the "No Place for Hate" initiative.		Principal, Counselor, Assistant Principal	To increase student ownership and increase positive culture.				
3) The campus will implement a science-based substance abuse and violence prevention curricula to educate students in 5th grade. Suicide Outcry and train all staff on Suicide prevention and anti-bullying .		Student Support Division, Principal	To recognize outcry's and create awareness.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Parents will be trained on substance abuse and violence prevention at parent meetings through flexible hours.		Parent Liaison /Nurse	Increase awareness to parents				
5) Staff will study the Organizational Health Inventory results and will focus on Communication Adequacy.		Administration Instructional Leadership Team CIC	Increase communication and collaboration				
6) Teachers will reinforce Positive Behavior Support Matrix in the classroom and common areas to reduce the number of in school and out-of-school and will receive staff development to support the needs of the PBIS.	2.5	Teachers, Counselor and Administrators	Lower percentage of office referrals and in/out-of-school suspensions.				
7) Activities for recognition will be planned to address teacher attendance and on time arrival.		Administrators, Office Manager	Improved attendance rates of teachers to 96%				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 2: During the 2019-2020 school year, 100% of faculty & staff will review and update 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, EOP Binder.

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 work closely with our District Police Department .		Assistant Principal	To inform teachers on proper procedures and processes on the Emergency Operating Plan (EOP) creating and keeping a safe environment for all students.				

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 3: GES will provide 2 activities for students that promote a safe and drug free school throughout the 2019-2020 school year.

Evaluation Data Source(s) 3: List of activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) GES will select days to acknowledge red ribbon week in promoting a safe and drug free environment.		Principal	To increase awareness				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: For the 2019-2020 school year, Garcia Elementary will increase performance in all tested core subjects as demonstrated by the state assessment and meet expectations in all areas and raise scores across content areas as follows:

Math-Approaches from 78% to 80%, Meets from 44% to 50%, Masters from 21% to 25%

Reading-Approaches from 81% to 85%, Meets from 52% to 55%, Masters from 27% to 30%

Writing-Approaches from 67% to 75%, Meets from 34% to 38%, Masters from 9% to 12%

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

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards.	2.4, 2.6	Teachers, Administration	Increase student performance.				
2) PLCs will meet weekly to discuss CISD YAG, IFDs, student assessment data, and instructional planning/Instructional Rounds, to include a minimum of one half day staff development quarterly.		Principal, Assistant Principal, Classroom Teachers	Increase student performance.				
3) Resources and materials will be utilized to support mathematics program towards instruction that is aligned to STAAR in English and Spanish.		Principal	Increased student performance & implementation of effective instruction.				
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.	2.6	Classroom Teachers, Administration	To increase academic performance in mathematics and Science.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers 5) Teachers in grades 2-5 will use mimeo lessons and StemScopes for interactive lessons in mathematics. 4th and 5th Grade teachers will also implement Ignite Learning.		Teachers, Administration	Students performance increases.				
6) Support personnel will provide additional intervention and monitor at risk students using programs that will best support our students.	2.4, 2.6	Administrators, Teachers, Academic Tutors	Increase student performance through close monitoring.				
ESF Levers Lever 2: Effective, Well-Supported Teachers 7) Teachers/Administrators will attend training on/off campus or district in mathematics and provide on campus support to deliver effective instruction.		Administration Teachers	Increased performance on assessments.				
8) 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				
9) 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.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Increase Student Academic Achievement


Performance Objective 2: By May 2020, all students will have an equitable opportunity to receive high quality instruction in every classroom as stated in the school mission. Performance variance among teachers of same content and grade level will be reduced in all classrooms.

Evaluation Data Source(s) 2: Professional Development, Walkthrough documentation, test results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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. 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.	2.4, 2.5, 2.6	Teachers, Administrators	Increased scores on reading and writing assessment. Increase in level on istation. Increase in success on AR.				
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.		Principal, Teachers, RTI Teacher, At-Risk Aides, Academic Tutors.	Increased success on ISIP, reading & math assessments				
3) PreK students will meet or exceed academic guidelines in reading by June 2020 to prepare for Kinder.		PreK Teacher, Administration	Increase student performance.				
4) Librarian will identify reading materials in English and Spanish needed for instruction in the core areas.	2.5	Teacher, Librarian	Increased circulation of reading materials.				
5) All students will use iStation two-three times per week for 60-120 minutes based on need.		Teacher, Instructional Coach, Administration	Increase student reading levels				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers 6) Teachers (and aides) will attend training on/off campus in reading strategies or be provided on campus support to provide instruction .		Teachers, Administration	Increased performance on assessments				
7) ELL students will have daily access to performance based programs such as, iStation, Bookflix, Quick Reads in grades K-5.	2.6	Teachers, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				
TEA Priorities Build a foundation of reading and math 8) Students will be provided access to, iStation, and the 5 components of reading instruction in the classroom.		PLCs, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				
9) All teachers will use ELPS and display Language Objective integrated within lessons.		Teachers Administration	Increased success on TELPAS reading, writing, speaking and listening.				
10) 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.				
11) 5th grade students who do not pass STAAR assessment in reading will be required to attend summer school.	2.6	Instructional Coach Administration	Increased scores and number of students passing STAAR on 3rd administration.				
12) Resources(laptops, technology software, books and instructional materials) & online resources will be utilized to support reading instruction English and Spanish.		Principal Assistant Principal	Increase student performance				




Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2020, all 5th grade students will be prepared for Middle School by meeting grade level in STAAR Assessments.

Evaluation Data Source(s) 3: Common Assessments, 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
ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Teachers (and aides) will attend training such as The Writing Academy, on/off campus on effective writing strategies .		Teachers Administration	To provide effective instruction by increasing student performance.				
2) Resources and materials will be purchased to support writing instruction .		Principal Assistant Principal	Increase writing skills.				
TEA Priorities Build a foundation of reading and math 3) All staff will be provided with any necessary materials and or resources to support programs such as laptops, technology software, books and instructional materials.	2.6	Administration	To provide an effective learning environment particularly for at risk students on the campus.				



Goal 2: Increase Student Academic Achievement





Performance Objective 4: For 2019-2020 school year, GES will review and revise quarterly the Instructional Resources/Technology and allocation of resources to update hardware, software, licenses in an effort to positively affect student performance.

Evaluation Data Source(s) 4: List of resources (research-based affective resources)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 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>	2.4, 2.5, 2.6	Teachers Administration	90% passing on Science benchmarks and STAAR assessment.				
<p>TEA Priorities Build a foundation of reading and math 2) Teachers will attend training in Science or be provided on campus support to provide effective instruction.</p>	2.5	Teachers Administration	Increased performance on assessments by students.				
<p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Teachers will monitor student progress in Science during each six weeks to plan and adjust instructional strategies to support student growth.</p>	2.4, 2.6	Administration Teachers	Increased success on unit assessments, benchmarks, STAAR				
<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>		All Teachers Science Fair Committee and Administration	Increase science performance and active engagement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Student supplies and materials will be purchased to support science instruction aligned to STAAR in English and Spanish	2.6	Assistant Principal Principal	Provide appropriate and effective resources to our students to ensure student growth.				
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.		Administration	Increased success on formative and summative assessments, classroom observations.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 5: GES will have 100% progress monitoring of all students for each 3-week progress report grading period through RTI efforts, specifically to address prescriptive first teach and interventions.

Evaluation Data Source(s) 5: Data Binders, Progress Monitoring reports, 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 cultures of others by receiving instruction from classroom teachers and participating in multicultural activities.	2.5	Principal, AP, Teachers	Student work demonstrating knowledge of other cultures, Culture and Climate will increase with students and staff.				

Goal 2: Increase Student Academic Achievement

Performance Objective 6: 100% of students in grades Pre-K-2nd will meet or exceed grade level reading proficiency levels by June 2020.

Evaluation Data Source(s) 6: Guided Reading Binders, iStation and AR diagnostics

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) *All students in PreK-5 will use manipulatives: *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	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.				
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)	2.6	Administrators, Reading Teacher, Teachers	Increased success on assessments: STAAR reading (2nd-5th) ISIP , unit assessments (per YAG), benchmarks.				
TEA Priorities Build a foundation of reading and math 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.		Teachers, Administration	To ensure that every student is moving forward.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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 2020.

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) 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.				
2) Support personnel will provide support to Dual Language program 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.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) GES campus will work with the Academic Language Services (ALS) Department to develop a K-2 Rubric to benchmark the Dual Language Program</p>		Administration	Develop an effective K-2 rubric to measure student growth meeting high expectations for student learning.				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: GES student attendance will increase from 96.42% to 96.8% for 2019-2020 school year.

Evaluation Data Source(s) 8: Attendance reports and monitoring of Attendance action plan

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>ESF Levers Lever 3: Positive School Culture</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.				
<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>							



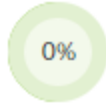

Goal 2: Increase Student Academic Achievement

Performance Objective 9: Throughout 2019-2020, all teachers will gain expertise using the Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLO's) by providing professional development to increase teachers pedagogy.

Evaluation Data Source(s) 9: Professional development, TTESS walkthroughs

Summative Evaluation 9:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>1) Both Administrators will conduct walkthroughs regularly to provide feedback and collaborate on instructional strategies</p>		Administrators	To provide support to all our teachers through collaboration and feedback.				
<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 10: BY June 2020, GES will provide professional development for all campus employees on teaching and learning, using technology, social emotional skills and customer service towards CISD students.

Evaluation Data Source(s) 10: professional development, walkthroughs
PO's

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure that all software by the District and Campus is loaded on all computers, printers, and projectors etc.. that are to be maintained.	2.5, 2.6	IT Administration	This will increase learning time for student access to technology ensuring student learning and increasing performance.				
2) Library computers and Computer Lab will be scheduled to ensure equitable access by all students.		Librarian, Administration, Instructional Coordinator	Increase effective use of technology for student learning.				
3) Expand the Robotics and Coding Team to more students across the campus. This will align with STEM initiative and support upcoming endorsements and competition.		Assistant Principal and Principal and Librarian	Increased scores in Science, Math				
							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 1: All students will be offered five opportunities to participate in programs during the 2019-2020 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
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.	2.5	Counselor Administration	Increase awareness and enthusiasm towards college readiness.				

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 2: By Spring 2020, 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
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.		Counselor Teachers Administrators	students will reflect and write on their experiences. Students will learn to comport themselves properly.				

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

Performance Objective 1: During 2019-2020 school year, GES will increase parental support for student academic success providing a minimum of three activities linked to student learning.

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

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the number of ways to communicate with parents through various venues.		Teachers Parent Liaison Administration	Increase Parent Communication and participation with campus events and/or activities.				
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.	3.1	Parent Liaison, Teachers Administration	To inform parents and create opportunities for parents to engage in various activities throughout the school year.				
3) All parents will be asked to participate in the Parent Advisory Committee (PAC) to obtain information from the Parent Liaison. Meetings will be offered at different times of day and in Spanish to accommodate parents.	3.2	Parent Liaison Administration	Increase parent engagement and participation				
4) Parents will be invited each month to presentations that are directly linked to their child's education and needs.		Parent Liaison	To increase their knowledge of how to support the health education, social and emotional needs of their children. Decrease number of discipline referrals.				
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.	3.2	Administration	To increase parent participation in their child's campus. These events are offered at flexible hours				

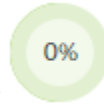
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) The Ravens Eye Watch Team will promote safety on campus and family members are to serve as role models for students.	3.2	Parent Liaison Top D.O.G.S Administration	Watch D.O.G.S schedule. Ensure campus safety with parents and family participation.				
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.	3.2	Parent Liaison Administration	Increase parent involvement with campus activities and building positive rapport with administration.				
8) Parents will be provided written materials to support learning in math and reading. A mini workshop will be provided on the use of materials for home. Flexible hours on the meetings will be offered.	3.2	Parent Liaison Administration	Increased scores on math and reading assessments.				
9) Activities such as Grandparents Day(Sept), Muffins with Mom(IMay) and Donuts with Dad (May)will be held to promote parental involvement.	3.2	Parent Liaison Administration	Increase parent engagement with their child's campus.				
10) Will implement the Coordinated School Health Programs for 19-20		Student Support Services Team Administration	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: All GES students will participate a minimum of 3 events, 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 2019-2020 school year.


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
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	3.2	Teacher Music	Increase student interest in Fine Arts.				
2) Students will be encouraged to participate in enrichment programs, such as UIL and Young Rembrandts.	2.5	Administration Coaches and Coordinators from different events.	Increase student involvement by increasing confidence and self esteem in our students.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue





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 2020.

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
1) All 5th grade students will be given the opportunity to participate in a field trip to the Canutillo Middle School in the Spring		Counselor, 5th grade teachers	Provide a smooth transition from Elementary to Middle school for all 5th grade students.				
2) All 5th grade students will complete registration paperwork to select courses and electives for the middle school in February.		Counselor 5th grade teachers	Completed forms and schedules Students will be prepared when entering middle school.				
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.		Parent Liaison Administration	Provide tours and information to new PreK students and parent for a smooth transition.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 4: Throughout 2019-2020, GES will provide professional development opportunities to all classroom teachers that focus building relationships and effective classroom management strategies to include a bully prevention framework.

Evaluation Data Source(s) 4: survey, PD

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and staff will be provided with training for bully prevention framework.		Administrators	To ensure safety and no tolerance of bullying in our campus				

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

Performance Objective 1: GES will provide a minimum of three ways for parents to receive information regarding campus activities and the progress monitoring of students throughout the 2019-2020 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
1) Information will be sent to parents in a timely manner regarding campus activities and attendance progress monitoring through various venues in English and Spanish The campus website will be updated weekly.		Principal, Receptionist, Librarian, Teachers	Using multiple avenues to communicate with our parents and community is a priority to increase participation and active involvement with their child's learning.				
2) A Parent Teacher Organization (PTO) will continue providing information to parents and involving parent in campus activities.	3.2	PTO Board, Administration	Regular meetings of the PTO, copy of sign in sheets. Increase Parent engagement to work hand in hand with campus.				
3) Campus will establish a FACEBOOK page to provide the community with information about the campus.		Office Manager Administration	Number of likes from teachers, parents and community about the website. Increase community awareness of campus activities and events.				
							

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

Performance Objective 2: GES will spend 100% of federal funds by the end of the 2019-2020 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
1) We will monitor the spending of funds once monthly.	2.5, 2.6, 3.2	Campus Improvement Committee Administration	Effective spending based on the campus needs assessment				


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

Performance Objective 3: Throughout 2019-2020, GES will maintain and update monthly our campus website with current and relevant information to promote and campaign by highlighting campus programs and achievements.


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

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will partner and build relationships with the Border Patrol to provide services of safety and to read to our students.		Principal, Counselor	To create a partnership and opportunities for our students.				
2) We will partner and build relationships with local book authors to promote literacy, compassion and awareness of difference in students.		Librarian Counselor Administration	To promote opportunities for our students.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Budget for Gonzalo & Sofia Garcia Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,970.00
185.11.6117.05.105.30	6117 Career Ladder - Locally Defined	\$7,201.00
185.11.6118.35.105.30	6118 Extra Duty Stipend - Locally Defined	\$2,700.00
185.11.6119.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,750.00
185.11.6126.03.105.30	6126 Part Time Support Personnel - Locally Defined	\$21,665.00
185.11.6129.00.105.30	6129 Salaries or Wages for Support Personnel	\$61,772.00
185.11.6141.00.105.30	6141 Social Security/Medicare	\$896.00
185.11.6141.03.105.30	6141 Social Security/Medicare	\$315.00
185.11.6141.05.105.30	6141 Social Security/Medicare	\$105.00
185.11.6141.13.105.30	6141 Social Security/Medicare	\$27.00
185.11.6141.35.105.30	6141 Social Security/Medicare	\$833.00
185.11.6142.00.105.30	6142 Group Health and Life Insurance	\$22,461.00
185.11.6142.35.105.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.105.30	6143 Workers' Compensation	\$290.00
185.11.6143.03.105.30	6143 Workers' Compensation	\$2.00
185.11.6143.05.105.30	6143 Workers' Compensation	\$1.00
185.11.6143.13.105.30	6143 Workers' Compensation	\$1.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.35.105.30	6143 Workers' Compensation	\$270.00
185.11.6145.00.105.30	6145 Unemployment Compensation	\$57.00
185.11.6145.03.105.30	6145 Unemployment Compensation	\$18.00
185.11.6145.05.105.30	6145 Unemployment Compensation	\$7.00
185.11.6145.13.105.30	6145 Unemployment Compensation	\$2.00
185.11.6145.35.105.30	6145 Unemployment Compensation	\$53.00
185.11.6146.05.105.30	6146 Teacher Retirement/TRS Care	\$580.00
185.11.6146.35.105.30	6146 Teacher Retirement/TRS Care	\$831.00
185.11.6146.00.105.30	6146 Teacher Retirement/TRS Care	\$463.00
185.11.6149.00.105.30	6149 Employee Benefits	\$927.00
185.11.6149.05.105.30	6149 Employee Benefits	\$106.00
185.11.6149.35.105.30	6149 Employee Benefits	\$773.00
6100 Subtotal:		\$186,563.00
6200 Professional and Contracted Services		
185.11.6299.00.105.30	6299 Miscellaneous Contracted Services	\$5,000.00
6200 Subtotal:		\$5,000.00
6300 Supplies and Services		
185.11.6398.00.105.30	6398 Computer Supplies/Software - Locally Defined	\$5,000.00
185.11.6399.00.105.30	6399 General Supplies	\$15,096.00
6300 Subtotal:		\$20,096.00

Personnel for Gonzalo & Sofia Garcia Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashly Alcala	At Risk Aide	Intervention Program	1
Carmen Castaneda	At Risk Aide	Intervention Program	1
Lilia Sotelo	At Risk Aide	Intervention Program	1
Maria Magdalena Castillo	RTI Teacher	Intervention Program	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

For the 2018-2019 school year, performance on the state assessment indicated an overall decline in performance particularly within subgroups. Performance is indicated in the table below:

2019 STAAR Performance Gonzalo & Sofia Garcia Elementary	All Subjects 2017-2018			All Subjects 2018-2019				
	Total	Approaches	Meets	Masters	Total	Approaches	Meets	Masters
Economic Disadvantage	63.50%	81%	48%	18%	350	76%	45%	22%
LEP	25.50%	82%	54%	20%	189	80%	51%	23%
Special Ed Indicator	12.20%	58%	34%	14%	78	67%	53%	13%

Multiple data sources are taken into account based on their individual academic achievement. By utilizing the Comprehensive Needs Assessment process it provided us with various data points that included but not limited to students that are failing and students that were identified as at risk of failing using a tier approach. This critical process is the preparation in the development of our campus improvement plan. Stakeholders from multiple areas of the school and community were active participants of this needs assessment. Multiple data sources include but are not limited to the following:

- STAAR results
- common assessments
- benchmarks
- TELPAS
- Imagine Math
- Professional Development and the outcome of implementing programs/strategies.

Currently, there are 493 students attending Garcia Elementary School. The student population is 265 males and 228 females. A total of 453 students are

Hispanic (91.8%). Twenty-six students are white (5.27%). 7 students are two or more races (1.41%). There are a total of 21 students in Speech Therapy (4.09%). We have a total of ----- students in special education which has increased from ---- 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 Reading & Mathematics during the 2019-2020 school year. Students' needs will be met with good first instruction and supplemented, as needed, with during the day & after school Interventions and/or assistance from an Academic Tutor or campus at-risk paraprofessionals. As a campus, we did not meet our established goals for reading or 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 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 Guided Reading Assessments, fluency checks, observations, common assessments and district-made assessments with students. Parent 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 classroom, common areas and on the bus with a focus on the following:

- 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
- incident report

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 Campus Needs Assessment to build the Campus Improvement Plan compiled by 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 2109-2020 Committee is as follows:

Teresa Heimer-Principal

Ruben Aguirre-Assistant Principal

Sonia Cisneros-Parent Liaison

Kaleb Venalanzo-Parent

Oscar Acosta-Parent

Deborah Coppenbarger-Librarian

Martha Bueno-Counselor

Susana Salcedo-Prek

Bertha Grijalva-Kinder

Christina Gonzalez - First Grade

Monica Cereceres-Second Grade

Kristi Soforo Grelier-Third Grade

Myriam Vega-Fourth Grade

Patricia Pinon-Fifth Grade

2.2: Regular monitoring and revision

GES CIC Comprehensive Needs Assessments process is initialized with the CNA development in the spring. After its completion of the process the objectives and strategies are placed in the campus improvement plan with input from the campus improvement team which includes teachers, administrators, parents and community members. Once the CNA is developed the CIC is created addressing the needs of the campus and the CIC committee reviews and updates it monthly throughout the year. The principal uses the CIP to guide the budget and spending and along with a monthly 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, March, May/June at the end of year. The first meeting will be held September 9, 201 and the October meeting is scheduled October 14, 2019.

The campus revisits through monitoring and provides revisions on a regular basis. Updates are provided on a minimum for the following months:

November 2019 - January 2020 - March 2020 - May/June 2020

Improvement plan is monitored quarterly at a minimum. Attached and uploaded into the program are other dates, agendas and minutes that illustrate meetings that address revisions of the campus improvement plan. Improvement plan is provided to all members of the campus improvement team for initial approval and changes recommended by stakeholders are presented to improvement team for approval and ratification.

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

Our Campus Improvement Plan is available to parents and our community. It is created by all Stakeholders, based on our Campus Needs Assessment. We collaborate to list Our Campus Needs, at this time improving our Math and Reading scores by following a Data Driven Instruction model, Increasing effectiveness of our first teach, Providing training and resources to all teachers, Implementing backward design lesson and assessment planning.

The Location of the Improvement Plan will be strategically placed where there may be a high traffic of parent and/or community members. If a translation is needed an interpreter is available. The Campus Improvement Plan (CIP) for Garcia Elementary School is available in the following areas:

- GES parent resource center
- Principal Office
- At the campus Library
- PTO meetings
- Parent Advisory Council (PAC) binder which is available for viewing during every PAC meeting
- On the campus website
- On the district website

2.4: Opportunities for all children to meet State standards

Garcia Elementary School's focus is to ensure student growth in academic performance by providing various opportunities for all children which includes all sub populations to meet the challenging State academic standards. The following indicates targeted opportunities for all our students to meet high achievement based on their individual needs:

- PLC's target all student subpopulation by collaborating and analyzing and track data to create opportunities that target students' specific needs
- Guided Reading & Scholastic Diagnostic Assessments
- Guided Math

- The Writing Academy to support the learning across all grade levels
- Quality Tier 1 instruction
- Utilization of resources for every classroom (Textbook Adoption)
- At Risk Teacher for Reading/At Risk Aides for Reading & Math
- Academic Tutors for General Ed, Special Pop
- Special Education Teacher & Aides
- Structured tutoring programs across all core subjects that occurs before, during and after school
- Implementing a Response to Intervention period by providing strategies for students (WINN – What I Need Now)
- Professional Development to ensure high quality instruction through effective and appropriate opportunities to ensure a high impact on student growth. Train and implement the instructional methodologies to effectively support all students to include SPED, ELL, and migrant students.
- Through research based and best practices selected programs and instructional methods will be used providing differentiate approach for students to meet state standards. (Example: Imagine Math, tutoring programs, and computer assisted programs by utilizing computer lab)
- Guidance from counselors and presentations with opportunities to apply to real world experiences.
- Celebration and recognizing students for their academic achievement.
- Classroom libraries
- Attendance initiatives
- PBIS / Raven’s Pride

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.

Increased learning time has been a priority for GES, by streamlining and ensuring that targeted time and best used strategies are highly effective to ensure student success. We’ve embedded a well-rounded education into our campus courses, activities and/or programming in subjects is a priority, with the purpose of providing all students access to an enriched curriculum and educational experience.

Our comprehensive plan that is described within our campus improvement plan on utilizing methods and instructional strategies to strengthen the academic programs, which would increase the amount and quality of learning time that is necessary to provide a well-rounded education.

Listed are several of courses, programs, activities that provide a well-rounded education:

- Building Citizenship through PBIS Ravens’ Pride
- Fine Arts program
- New computer lab.

- iPads for hands-on technology application
- PLC efficacy
- Imagine Math
- STEM scopes
- New Textbook Adoption
- Mentoring Minds (Math, Reading, Science)
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.

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

All students' and subpopulations' needs are addressed specifically through the Needs Assessments and within the strategies of the Campus improvement plan. GES is focused on students' priorities based on individual needs particularly for students that are at risk of not meeting the State Academic standards.

To meet student needs, GES focused on a variety of methods to address support, particularly for students that may be at risk of failing however not limited to only the following methods:

- Effective Professional Learning Communities (PLC's) that focus on student data that review, identify, analyze and plan a course of action for students identified as potentially who may not meet the state academic standards.
 - Review, analyze and plan a course of action for students that have been retained
 - Review, analyze and plan a course of action for students specifically that are at risk of failing for sub-populations: SPED, ELL, migrant
 - Review, analyze and plan a course of action for students that have been identified as students that are in need for Response to Intervention (RTI).
 - Create a plan for students that have already been retained by providing an accelerated intervention plan.
 - Counseling for students that may be at risk of failing to provide additional support at school and home.
 - Providing specific resources for students and teachers to utilize effectively for intervention at school and/or home.
 - Computer labs are to be updated in allowing easy access for struggling students and providing support utilizing computer programs effectively to ensure student growth.
 - Professional development and follow-up to trainings are detrimental for teacher and student success.
 - Social-Emotional Support, Behavior Contracts, Family and School Collaboration for at risk students.
- 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 crucial at Garcia. The addition of a full time parent liaison this year, will enable us to begin our parent university monthly classes, organize monthly coffee with the principal information sessions, 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, in a timely and effective manner. **Please see uploaded documents in Crate.**

Gonzalo & Sofia Garcia Elementary School

Title I Parent and Family Engagement Policy

2019-2020

Parents and staff at Gonzalo & Sofia Garcia Elementary have developed and agreed on the following Parent Involvement Policy. The Policy will be posted on the school website and given out at the Annual Title I meeting. It will also be available in the Gonzalo & Sofia Garcia Elementary office for any parent who requests it.

In order to build a dynamic home-school partnership, Gonzalo & Sofia Garcia Elementary will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education. The annual meeting will be in the first semester. A letter will be sent to each child's parent informing them of the date and time. The information will also be posted on the school's website and in the calendar.
- Parent-Teacher conferences will be held twice a year, one in the fall and one in the spring. Parents can request an individual Parent –Teacher conference at any time during the school year. Communication with parents will be in a format and language that they can understand. Title I funds may be used to pay for any expenses to enable parents to participate in school-related meetings and training sessions.
- Information regarding curriculum, assessments, progress, and scholar expectations based on STAAR (State of Texas Assessment of Academic Readiness) will be provided to parents. STAAR results will be sent home in the summer when the district receives them. Parents can also visit the Texas Education Agency website at <https://tea.texas.gov/> to get view or print STAAR results.
- A School-Parent Compact designed by parents and school staff that outlines how parents, teachers, and scholars will share the responsibility for improvement in student academic achievement.
- Information related to school and parent programs, meetings and other activities will be sent to parents in a timely manner. Information will be given to parents through newsletters from the school and classroom teachers. In addition, the school marquee will be used to inform parents of meeting dates.
- Materials and specific trainings to help parents work with their children to improve achievement are in progress.

Parents and community members are always welcome to make suggestions to improve our schools. By working together we can make the students successful learners. Some of the opportunities that parents may participate in Gonzalo & Sofia Elementary are listed here:

Canutillo ISD Programs/Services

- Computer Classes
- Small Group tutorials
- Counseling: Individual/Group/Classroom
- UIL (University Interscholastic League) Competitions
- Special Education Services
 - Speech Therapy
 - Physical Therapy
 - Occupational Therapy
 - Special Education Resource
 - Response to intervention Support Teams
 - Computer intervention programs with school to home access
 - Dyslexia Services
 - Health Services (Vision/hearing)

Extra things that make Gonzalo & Sofia Elementary School Special

- Wireless networking to classrooms with computer access
- Language Proficiency Acquisition Committee (LPAC) Meetings
- Professional Learning Communities (PLC) (Groups of teachers collaborating, planning and learning together)
- School Website, Facebook, Twitter
- Kids Excel (4th Grade only)
- Young Rembrandts (\$66 per semester)
- Garcia's Ballet Folklorico (\$30 a month)
- Most important.... A staff that cares about the welfare and education of your child!

Student Involvement Opportunities

- Band
- Choir
- Student Council
- Mother/Daughter and Father/Son
- Monthly Raven's Rally
- Recognitions: A and A/B Honor Roll, Perfect attendance, AR (Accelerated Reader), Raven Coins
- Robotics (3rd, 4th, 5th grades only)

Parent Involvement Opportunities

- PTO (Parent Teacher Organization)
- Volunteer Opportunities
- Campus Improvement Committee (CIC)
- Lunch visits (Parents are welcome to join their child during lunch after signing-in at our front office)
- Book Fair (Held twice a year in our library)
- Volunteer Appreciation Day
- Breast Cancer Awareness Walk

Parent/School Communication

- District Newsletter
- Student-Class Agenda
- School marquee
- School Calendar
- Call Outs/School Messenger
- Social Media, Facebook, Twitter
- Class Dojo, Remind

3.2: Offer flexible number of parent involvement meetings

Parent involvement and student support is crucial at Garcia. The addition of a full time parent liaison this year, will enable us to begin our parent university monthly classes, organize monthly coffee with the principal information sessions, 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, in a timely and effective manner. Please see uploaded documents in Crate. All classes are offered in both morning and evening to encourage parent engagement.

Topic	Date	Event	Presenter	# of Parents
Academics	9/12/2018	Back to School Basics	El Paso Parent to Parent	13
Academics	1/09/2019	Coffee w/Principal Effective Parent-Teacher Conferences	El Paso Parent to Parent	13
Academics	2/28/2019	Dual Language Parent Forum	Academic Language Services, Gabriela Hajir	6
Academics	3/14/2019	Coffee w/Principal Learning Styles	El Paso Parent to Parent/CMS Principal, Daniel Medina	9
Academics	5/08/2019	Coffee w/Principal Preventing the Summer Slide	EL Paso Parent to Parent	13

Topic	Date	Event	Presenter	# of Parents
Technology	4/26/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	3
Technology	5/01/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	6
Technology	5/07/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	1
Technology	5/23/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	7
Social Services	1/14/2019	Book Binding Repair Class	GES Librarian, Debra Coppenbarger	7
Wellness Physical & Nutrition	2/19/2019	Coffee w/ Principal Sleep Disturbances in Children and Adults	Dr. Gonzalo Diaz	10
Wellness Physical & Nutrition	4/25/2019	Food Handler's Safety Class	CISD Director of Child Nutrition, Marco Macias	10
Prevention	10/09/2018	Raven's Eye Watch Security Training	CISD Police Chief, Carlos Carrillo	16
Prevention	12/06/2018	Discipline for Kids	Deputy, Jorge Alvillar El Paso County Sheriff's Office	9
Prevention	2/07/2019	Parent Lokdown/Lock Down Training	CISD Officer, Juana Moncivaiz	8
Prevention	4/16/2019	Coffee w/Counselor How to Raise Resilient Kids	GES Counselor, Martha Bueno	11
Social & Mental Development	11/28/2018	Coffee w/Principal Time Management for Kids	El Paso Parent to Parent	11
Social & Mental Development	12/11/2018	Coping Skills	CISD School Health Coordinator, Nancy Torres	7
Social & Mental Development	2/12/2019	Youth Mental Health/first Aid Training	CISD School Health Coordinator, Nancy Torres & CISD Social Worker, Veronica Andujo	10
Legal Gonzalo & Sofia Garcia	10/24/2019 a Elementary School	Coffee w/Principal El Paso County Attorney Services	El Paso Co Attorney	14

School-Wide Events

2018-2019

Date	Event	# Parents	Hosted
8/23/2018	Open House	271	Teachers

8/27/2018	1st Day of School Drop Off	370	Teachers
8/28/2018	2nd Day of School Drop Off	206	Teachers
9/07/2018	Goodies w/Grandparents	98	Principal/Parent Liaison
10/05/2018	Draggin Dads Book Fair Event	119	Librarian
10/10/2018	Fall Parent-Teacher Conferences	421	Teachers
11/09/2018	Veteran's Day Celebration	70	Music Teacher/Principal
11/09/2018	Thanksgiving Luncheon	487	Cafeteria Staff/Principals
10/25/2018	Cancer Awareness Walk	149	P.E. Teachers
12/18/2018	Pajamas, Parents and Pancakes	90	Principal/Parent Liaison
1/22/2019	English Spelling Bee	19	Mrs. Castillo
2/15/2019	Science Fair Parent Viewing	28	Mrs. Cruz
2/22/2019	Book Fair Grand Event	48	Librarian
2/28/2019	Spring Parent Teacher Conference	387	Teachers
3/14/2019	Spanish Spelling Bee	11	Mrs. Pinon
5/03/2019	Kids Excel	62	Fourth Grade Students/Teachers
5/10/2019	Muffins w/Mom	178	Principal/Parent Liaison
5/20/2019	Volunteer Appreciation Breakfast	16	Principal/Parent Liaison
5/23/2019	GT Showcase	48	Mrs. Shenk
5/28/2019	First Grade Awards Assembly	164	Principal/First Grade Teachers
5/28/2019	Second Grade Awards Assembly	105	Principal/Second Grade Teachers
5/28/2019	ISC Awards Assembly	22	Principal/ISC Teachers
5/29/2019	Third Grade Awards Assembly	123	Principal/Third Grade Teacher
5/29/2019	Fourth Grade Awards Assembly	94	Principal/Fourth Grade Teachers
5/30/2018	Kinder Awards Assembly	253	Principal/Kinder Teachers
5/30/2018	Pre-Kinder AM & PM Awards Assembly	82	Principal/Pre-K Teacher
5/30/2019	Pre-K and Kinder Parent Orientation	44	Jesus Juarez/Veronica Andujo/Gabriela Hajir
5/31/2019	Fifth Grade Awards Assembly	209	Principal/Fifth Grade Teachers

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christy Villarreal	Library Aide	Library	1
Sonia Cisneros	Parent Liaison	Student Support	1

Campus Improvement Committee

Committee Role	Name	Position
Non-Classroom Professional	Deborah Coppenbarger	Librarian
Administrator	Teresa Heimer	Principal
Administrator	Ruben Aguirre	Assistant Principal
Counselor	Martha Bueno	Counselor
Non-Classroom Professional	Sonia Cisneros	Parent Liaison
Classroom Teacher	Patricia Pinon	5th Teacher
Classroom Teacher	Myriam Vega	4th Grade Teacher
Classroom Teacher	Kristi Soforo Grelier	3rd Grade Teacher
Classroom Teacher	Irene De La Cruz	2nd Grade Teacher
Classroom Teacher	Christina Gonzalez	1st Grade Teacher
Classroom Teacher	Bertha Grijalva	Kinder Teacher
Classroom Teacher	Susana Salcedo	Pre-K Teacher
Parent	Kaleb Venalanzo	Parent
Parent	Oscar Acosta	Parent
Community Representative	Irma Lopez	Community Member
Business Representative	Sandra Rodriguez	Business Rep.(Manager at Grace Gardens)