

GARFIELD EL

Campus Improvement Plan

2022/2023

Excellence is the Expectation!

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

Mr. Carlos U. Ramirez

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/20/2023

GARFIELD EL

Mission

To focus our energy and passion towards significantly improving every student's reading level and academic achievement.

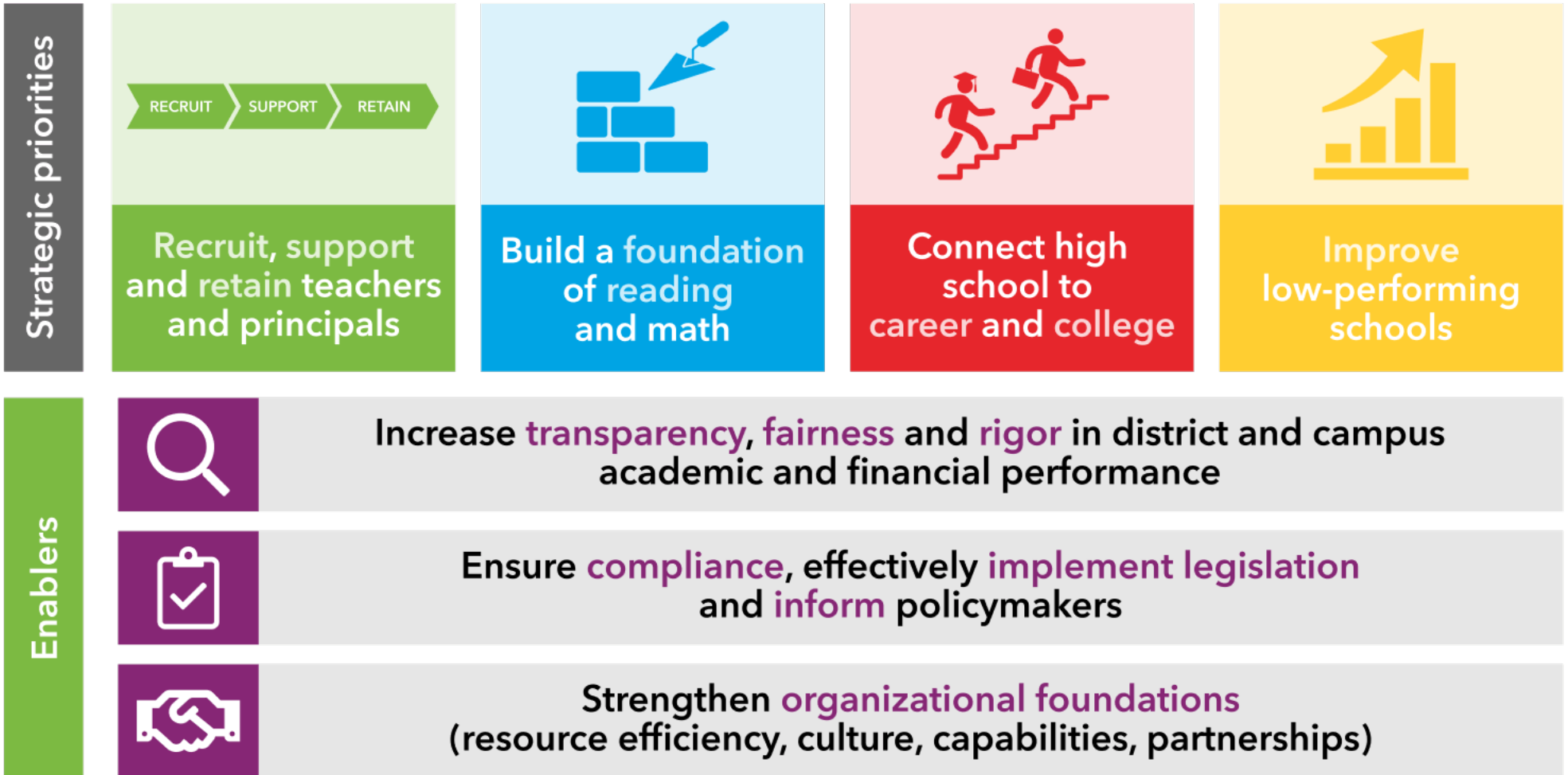
Vision

At Garfield Elementary we will foster a nurturing environment where everyone shares in Garfield PRIDE!

Nondiscrimination Notice

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

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

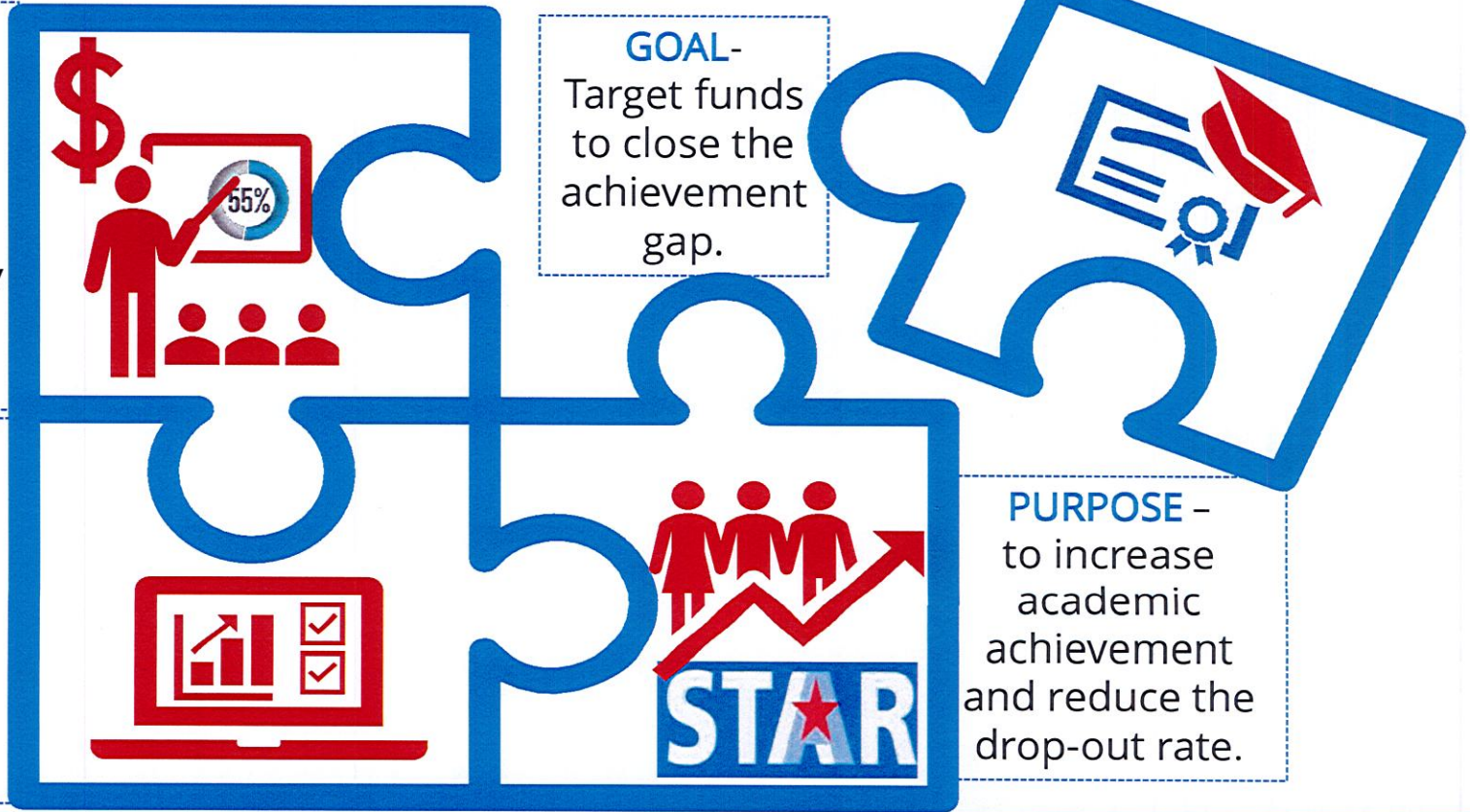
State Compensatory Education Program

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

GOAL- Target funds to close the achievement gap.

PURPOSE - to increase academic achievement and reduce the drop-out rate.



TEC, §29.081

TEC, §48.104



GARFIELD EL Site Base

Name	Position
Ramirez, Carlos	Principal
Magadan, M	Strategist
Duenez, Isa	Teacher
Saldiva, E	Teacher
Barbery-Fraga, Vanessa	Teacher
Gonzalez, Dolimer	Assistant Principal
Diaz, Sabrina	Kinder Teacher
Martinez, Griselda	Community Member
Venegas, Sandra	Counselor
Castro, Lazaro	Business
Lujan, Chelsea	2nd grade Cluster Leader
Hill, Isabel	5th grade cluster leader
Garcia, Laura	Special Education Teacher

GARFIELD EL

Goal 1. This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. Garfield Elementary will increase student achievement in Science to 60% so that all student groups and subgroups show improvement by the end of the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 22-23 school year we will utilize science journals, Stem scopes, hands on science activities, Lead4Ward resources, Brainpop, Generation Genius, and Ford Ferrier Science to teach readiness and supporting standards, increase science vocabulary and science content knowledge to meet system safeguards for economically disadvantaged students, special education students and limited English proficient students. (TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)FOCUS Group Grant, (S)Local Funds	Criteria: Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending

GARFIELD EL

- Goal 1.** This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** Garfield Elementary will increase student achievement of our LEP students in all tested areas, specifically Reading and Math, as per system safeguards so that there is less than a 10% gap between all student groups and LEP students for the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide opportunities for teachers to attend in person and or virtual targeted/focused staff development to assist Limited English Proficient students and provide targeted tutorials/ small groups for struggling LEP students to meet system safeguards for ELLs in areas of Reading, Math, Writing and Science. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Title I TA: 6) (Target Group: EB) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,4,4.1,5.1,5.2,5.3)</p>	<p>Campus Administrators, Directors, Special Ed Teacher, Strategists</p>	<p>August - December</p>	<p>(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL</p>	<p>Criteria: Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans and sign in sheets</p> <p>06/19/23 - Completed (S) 03/06/23 - Completed 12/09/22 - On Track 11/18/22 - Pending</p>
<p>2. Implement the use of before school and or after school small group tutorials with campus teachers and or support staff for ELA, Science and Math to provide targeted instruction aimed at increasing our Masters and Meets numbers. Teachers will utilize DMAC reports/ benchmarks for tutorial planning and to identify skills not mastered for our LEP students to meet system safeguards for ELLs in the areas of Reading and Math. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.2,5.3)</p>	<p>Campus Administrators, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers</p>	<p>August - June</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>
<p>3. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 2)</p>	<p>Campus Administrators, Chief Instructional Officers</p>	<p>June 2022-June 2023</p>	<p>(S)State Compensatory</p>	<p>Criteria: Payroll/HR Documentation</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>

GARFIELD EL

Goal 1. This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 3. For the 22-23 school year Garfield Elementary will increase student achievement so that 60% of Kinder to second grade students will be at Meets or above grade level, 43% of 3rd graders will be at Meets or above in STAAR Reading, 36% of 3rd graders will be at Meets or above in 3rd grade STAAR Math and 80% of 4th and 5th graders will show growth in both STAAR Reading and Math so that all student groups and subgroups show improvement by the end of the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Grade level teams will meet weekly for planning protocol in Kinder to 5th grades to effectively plan for the implementation of district curriculum and utilize data disaggregation to ensure mastery of summative tests, benchmarks and to identify TARGET TEKS for the six weeks and plan for effective student interventions.</p> <p>Resources: Campus resource materials(binders, dividers, card stock, copy paper, pencils, folders), substitutes for trainings as needed, materials (manipulatives, instructional resources) for interventions. (TSI / TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>September - May</p>	<p>(F)Federal Grant, (F)Title I, (S)Local Funds</p>	<p>Criteria: STAAR, TPRI, TXKEA, summatives, baselines, benchmarks, formatives, Reading level data.</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>
<p>2. During the 22-23 school year, we will provide modeling opportunities, learning walks, coaching, continued training in the areas of effective instructional practices in ELA/Literacy block components and Math and or delivery interventions for all students using guided practices in ELA and Math. We will strategically focus on LEP and Special Education students in order to improve data. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I, (S)Local Funds</p>	<p>Criteria: Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>
<p>3. Utilize our Instructional Playbook/Power moves, anchor charts, scaffolding/chunking strategies for best practices, exit tickets, think alouds, wait time, etc. On going training will be provided in</p>	<p>Campus Administrators, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Title I, (S)State Compensatory - \$8,081.46</p>	<p>Criteria: Staar results and end of year accountability data.</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track</p>

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Objective 3. For the 22-23 school year Garfield Elementary will increase student achievement so that 60% of Kinder to second grade students will be at Meets or above grade level, 43% of 3rd graders will be at Meets or above in STAAR Reading, 36% of 3rd graders will be at Meets or above in 3rd grade STAAR Math and 80% of 4th and 5th graders will show growth in both STAAR Reading and Math so that all student groups and subgroups show improvement by the end of the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Lead4Ward resources, teaching academic vocabulary, authentic student engagement and higher level questioning to improve academic vocabulary, comprehension and higher order thinking skills. Provide teachers with training in Read Naturally, TPR1 resources and Haggerty Phonemic Awareness to utilize during Tier 1 instruction and intervention time.</p> <p>Resources: professional development/ READ Grant Cohort, Haggerty PA and Bridge the Gap training and curriculum for intervention, teacher books, District resources, Edmentum, Lonestar, Brain Pop, Reading Eggs, Renaissance Learning, K 12 Summit, LEXIA English</p> <p>Lead4ward, reading material. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>				<p>12/09/22 - On Track 11/18/22 - Pending</p>

GARFIELD EL

Goal 1. This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 4. Garfield Elementary will increase student achievement of our Special Education students so that there is less than a 10% gap between all student groups and special education students in all tested areas for the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the use of small group instruction/ guided interventions utilizing instructional manipulatives for our special education students. Use district resources to enhance learning: Epic Books, Lone Star, Brain pop, Flocabulary, Lexia and Renaissance reading. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,4.4.1,5.5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August May	(F)Federal Grant, (F)Title I, (S)Local Funds	Criteria: Lesson plans, walk throughs, Conferences 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending

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Goal 1. This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 5. Garfield Elementary will increase campus attendance rate to 98% every six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize attendance clerk to monitor attendance and provide daily reports. Parental aide, front office secretaries and counselors will make phone calls and the parental aide will make home visits when necessary to verify absences and offer support as needed for resources, properly document, illness, etc. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parents, Teachers	August - June	(F) Title I	Criteria: Daily/Six weeks attendance reports. 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending

GARFIELD EL

- Goal 1.** This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** Garfield Elementary will increase student motivation and positive character to promote a safe and positive school climate so that less than 2% of students have discipline referrals per six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will implement Del Rio Cares strategies to maintain a positive school environment. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Teachers	August - June	(F)Title I, (F)Title V RLIS, (S)Local Funds	Criteria: Discipline reports, teacher feedback/ parent feedback, Counselor feedback, student feedback. 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending
2. Provide teachers with staff development in the area of positive behavior support and motivating student to learn to create a positive and caring learning environment in the classroom and through out the school Example: Del Rio Cares, Give Me Five, etc (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors	August - June	(F)Title I, (F)Title V RLIS	Criteria: Feedback from parents, teachers and students. 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending
3. Counselor will coordinate with and train with District Counselors/ Staff in order to implement a campus wide positive school guidance program. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Directors	August - December	(F)Title I	Criteria: Feedback from staff and discipline/ online bullying reports. 06/20/22 - Completed (S) 03/29/22 - Some Progress 11/18/21 - Some Progress

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Goal 1. This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 7. Garfield Elementary will create a campus that is a bully free zone so that less than 1% of student referrals are related to bullying incidences per six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide anti-bullying activities, presentations, and or announcements campus wide throughout the year. Implementation of the PBIS Mustang Expectations (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Teachers	August - June	(F)Title I, (F)Title IV SSAEP	Criteria: Feedback from staff, students and parents. 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - Significant Progress 11/18/22 - Pending

GARFIELD EL

Goal 2. The District shall continue to be a good steward of the community's resources -financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. Garfield Elementary will develop a local campus budget that is 100% aligned to the campus improvement plan and is utilized to impact student achievement for the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with instructional staff regularly and purchase targeted instructional resources and materials needed for the classroom, provide staff development via zoom/ in person at the campus level based on need and provide support staff to meet student instructional goals. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - June	(F)Title IV SSAEP, (S)Local Funds, (S)Technology Grant	Criteria: Feedback from staff/ survey 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending

GARFIELD EL

Goal 2. The District shall continue to be a good steward of the community's resources -financial, human, facilities - and explore new opportunities fororganizational efficiency and effectiveness.

Objective 2. Garfield Elementary will increase student achievement in Math during the 22-23 school year to 75 % so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue to train and implement the District wide Math curriculum in Kinder to 5th grade for accelerated instruction based on DMAC data from summatives, STAAR and benchmarks to close the achievement gap and increase student achievement on all STAAR tests. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds</p>	<p>Criteria: Summative, pm data, STAAR data</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>
<p>2. Provide ongoing training on the integration of Math vocabulary, the implementation of effective small guided groups and purchase targeted manipulatives along with professional development for staff. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds</p>	<p>Criteria: summative/ formative assessment/ progress monitoring, walk through information</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>
<p>3. Utilize District wide math curriculum to reinforce readiness and supporting standards and increase content knowledge with all students, specifically focusing on LEP students to meet system safeguard. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Strategists, Teachers</p>	<p>August - June</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I</p>	<p>Criteria: Accountability scores/ PM scores/ summative scores.</p> <p>06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>

GARFIELD EL

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 1. Garfield Elementary will increase parental involvement by having a minimum of two parental functions and two methods of communication per six weeks during the 22-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase parental and community involvement by conducting zoom meetings, face to face meetings during the day and evenings covering topics such as STAAR testing information, content area curriculum/ importance of reading, gradebook, GT information/ health and wellness, etc . (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p>	<p>August - May</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Sign in sheets, parent survey 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>
<p>2. Improve and increase communication with parents by sending out a campus wide Dojo reminders, email, notes as needed, campus call outs/ text, social media and offer both face to face and virtual parent meetings, open house and PTO nights. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p>	<p>August - May</p>	<p>(F)Title I</p>	<p>Criteria: Sign in sheets and parent survey 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>
<p>3. Parental aide will attend in person and or virtual training as needed to turn around and conduct trainings for parents. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)</p>	<p>Campus Administrators, Parental Aides</p>	<p>August - June</p>	<p>(F)Title I</p>	<p>Criteria: Sign in sheets and parent survey 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending</p>

GARFIELD EL

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 2. Garfield Elementary will provide a minimum of 1 campus visit per school year from early childhood programs to assist with a smooth transition the following year..

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Tours and orienetation will be set up for incoming Kinder parents and their children to ease the transition into elementary school. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides, Teachers	May - September	(F)Title I	Criteria: Feedback from parents 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending

GARFIELD EL

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 3. Garfield Elementary will send campus representatives to participate at a minimum of one parent orientation at Irene Cardwell to assist with providing information for a smooth transition to Garfield Elementary during the following school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan and prepare for a presentation at Irene Cardwell to include school procedures and academic information; a brochure will be created to provide to parents at orientation. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Teachers	May	(F)Title I	Criteria: Feedback from staff and parents. 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending
2. Increase parental and community involvement by conducting face to face and or zoom meetings both during the day and evening training in a variety of areas, for example: content area information, technology, and parenting. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides	August - May		Criteria: Sign in sheets, parent surveys 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending

GARFIELD EL

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 4. Garfield Elementary classroom teachers will hold a minimum of two parent conferences during the 22-23 school year to discuss student progress and interventions being implemented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will make/attempt contact with parent/ guardians at least twice a six weeks and keep a log of conferences, data discussed as well as share strategies that can be used at home to assist with student achievement. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Teachers	August - June	(S)Local Funds	Criteria: Contact logs, parent surveys 06/19/23 - Completed (S) 03/06/23 - On Track 12/09/22 - On Track 11/18/22 - Pending

Comprehensive Needs Assessment Summary – Garfield Elementary 2022-2023

Utilized Data Sources: These will automatically populate from your CNA worksheets

DMAC/ Curriculum based
Accountability data

Campus Goals

Ar data

Attendance data
Accountability data
Extracurricular opportunities

Climate surveys
Discipline data
Sign in sheets

Discipline data
Campus cleanliness
Sign in sheets

Grant Information

CAN/ CIP

Calendars

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	Consistent Math program k-5 Heggerty Phonemic Awareness Program Read Naturally K 12 Summit for Bilingual b/l students Really Great Reading k-2 Power Hour all grades	GT Program implementation Science and SS Curriculum Student based incentives for student achievement Vertical planning to reduce gaps in student learning	Vertical Planning Science and SS Curriculum GT
	Majority of the year we have been fully staffed with instructional aides to assist with PH interventions and as subs Stipends for cluster leaders, bilingual certified teachers and special education teachers	Technology available for all students at home All staff retention stipends	TX Kea, TPRI and Read Naturally PD Online Staar and Telpas PD

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	Ability to communicate and coordinate during planning period Subject/ content expert teachers in each cluster Supplies needed were available to staff: mask, sanitizing products, etc	PD training such as TPRI, Read Naturally On going collaboration with instructional specialist such as Bil strategist Online STAAR and TELPAS training for Staff and students Common online resources	
School Climate/ Safe & Healthy Schools	Staff is flexible, adjust and adapt to change Love smores and staff shout outs staff attendance incentives Staff breakfast every six weeks Enjoy the student dances and activities Sunshine Committee	Stricter punishment for students that are violent Follow up on school survey results at the beginning of each six weeks Celebrate monthly staff b days like before Student/ staff bathrooms need to be cleaned more often	Follow up on school surveys every 6 weeks Student disciplin Monthly bday at staff meetings
College & Career Readiness/	Blended Academy Focused House Bill 4545 interventions (small staff / student ratios) Summer graduation opportunities	Mentor / Student program AR incentives/ bring back the gummy worms Attendance incentives for students and families	Mentor student program Counseling program TTCHAT

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Graduation/ Dropout Reducation	After school and Saturday STAAR camps Career Day	Revamp counseling program on campus- motivational activites Therapy- increase referrals/ TTCHAT Increase CTE activites to all campuses	AR incentives CTE
Family and Community Involvement	Career day Dojo/ emails home Facebook parent page Education Foundation grants available for teachers that apply Muffins with mom, Donuts with dad, AR, bingo, fine arts nighs planned for this coming year/ lifted covid restrictions Open house planned	More activites for parents- zumba, etc Parent volunteers with recognition Donations from parents, community(snacks, pencils, prizes) In person parental meetings(no more zoom) and incentives to attend(HW pass, extra recess pass) Parent boosters/ pto for fundraising	Increase parent involmnet Parent volunteers
	Headphones with and without mic provided, devices for teachers and class set of CB's were provided Instructional materials were purchased with Grant funds	Timely repairs for maintence request- floor tiles and water damaged cabinets need to be replaced/ check for mold/ inside of campus needs to be painted Increase parental and counseling out reach for at risk youth, homeless, etc	Review lunch duty schedule Train new para staff

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitments	Air purifiers provided for all classrooms UIL and other after school clubs were started up again District after school tutorial programs with supplies and incentives was implemented in the spring AC and roof repaired/ replaced/ Free breakfast and lunch provided to all students	Better planning for transportation/ purchase more buses so elementary students do not need to double up Review lunch duty during planning days and use both serving lines Training for new para staff/ am and pm duty, lunch duty, subbing Focus counseling groups/ refer to outside agencies and follow up to see if parents need assistance with initiating programs	

NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan (CIP) and Comprehensive Needs Assessment

Jointly Developed

Parents, students, and staff work together and share ideas to develop each School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meetings.
- The campus School-Parent Compact ensures that all students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRCS District and School Website

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4700.

GARFIELD ELEMENTARY SCHOOL

**School-Teacher
Parent-Student
Compact
2022-2023**



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

CARLOS RAMIREZ, PRINCIPAL

300 W. MARTIN ST.

Del Rio, Texas 78840

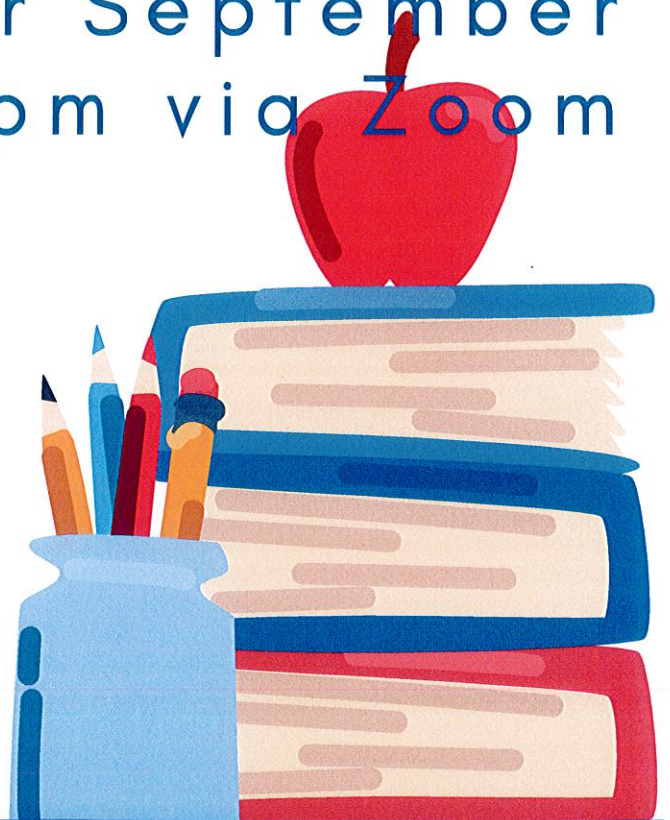
830-778-4700

TITLE 1

PARENT MEETING

Join us on September 20th
at 9 am at Garfield
Cafeteria or September
22nd at 4pm via Zoom

Come learn about
the federal
programs and how
they benefit our
school and children



**Join Zoom
Meeting**

**Meeting ID: 978
7825 2892**

Passcode: 5rD1NV

**Ms. Ruby Adams
will be our
presenter**

Garfield Elementary

Title 1 Parent Meeting via Zoom

(KG-5th)

September 22th, 2022

4:00 p.m. – 5:00 p.m.

Agenda

1. Welcome/Bienvenida Ms. Adams
2. Title 1 presentation/ presentacion de Title 1
Ms.Adams
3. Questions/ Preguntas Ms. Adams
4. Meeting adjourned/Fin de junta Ms. Adams,
Alondra Ferrino, Parental Liaison

Thank you for coming!

Gracias por venir

MINUTES

Title 1 Meeting 9/22/22

- **Ms. Adams greeted our parents via Zoom**
- **Parents were asked to sign in, in our chat**
- **Ms. Adams made introduction of herself and Parental Aide**
- **Ms. Adams touched base on what we would be talking about**
- **Ms. Adams made presentation via Zoom**
- **Ms. Adams explained what is Title 1**
- **Ms. Adams explained how Title 1 helps our school and children**
- **Ms. Adams explained the importance of attending parent meetings and events and how it helps our children**
- **Ms. Adams explained to our parents on Parent & Family Engagement and Parent Compact**
- **Ms. Adams went ahead and asked if the parents had any questions**
- **Ms. Adams closed with giving thanks for joining her**

16:01:49 From Rufina Adams to Everyone:
Title I Parent Meeting, Thursday, September 22, 2022, 4 pm

16:02:04 From Rufina Adams to Everyone:
Ruby Adams

16:02:11 From Alondra Ferrino to Everyone:
Alondra Ferrino

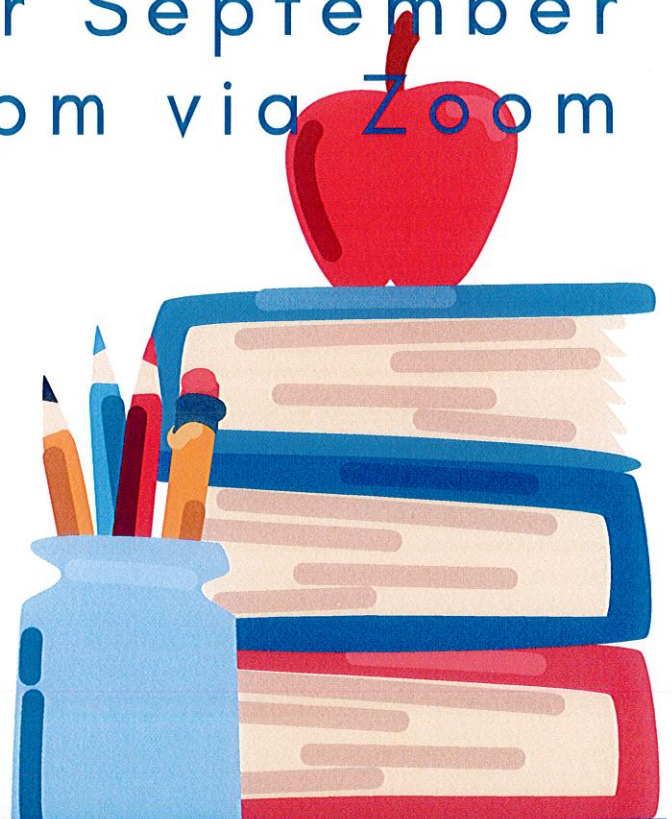
16:02:38 From Leticia Sanchez to Everyone:
Leticia Sanchez

TITLE 1

PARENT MEETING

Join us on September 20th
at 9 am at Garfield
Cafeteria or September
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Come learn about
the federal
programs and how
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**Join Zoom
Meeting**

**Meeting ID: 978
7825 2892**

Passcode: 5rD1NV

**Ms. Ruby Adams
will be our
presenter**

Garfield Elementary

Title 1 Parent Meeting

(KG-5th)

September 20th, 2022

9:00 a.m. – 10:00 a.m.

Agenda

1. Welcome/Bienvenida Ms. Adams
2. Title 1 presentation/ presentacion de Title 1 Ms. Adams
3. Questions/ Preguntas Ms. Adams
4. Meeting adjourned/Fin de junta Ms. Adams, Alondra Ferrino, Parental Liaison

Thank you for coming!

Gracias por venir

MINUTES

Title 1 Meeting 9/20/22

- **Ms. Adams greeted our parents**
- **Parents were asked to sign in**
- **Ms. Adams made introduction of herself and Parental Aide**
- **Ms. Adams touched base on what we would be talking about**
- **Ms. Adams made presentation with packet due to having a small group of parents**
- **Ms. Adams explained what is Title 1**
- **Ms. Adams explained how Title 1 helps our school and children**
- **Ms. Adams explained the importance of attending parent meetings and events and how it helps our children**
- **Ms. Adams explained parents on Parent & Family Engagement and Parent Compact**
- **Ms. Adams went ahead and asked if the parents had any questions**
- **Ms. Adams closed with giving thanks for joining her**
- **Parental aide thanked Ms. Adams and parents for joining her**

**GARFIELD ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023**

STATEMENT OF PURPOSE

- I. Garfield administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the school improvement plan process.

The school values the role parents play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School District.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL - PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The campuses’ capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings and trainings. In addition, parent skills workshops, campus volunteers, school readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

STAFF AND PARENT COMMUNICATION

- V. **GARFIELD ELEMENTARY:** will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the Campus Parent and Family Engagement Policy and practices. They will also consider:
- Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

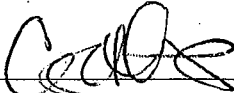
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSID Federal and State Programs Department at 830-778-4153.

RESERVATION OF FUNDS

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION


This School Parent and Family Engagement Policy has been developed jointly with and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **GARFIELD ELEMENTARY** on **September 20th** and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.



(Signature of Authorized) Principal

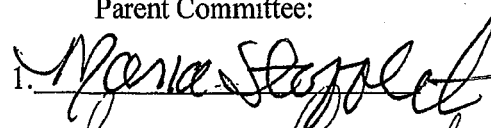
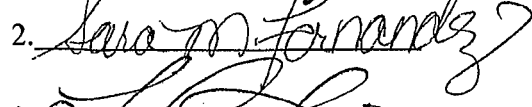
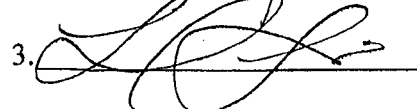
9/19/22

(Date)



(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1. 
2. 
3. 

Trainings conducted by Counselors: Sandra Venegas and Nydia Fernández-C

**McKinney-Vento/Value and Utility of Parent Engagement
Staff Training Sign-In Sheet**



Garfield
Campus

11/7-11/9
Date/Time

	Staff Name	Position	Signature
11/7/22	Santos, Karina	Teacher	Karina Santos
11/7/22	Gonzalez, Diana	Teacher	Diana Gonzalez
11/7/22	Yanez, Maria	Teacher	Maria Yanez
11/7/22	Narbo, Olga	Teacher	Olga Narbo
11/7/22	Barrera, Hilda	Teacher	Hilda Barrera
11/7/22	Patino, Veronica	Teacher	Veronica Patino
11/7/22	Alexandria Calderon	Teacher	Alex Calderon
11/8/22	Blanca Lopez	Teacher	Blanca Lopez
	Elda Saldivar	Teacher	Elda Saldivar
	Kirstin Snyder	Teacher	Kirstin Snyder
	Anika Barbary	Teacher	Anika Barbary
	Arianna Navarro	Teacher	Arianna Navarro
	Vanessa Fraga	Teacher	Vanessa Fraga
	Yanet Garcia	Teacher	Yanet Garcia
	Krystal Lerma	Teacher	Krystal Lerma
	Katie Stallings	Teacher	Katie Stallings
	Rachel Heller	Teacher	Rachel Heller
	Griselda Goffi	Teacher	Griselda Goffi
	Esmeralda Cardenas	Teacher	Esmeralda Cardenas
	Sabrina Diaz	Teacher	Sabrina Diaz

McKinney-Vento Homeless Education Implementation and Monitoring Act

SFDRCSID Federal and State Programs Department

Key Provisions of McKinney-Vento Federal Law

Subtitle VII of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

Who is a Homeless Child?

Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:

- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
- Living in emergency or transitional shelters.
- Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
- Migratory children living in the circumstances described above.
- Unaccompanied youth living in the circumstances described above.


Causes of Homelessness

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment

Every case is different and generally has a very unique reason.


McKinney-Vento Implementation Challenges

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



McKinney-Vento Implementation Challenges

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



Warning Signs of the Homeless: Irregular Attendance and Attendance Concerns

- Erratic attendance/tardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



Warning Signs of the Homeless: Lack of Privacy / After school Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Reliving invitations from classmates



Warning Signs of the Homeless: Social and Behavioral Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



Warning Signs of the Homeless: Physical and Behavioral Concerns

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



Red flag statements indicating a child is homeless

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
 - "I don't remember the name of our previous school."
 - "We've been moving around a lot."
 - "Our address is new, I can't remember it." (lack of permanency?)
 - "We're staying with relatives until we get settled."
 - "We're going through a bad time right now."
 - "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)



THANK YOU FOR YOUR ASSISTANCE
WITH OUR HOMELESS CHILDREN AND FAMILIES.




The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department

ESSA TITLE I REQUIREMENTS


- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.



What is Parental and Family Engagement?


- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.

Parent & Family Engagement




Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.




Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.



Parent and Family Engagement benefits:

- Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- Improvements occur regardless of economic, racial or cultural backgrounds.
- More positive attitudes toward school and teachers.
- Higher achievement, better attendance and more homework completed consistently.
- Reduced drop out rates.
- Higher graduation rates and enrollment rates in post-secondary education.
- Improved school environment accomplished through feelings of "ownership" in entity.



Barriers to Family Engagement:

- Language differences
- Divide Between Home and School
- Past Negative Experiences With Education
- Negative View of the School System
- Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



Overcoming Barriers:

- Sharing information is a two way process.
- Share with families what is happening in your school and have families share about the child's experiences.
- Home visits or visits to neutral sites are less threatening environments.
- Written correspondence is not as effective as personal conferences and in the language of the parent.
- Offer times and locations of scheduled meetings convenient for parents.
- Have interpreters and childcare available.
- Offer bilingual staff, phone calls, written communications in Spanish when needed.
- Meetings should be informal and based upon family interests.
- Make first meetings more social events rather than formal events.
- Offer school provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- Ask families for event ideas and include them in your planning.
- Develop a plan for Parent and Community Engagement.



Staff Reflections:

- Why are some teachers more successful than others in engaging parents?
- For what reasons do parents currently visit your campus?
- Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- What is one goal you have set to improve your parent communication?
- How can you help make your school more inviting?
- What can I do to improve my relationship with my parents?



Positive School Climate

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



QUESTIONS?

Have a successful, positive and engaging school year!

Everywhere
you go, leave a
glitter trail of
KINDNESS
behind you.

SFD RCISD Federal and State Programs

Targeted Improvement Plans

Dr. Fermin Calderon Elementary Garfield Elementary and North Heights Elementary

Aida V. Gomez, SFDR CISD Chief Instructional Officer

Principals: Allison Mercier, Carlos Ramirez, and Maytte Soliz

November 14, 2022





Historical Background Information for Grants



- In 2018-2019, the three elementary campus were identified for Targeted Support and Improvement.
- This identification qualified the campuses to apply for the Effective Schools Framework (ESF) Focus Grants.
- Districts did not receive Accountability Ratings in 2019-2020, and 2020-2021.
- The Focus Grants were awarded for two years: 2021-2022 and 2022-2023.

2018-2019 Closing The Gap



Texas Education Agency
 2019 Accountability Ratings Overall Summary
 DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 85.2%)	35	65	D
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
 2019 Accountability Ratings Overall Summary
 GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		69	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 86.7%)	40	75	C
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
 2019 Accountability Ratings Overall Summary
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		75	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 80.1%)	35	63	D
Closing the Gaps	66	75	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.



Federal Accountability

- ❖ Campuses are identified for Targeted Support as part of the Federal Accountability System
- ❖ Domain 3 under the State Accountability system is the Federal portion of the district's accountability.
- ❖ This domain is referred to as Closing the Gaps.
- ❖ This domain in Elementary measures 14 Sub-Populations of Students:
 - ❖ Academic Achievement in Reading and Math
 - ❖ Growth Status
 - ❖ English Language Proficiency Status
 - ❖ Student Success Status

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
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ESF Focus Grant

- The ESF Focus Grant was an award of \$162,362.34 over a two year period for each campus.
- The district contracted with the ESC 15 to facilitate the Effective Schools Framework professional development and guidance. The campus cost is \$15,000.00 per year, funded by the grant.
- Remaining funds are approved for resources and materials, professional development, and extra duty pay for staff (such as attending the Campus Leadership training before school began).
- ESC 15: Dr. Michael Bohensky, Rob Hollis and Ryan Knickerbocker partnered up with the three campuses. This is the second year of implementation.
- The ESC 15 partnership:
 - Provide PD for Principals and Cluster Leaders
 - Conduct walk-throughs with Principals for calibration
 - Mediate meetings with TEA
 - Assist in the Goal Settings and Data Collections
 - Submit required quarterly reports to TEA



Closing the Gaps Goals



- **Dr. Fermin Calderon:** Due to the significant growth made in the 2022 accountability year, we plan to have an overall "B" again in 2023. The campus plans to increase the overall score by making an impact in Domain 3--Closing the Gaps. The campus scored an overall domain score of 75 in 2022 and an increase of a minimum of 5% points will move to an 80% for Domain 3. Intentional planning to benefit data meetings that improve academic achievement for ALL students in specifically reading will be a focus to make this goal a reality.
- **Garfield Elementary:** By the end of the 2022-2023 school year, 60% of all students will be at the "Meets" level in the ELAR & Math STAAR.
- **North Heights Elementary:** By June 2023, NHE will increase Academic Achievement for All students by 15% in both reading and math. Meeting this goal will allow our overall Academic Achievement increase in "Meets and Masters," which will also increase Domain 1.

Campus Target Goals

- All three campuses focused on the two Essential Actions below:
 - Essential Action 5.1 Effective classroom routines and instructional strategies.
 - Essential Action 5.3 Data-driven Instruction.
- The two year process is divided into four Cycles.
- Each cycle includes a 90 day outcome.



Essential Actions Implementation

- Key Practices
- Rationale
- How to Build Capacity in the Essential Action
- Desired Annual Outcome
- District Commitment
- Desired 90 Day Outcomes
- Review and evidence of achieving the annual outcome



Campus Profile – Dr. Fermin Calderon Elementary



District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD		Campus Name <input type="text" value="Search"/> <input type="checkbox"/> DEL RIO MIDDLE 8TH GRADE C... <input checked="" type="checkbox"/> DR FERMIN CALDERON EL <input type="checkbox"/> DR LONNIE GREEN JR EL <input type="checkbox"/> GARFIELD EL <input type="checkbox"/> IRENE C. CARDWELL EL		GRANTS 2022 Rating: B Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Tuesday, February 22, 2022 ESF Facilitator: Michael Bohensky	
		FEDERAL LABEL 2021: Targeted Support 2022: null		22-23 Fed Yrs Unacc	

Campus Information												
CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
DR FERMIN CALDERON EL	233901112	Sandra Kolorav	'15	'KG - 05	85.20	6.50	10.80	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score ● 2018 Overall Score ● 2019 Overall Score ● 2022 Overall Scaled Score 	Domain 1 Scaled Score ● 2018 ● 2019 ● 2022 	Campus Ratings 2022: B 2021: NR-Disaster 2020: NR-Disaster 2019: C 2018: MS 2017: MS 2016: MS 2015: MS 2014: IR	<input type="button" value="Reset Filters"/>
2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score ● 2018 ● 2019 ● 2022 	Domain 2-B Scaled Score ● 2018 ● 2019 ● 2022 	Domain 3 Scaled Score ● 2018 ● 2019 ● 2022 	

Campus Profile – Garfield Elementary



District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD		Campus Name <input type="text" value="Search"/> <input type="checkbox"/> DEL RIO MIDDLE 8TH GRADE C... <input type="checkbox"/> DR FERMIN CALDERON EL <input type="checkbox"/> DR LONNIE GREEN JR EL <input checked="" type="checkbox"/> GARFIELD EL <input type="checkbox"/> IRENE C CARDWELL FI		GRANTS 2022 Rating: B Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Thursday, February 24, 2022 ESF Facilitator: Raelye Self	
		FEDERAL LABEL 2021: Targeted Support 2022: null		22-23 Fed Yrs Unacc	

Campus Information												
CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
GARFIELD EL	233901102	Sandra Kolorav	'15	'KG - 05	90.10	42.50	16.00	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score 	Domain 1 Scaled Score 	Campus Ratings <table border="1"> <tr><td>2022</td><td>B</td></tr> <tr><td>2021</td><td>NR-Disaster</td></tr> <tr><td>2020</td><td>NR-Disaster</td></tr> <tr><td>2019</td><td>C</td></tr> <tr><td>2018</td><td>MS</td></tr> <tr><td>2017</td><td>MS</td></tr> <tr><td>2016</td><td>MS</td></tr> <tr><td>2015</td><td>MS</td></tr> <tr><td>2014</td><td>MS</td></tr> </table>	2022	B	2021	NR-Disaster	2020	NR-Disaster	2019	C	2018	MS	2017	MS	2016	MS	2015	MS	2014	MS
2022	B																			
2021	NR-Disaster																			
2020	NR-Disaster																			
2019	C																			
2018	MS																			
2017	MS																			
2016	MS																			
2015	MS																			
2014	MS																			
Domain 2-A Scaled Score 	Domain 2-B Scaled Score 	Domain 3 Scaled Score 																		

Campus Profile – North Heights Elementary

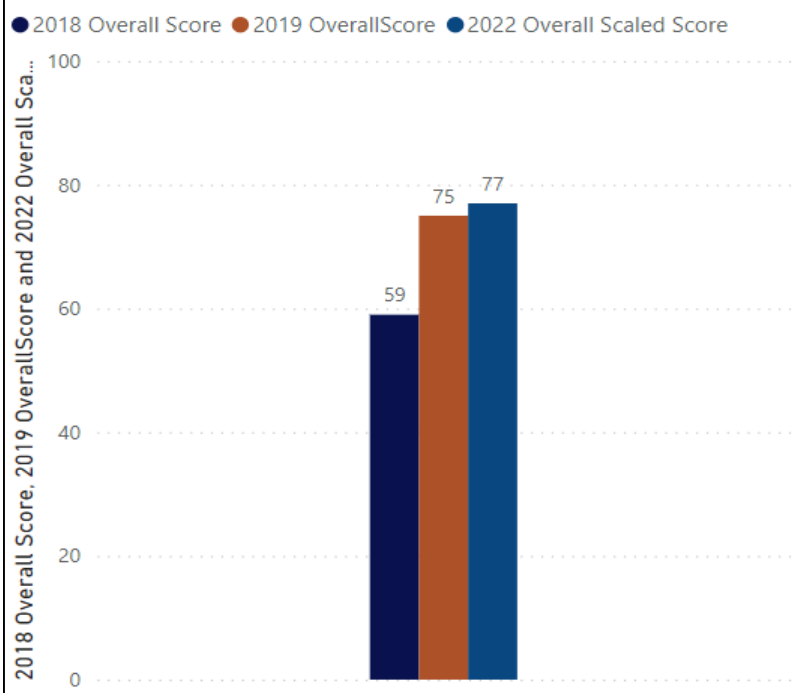


District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD	Campus Name <input type="text" value="Search"/> <input type="checkbox"/> LAMAR EL <input checked="" type="checkbox"/> NORTH HEIGHTS EL <input type="checkbox"/> ROBERTO BOBBY BARRERA EL S... <input type="checkbox"/> RUBEN CHAVIRA EL <input type="checkbox"/> SAN FELIPE MEMORIAL MIDDLE	GRANTS 2022 Rating: C Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Thursday, February 24, 2022 ESF Facilitator: Ryan Knickerbocker

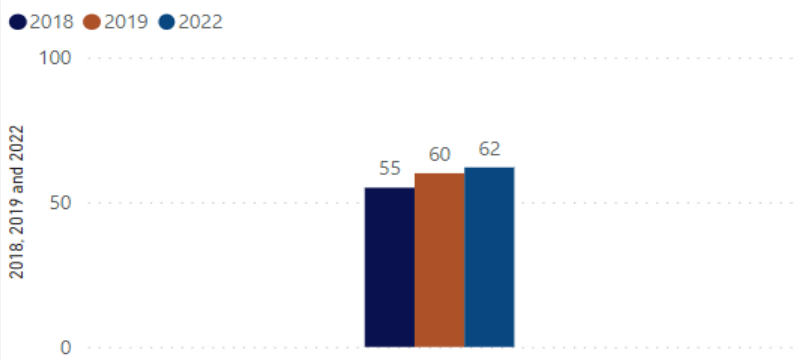
Campus Information

CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
NORTH HEIGHTS EL	233901103	Sandra Kolorav	'15	'KG - 05	81.80	6.80	12.70	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score



Domain 1 Scaled Score

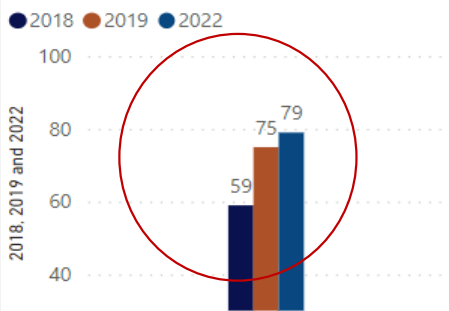


Campus Ratings

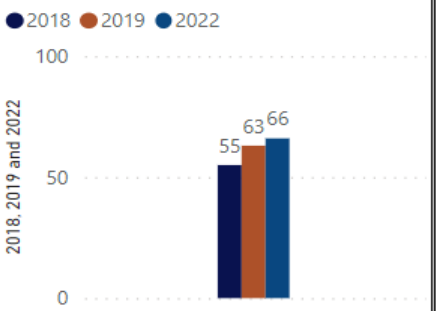
2022	C
2021	NR-Disaster
2020	NR-Disaster
2019	C
2018	IR
2017	MS
2016	MS
2015	MS
2014	IR

Reset Filters

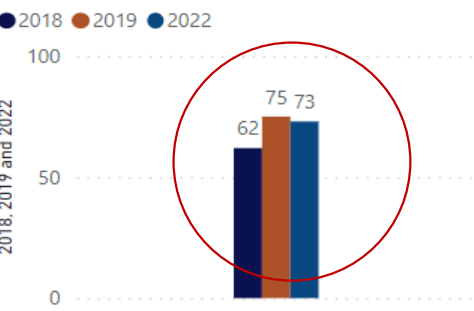
Domain 2-A Scaled Score



Domain 2-B Scaled Score



Domain 3 Scaled Score



Additional ESC 15 Support



Date	Topic
October 2, 2022	Using Student Artifacts to Guide Data Meeting and Instruction
November 14, 2022	Aggressive Monitoring: Doing it Daily
January 9, 2022	Engaging Students in Daily Formative Assessments
February 13, 2022	Reteach Models and Effective Analysis of Student Management
March 20, 2022	Spiraling Reteach through Developing New Learning



Questions?