

# **GARFIELD EL**

## **Campus Improvement Plan**

### **2019/2020**

*Principal: Genella Denise Rubio*  
*Empowering Kids to Succeed*

Mrs. GD Rubio  
300 W. Martin  
(830) 778-4700  
[genella.rubio@sfdrcisd.org](mailto:genella.rubio@sfdrcisd.org)

# GARFIELD EL

## **Mission**

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

## **Vision**

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

### 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.

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus  
academic and financial performance



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



Strengthen **organizational foundations**  
(resource efficiency, culture, capabilities, partnerships)

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

# GARFIELD EL Site Base

Name	Position
Rubio, Genella Denise	Principal
Magadan, M	Strategist
Lopez, Blanca	2nd Grade Team Leader
Duenez, Isa	Teacher
Saldiva, E	Teacher
Barbery-Fraga, Vanessa	Teacher
Garcia, Laura	MRT
Felton, E	Aide
Morales, Kasey	Music Teacher
Koblinski Flores, Angie	Sp Ed Teacher
Barrera, Erica	5th Cluster Leader
Perez, Tiffany	Assistant Principal
Garza, Elida	Kinder Teacher
Garcia, Sandra	Community Member
Martinez, Griselda	Community Member

# Comprehensive Needs Assessment

## Staff Quality

Maintaining quality administrators, teachers, and paraprofessionals in an LEA and school is essential to academic success. The CNA process allows teachers to express to district personnel concerns that may factor into future teacher retention and recruitment. Further, LEAs and schools can monitor other sources of data to determine areas of need in terms of recruitment and retention of education professionals. Finally, LEAs and schools can utilize available data to improve professional development opportunities for staff in order to match the changing academic needs of students.

## Probing Questions

These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

1. • What does the data reflect regarding teacher effectiveness, experience, and appropriate certification for teaching assignments?
2. • What is the rate of recruitment for the district? What is the district's retention rate?
3. • What recruitment strategies does the district utilize to attract quality teachers? Results?
4. • How do [special program] teachers interact with other staff on campus/throughout district?
5. • Does the district have a teacher mentor program? How does this reflect in campus data?
6. • What has been the impact of [district initiative] on staff development?
7. • How is the implementation of staff development monitored? What is the follow through?
8. • How can staff provide feedback on administrative support? What is the impact of staff feedback? Are these opportunities anonymous? How does this effect academic
9. • What support is given to campus and district leadership personnel?

## Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |  |                                       |
|--|---------------------------------------|
| 1. STAAR/EOC results   | 7. Teacher leader input               |
| 2. Texas Academic Performance Reports  | 8. Principal evaluation results       |
| 3. Teacher retention   | 9. Teacher evaluation results         |
| 4. Teacher attendance  | 10. Exit interviews                   |
| 5. Professional development feedback (including implementation and monitoring) | 11. Principal/teacher self-evaluation |
| 6. Staff surveys   |                                       |
- Ex. Math, P.H.*



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Campus Climate Survey (Insert data source) STAAE results (Insert data source)  
Student Attendance Report (Insert data source) Staff Attendance (Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

Based on data, it reflects appropriate assignments + experience. Although the needs and goals may vary dependent on campus support is available for example, Math Curriculum training provided in multiple trainings was helpful. Additionally, stipends have helped to attract quality teachers.

### Summary of Needs

We, as a campus, were limited on information provided regarding recruitment/retention of staff. It has been unclear to say who enforces staff accountability regarding P.D. training when there are absences. It would be beneficial to have clear expectations for mentor/mentee training in order for program to be successful. Interchanging General Ed/Sped trainings would be helpful to all staff. Finally, offering attendance stipends would help motivate staff attendance.





# Comprehensive Needs Assessment

## Academic Achievement

When evaluating student academic achievement, an LEA or campus should keep in mind that one data source will not encompass the totality of student academic growth and progress. Moreover, LEAs and campuses should disaggregate student data according to ethnicity, gender, socio-economic status, special programs, and other categories in order to see how various populations measure. Further, data sources may provide different insight across the content-areas, giving districts and schools a foundation for prioritizing focus for the upcoming school year.

### Probing Questions

These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What are growing enrollment populations? What is the LEAs/campus mobility rate?
- How is this data different than previous years?
- What is the enrollment in [special program]?
- How does this data change over time as students exit from [special program]?
- What are the teacher/student ratios? How do these correlate with performance?
- How does testing data disaggregate across demographics (ethnicity, gender, socioeconomic status, special program, etc)?
- How does demographic academic data change across the content areas?
- Which students are reaching their goals? How does this compare across programs/content areas/campuses?
- Are there Comprehensive/Targeted Support campuses? What does the data suggest about their specific needs?
- How does the LEA/campus provide an enriched, accelerated, and well-rounded
- How does the LEA/campus increase the amount and quality of learning time?

### Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |  |   |
|--|---|
| 1. STAAR/EOC results                           | 10. Computer Software Reports             |
| 2. Texas Academic Performance Reports          | 11. Individual Education Plans - IEP info |
| 3. TELPAS Results                              | 12. Tutoring reports                      |
| 4. Curriculum-Based Assessments                | 13. <del>Graduation rate</del>            |
| 5. Formative Assessments                       | 14. <del>SAT/ACT scores</del>             |
| 6. Student self-tracking/goal setting - binder | 15. <del>Dual credit</del>                |
| 7. Tutoring reports                            | 16. Surveys                               |
| 8. Portfolios                                  |   |
| 9. <del>AP/IB data</del>                       |   |

# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

2018 First Administration STAR Demographic Report (Insert data source)  
 Special Population Reports (Insert data source)  
 TELPAS Reports (Insert data source)  
 Bench Mark Reports (Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Growth on STAR 2017-2018
Growth on STAR bench mark
2018 → 2019 STAR growth - 3rd & 5th grade
Math STAR Test 2018-2019 went up from 65 (Fourth grade to 77% 5th grades)

Summary of Needs
New Math Curriculum brought down Math scores. 3rd to 4th grade
TELPAS exiting students went down
Special Ed population over 100 (132)
2018-2019 Math Scores went down 3% comparing 5th 2018 to 5th 2019
Many errors in the New Math curriculum 3rd/4th grade 5th grade





# Comprehensive Needs Assessment

## College and Career/Graduation/Dropout Reduction

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In order to give students the tools to be successful beyond high school, LEAs and schools must address barriers to secondary graduation and post-secondary achievement. Throughout the CNA process, stakeholders should take into account the rapidly changing workforce. Community and business members may provide specific insight into the changing economic demographics of the community, presenting a realistic backdrop by which an LEA or school can base future college and career readiness programs.

## Probing Questions

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- What does data suggest about the alignment of curriculum, instruction, and assessment?
- Does instruction challenge all students? What does the data suggest?
- How does curriculum, instruction, and assessment align with current workforce needs?
- What are valuable 21st century skills?
- How does instruction encourage a positive learning environment, critical thinking, problem solving, and innovation?
- Who is dropping out? What barriers may have prevented their graduation?
- What processes are in place to help students transition into post-secondary life?
- What career training does the school provide? Are there a variety of paths available to students for post-secondary success?

## Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |  |                                       |
|--|---------------------------------------|
| 1. STAAR/EOC results                           | 11. <del>GTE enrollment</del>         |
| 2. Texas Academic Performance Reports          | 12. Student surveys                   |
| 3. Writing samples                             | 13. <del>Graduation rate</del>        |
| 4. Curriculum-Based Assessments                | 14. <del>SAT/ACT scores</del>         |
| 5. Formative Assessments                       | 15. <del>Dual credit</del>            |
| 6. Student self-tracking/goal setting - binder | 16. Community/business member surveys |
| 7. Discipline records                          |                                       |
| 8. GT enrollment                               |                                       |
| 9. <del>AP/IB data</del>                       |                                       |
| 10. Extracurricular enrollment - Coach info    |                                       |

# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

STAAR 1st Admin  
(Insert data source)

2017-2018 Benchmark  
(Insert data source)

Telpas  
(Insert data source)

Annual / FIE  
(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

Tutorials  
child studies -  
implementing financial literacy

### Summary of Needs

- Students need to be in mixed population in  
classrooms.  
child studies - lack of data  
restructure TEKS



# Comprehensive Needs Assessment

## School Climate/Safe & Healthy Schools

School climate encompasses the overall feeling and culture of the learning environment, from students feeling safe in the classroom, to ensuring specific security measures are followed by office staff. Positive and safe school environments allow students to grow in confidence, take risks, and learn from mistakes. When reviewing data, an LEA or school should take into account the various aspects of school climate and safety in order to holistically approach identified strengths and needs.

### Probing Questions

- How do students describe the school climate? How does this compare to staff?
- What does the data regarding student behaviors/referrals reflect?
- Do our students feel safe? Does our staff feel safe?
- What do staff say about behavioral expectations? What do they say about how referrals are handled by administration?
- What does teacher observation data indicate about classroom management?
- How does classroom management reflect on student achievement data?
- What is the data regarding gangs, substance abuse, violence, weapons, and other safe-school areas?
- Who are the students involved in extracurricular activities? What are some barriers for underrepresented students in extracurricular involvement?
- What strategies are used to reduce unnecessary disciplinary classroom removals? How does the data reflect implementation of these strategies?
- Does the data reflect a disproportionate rate of disciplinary action towards specific demographics?

### Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |  |   |
|--|---|
| 1. Teacher retention rate <sup>17-18 47</sup> <sub>18-19</sub>   | 11. Walk-through observations                       |
| 2. Student perception data - L M                                 | 12. Campus cleanliness/upkeep <i>by observation</i> |
| 3. Staff perception data   | 13. Community involvement - <i>discuss</i>          |
| 4. Parent/community perception data                              | 14. Discipline referral data                        |
| 5. Discipline data   |   |
| 6. Attendance data <i>Student/Staff</i>                          |   |
| 7. PEIMS data  |   |
| 8. PBIS activities and impact data                               |   |
| 9. Teacher attendance <i>✓</i>                                   |   |
| 10. Extra-curricular involvement data - <i>Elem. Track meets</i> |   |





## Comprehensive Needs Assessment

### Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Climate Survey (Insert data source)  
Student/Staff attend. (Insert data source)  
Campus Cleaners (Insert data source)

### Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
* support staff/hourly staff are always willing to help
* regular school events

Summary of Needs
* Improve attendance - raffle school supplies weekly /
* Synergy rallies for All grade levels in cafeteria
* staff involvement
* more security - behavior unit kids still run out.

ice cream social  
30 min. recess



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
• OnePoint entrance
• Magnetized door in office
• Camera system
• Codes for runners

Summary of Needs
• Duty on crosswalk at 7:00 AM.
• <del>Security Guard full time</del>
• Alarm on doors





# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

(Insert data source)

(Insert data source)

(Insert data source)

(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

- less behavior incidents
- structured routine for recess
- ~~collaboration through planning protocol~~
- cleaner, organized library
- good welcoming atmosphere
- good professional relationships

### Summary of Needs

- ~~permanent security guard for campus (behavior unit)~~
- perfect attendance incentives (bikes, etc., gift cards)
- enforce dress code
- more community involvement (celebrity readers)



# Comprehensive Needs Assessment

## Family and Community Engagement

Districts and schools know that students are more likely to stay in school and succeed in the classroom when there is meaningful communication between home and school. In order to improve family and community engagement, LEAs and schools should take into account the various family structures found within a community. Moreover, the site-based committee should consider how coordination with various organizations in the local community could help parents and families overcome barriers to academic success for their students.

### Probing Questions

- How are families and community members involved in meaningful activities that support student academic achievement?
- What activities welcome family and community input? Who are the parents and community members involved in these activities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- What is the district's policy on providing translation for those families that speak languages other than English?
- What community partnerships exist to support parent and family participation?

### Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |   |   |
|---|---|
| 1. Family and community perception survey                       | 7. Translated documents                     |
| 2. Number of parent conferences held                            | 8. PFE* meeting sign-in sheets              |
| 3. Notes from parent conferences                                | 9. PFE* meeting agendas                     |
| 4. Number of activities/workshops held for parents and families | 10. Number of community partners            |
| 5. Records of home visits/transportation support services       | 11. Participation data from PFE* activities |

6. Parent/teacher communication logs

\* PFE = Parent and Family Engagement

Rubio

Calendars

I emailed  
Ch. hds for sample

or people

# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Sign-in sheets

(Insert data source)

(Insert data source)

Observations

Schedule (announcements).

(Insert data source)

(Insert data source)

Monthly calendar

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

- \* 2-3rd grade. (Mini's) (Mini Lighthouse team).
- \* Student Council → 4th 5th
- \* Classroom ambassadors → All grades
- \* Synergy rallies → K-2nd.
- \* Announcements leaders → 4th & 5th.
- \* Leadership Roles around school.

### Summary of Needs

- \* Announcements - Involved everybody.
- \* Involve 3rd grade into StC.



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

(Insert data source) Parent Conferences (Insert data source) Absence's Report  
 (Insert data source) Award List (Insert data source) Parental Report

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

- Veterans Day Event
- Sensory Garden
- Grandparents Day

Summary of Strengths	
- End of Six weeks awards	muffins with mom
- AR nights / Parents come out and show support	
- Parent Monthly meetings - 7 Habits Training every month	
- Career Day / Science Fair / Wax Museum	
- Counselor Training / Test Anxiety	

- Walk across Texas
- Dad & Doughnuts with Dad

Summary of Needs
more support on struggling students absences





**GARFIELD ELEMENTARY**  
**STAFF / CNA MEETING 0/520/2019**



NAME	GRADE	SINGNATURE
AGUIRRE TOMAS	5TH GRADE	
ALONSO ROSA	CUSTODIAN	
ALVARADO MAYRA	SP ED. TEACHER	
BARBERY-FRAGA VANESSA	3RD GRADE	
BARRERA ERICA	5TH GRADE	
BARRERA HILDA	KINDER	
BARRIOS SORAYDA	SP ED. AIDE	
CALDERON GABRIELA	1ST GRADE	
CASILLAS MONA	ASIST.PRINCIPAL	
CASTILLO CARLOS	5TH GRADE	
CIOFFI GRISELDA	KINDERGARTEN	
CORDERO NICOLE	NURSE AIDE	
CORREA JESSICA	PE AIDE	
DE LA ROSA DANIEL	4TH GRADE	
DE LOS RFEYES PAULINA	SP ED TEACHER	
DELGADO FEDERICO	CUSTODIAN	
DIAZ MARLENE	4TH GRADE	
DIAZ SABRINA	2ND GRADE	
DIEGO JESSICA	BIL AIDE	
DOMINGUEZ GISELA	BIL AIDE	
DUENEZ ISA	4TH GRADE	
ENRIQUEZ VERONICA	SP. ED. AIDE	
ESCOBEDO BLANCA	DYSLEXIA	

MARTINEZ VANESSA	ART TEACHER	
MENDOZA GEORGINA	SPEECH TERAP	
MOTA NORA	BIL AIDE 3RD	Nora Mandujano
MUNOZ EVANGELINA	BIL AIDE	Evangelina Munoz
NAVARRO ARIANA	1ST GRADE TEACHER	
OCA IRIS	COUNSELOR	
PATINO VICTORIA	RESOURCE AIDE	
PATINO VICTORIA	RESOURCE AIDE	
PENA KARINA	2ND GRADE	
PRANGE DENNISE	1ST GRADE	
PENA ROCIO	BIL. STRATEGIST	
POLANCO KATHERYNE	KINDERGARDEN	
PONCE JESSICA	COUNSELOR	
PUENTE MAGDALENA	1ST GRADE	Magdalena Puente
RAMIREZ CLADUIA	PRINCIPAL'S SEC.	Cladia Ramirez
RISTOW KASEY	MUSIC TEACEHR	Kasey Ristow
RIVERA MARIA	BIL. AIDE	
RIVERA MARIAH	BIL AIDE	
RIVERO AURORA	3RD GRADE	Aurora Rivera
RODARTE MARTHA	SP ED. AIDE	
ROJO WANDA	NURSE	Wanda Rojo
RUBIO GENELLA D.	PRINCIPAL	
RUBIO MONICA	COMPUER LAB	
SALAS SANTIAGA	1ST GRADE	
SALDIVAR ELDA	1ST GRADE	Elda Saldivar
SANCHEZ DINA	RESOURCE AIDE	
SANTILLAN SANDRA	KINDER	Sandra Santillan

Sandoval Melissa 4th

Panigagua Rudy 12th

Ramos, Annette

Panigagua

Office

M.S.

A. Ramon

E - M

ESPINOZA JOSE	SP ED. AIDE	Jose A. Espinoza Jr.
FALCON AHAIDEE	BIL AIDE	Ahaidee Falcon
FAZ CINTHYA	2ND GRADE	Dyslexia Cynthia
FELTON EMILY	BIL AIDE	Emily Felton
FLOR QUINTERO	CAFETERIA	Flor Quintero
FLORES-KOBLINSKI ANGELA	SP EDUCATION	Angela Koblinski
GARCIA HECTOR	GT TEACHER	Hector Garcia
GARCIA JESSICA	BIL AIDE	Jessica Garcia
GARCIA ROSALINDA	4TH GRADE	Rosalinda Garcia
GARCIA LAURA	INTERVENTIONIST	Laura Garcia
GARZA ELIDA	1ST GRADE	Elida Garza
GOMEZ DAVID	COACH	David Gomez
GUAJARDO DIANA	1ST GRADE	Diana Guajardo
GUERRA SANDRA	4TH GRADE	Sandra Guerra
HERNANDEZ DENISE	2ND GRADE	Denise Hernandez
HERNANDEZ JAINE	2ND GRADE	Jaine Hernandez
HILL ISABEL	5TH GRADE	Isabel Hill
HOWARD SARA	3RD GRADE	Sara Howard
JAQUEZ SYLVIA	BIL AIDE	Sylvia Jaquez
JIMENEZ ALMA	CUSTODIAN	Alma Jimenez
JIMENEZ LILY	5TH GRADE	Lily Jimenez
LEYVA DORA	LIB AIDE	Dora Leyva
LEYVA LIZ	LIBERIAN AIDE	Liz Leyva
LIRA M.	PE COACH	M. Lira
LONGO JESSICA	BEHAVIOR UNIT	Jessica Longo
LOPEZ BLANCA 1st Grade	<del>KINDERGARTEN</del>	Blanca Lopez
LUJAN CHELSEA	4TH GRADE	Chelsea Lujan
MAGADAN MARISELA	3RD GRADE	Marisela Magadan

Marines Gloria  
Cecilia Valdez K  
2nd

Gloria Marina  
Cecilia Valdez



<del>SIFUENTEZ YOLANDA</del>	BIL AIDE	
SMITH KIMBERLY	KINDER TEACHER	<i>K Smith</i>
<del>SOTO ROSIE</del>	ATTENDANE SEC	
TAMAYO DEBORAH	2ND GRADE	<i>Lo</i>
URUETA MARICELA	BIL AIDE	<i>Marisela Urueta</i>
VAZQUEZ HELEN	SP. ED. AIDE	<i>Helen Vaz</i>
VAZQUEZ RODOLFO	PE COACH	<i>Rodolfo</i>
<del>WAYER MARGARITA</del>	CAFETERIA	
<del>YBARRA LETICIA</del>	3RD GRADE	
ZAMARRIPA ROXANNE	KINDER 5th	<i>Roxanne</i>
Santos, Karina	Art	
Sylvia Villanueva	3rd	

Angelica M Levrie

BSkills

~~Hester~~

# 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 to 75% in Reading during the 19-20 school year so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level/content teams will meet for daily planning protocol in 3rd to 5th grades to effectively plan for the implementation of district curriculum and or initiatives and utilize DMAC for data disaggregation to ensure mastery of summative tests and benchmarks and to identify TARGET TEKS for the six weeks and provide student interventions. Resources: Campus resource materials(binders, dividers, card stock, copy paper, pencils, folders), substitutes for trainings as needed, materials (manipulatives, instructional resources) for interventions. TSI (Title I SW: 1,2,3,4,9) (Title I TA: 1,2,3,4,8) (Target Group: All) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	September - May	(F)Federal Grant, (F)Title I, (S)Local Funds	Criteria: STAAR, TPRI, Reading level data.  Formative - Summative - lesson plans, meeting notes and agendas, identified Target TEKS and intervention plans, STAAR results
2. During the 19-20 school year, we will provide modeling/learning walks, coaching and training in the areas of effective instructional practices/delivery and interventions for all students and guided instruction/guided reading; assist teachers with the implementation of the ELA Literacy Block with components as well as Writing strategies/four square writing, strategically focus on LEP and Special Education students in order to improve data to meet system safeguards. TSI (Title I SW: 1,2,3,4,9) (Title I TA: 4,5,6) (Target Group: All, LEP) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Curriculum Coordinators, Master Reading Teachers, Strategists	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I, (S)Local Funds	Summative - Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC

# GARFIELD EL

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**Objective 1.** Garfield Elementary will increase student achievement to 75% in Reading during the 19-20 school year so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Utilize our Instructional Playbook, anchor charts and strategies for best practices, provide training in Lead4Ward resources, teaching academic vocabulary, teaching Reading through content areas, authentic student engagement and higher level questioning to improve academic vocabulary, comprehension and higher order thinking skills. Provide teachers with training in using Reading Comprehension Tool Kits, Read Naturally, guided reading and TPRI resources to utilize during intervention time. Resources: professional development/ READ Grant Cohort, teacher books, District resources, Edmentum, Lead4ward, scholastic reading material, general supplies, such as pencil sharpeners, paper, pencils, card stock, flip charts, markers, sentence strips. TSI (Title I SW: 1,2,4,9) (Title I TA: 1,2,3) (Target Group: All) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Master Reading Teachers, Special Ed Teacher, Strategists, Teachers	August - May	(F) Title I, (S) Local Funds - \$1,000	Criteria: Staar results and end of year accountability data.  Summative - Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs
4. Implement the district writing initiative to establish a systemic and effective approach to teach the writing process in grades K-5; identify and create key anchor charts to be used as visuals for students in improving the writing process and Writing collaborative for 4th grade writing staff during RTI days. TSI (Title I SW: 1,2) (Target Group: All) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Instructional Coaches, Master Reading Teachers, Strategists, Teachers	August - May	(F) Title I, (S) Local Funds	Criteria: 4th grade Writing STAAR data and Writing Initiative feed back data for k-3 and 5th grade.  Summative - Summative - completed writing samples every six weeks and feedback forms, summative assessment data



# 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 in Science to 75% so that all student groups and subgroups show improvement by the end of the 19-20 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 19-20 school year we will utilize science journals, C Scope, hands on science activities, Lead4Ward resources 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. (Title I SW: 1,2,4) (Title I TA: 1,2,3) (Target Group: All, ECD, LEP) (Target Group: 5th)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)FOCUS Group Grant, (S)Local Funds - \$500	Summative - Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs

# 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.** 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 19-20 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for teachers to attend targeted/focused staff development to assist Limited English Proficient students and provide targeted tutorials for struggling LEP students to meet system safeguards for ELLs in areas of Reading, Math, Writing and Science. (Title I SW: 1,2,4) (Title I TA: 5,6) (Target Group: LEP) (Target Group: LEP) (Strategic Priorities: 1,2)	Campus Administrators, Curriculum Coordinators, Instructional Coaches, Strategists	August - December	(F)Federal Grant, (S)Local Funds - \$1,500	Summative - Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans and sign in sheets
2. Implement the use of after school and weekend camps/ tutorials with campus teachers and or support staff for Reading, Science, Writing and Math to work with small groups and provide targeted instruction aimed at increasing our Masters, Meets and approaches numbers. Teachers will utilize DMAC reports/ benchmarks for daily instructional and 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 (Title I SW: 1,2,4) (Title I TA: 1,2) (Target Group: LEP) (Target Group: LEP) (Strategic Priorities: 2)	Campus Administrators, Dyslexia Teacher, Instructional Coaches, Strategists, Teachers	August - June	(F)Title I, (S)Local Funds - \$3,000	Summative - Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC

# 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. Provide opportunities for administrators and teachers to attend staff development in assessment and other strategies to assist all populations, specifically, Special Education students; and provide transportation for tutorials for struggling students, specifically special education students (Title I SW: 1,2,4) (Title I TA: 5,6) (Target Group: SPED) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(F)Federal Grant, (S)Local Funds	Summative - Summative - sign in sheets, walkthroughs, intervention plans
2. Implement the use of small group instruction, visual aides, interventions and DMAC reports for daily instructional and tutorial planning and to identify re-teach needs for our special education students. (Title I SW: 1,2) (Title I TA: 1,2,3,4) (Target Group: SPED) (Target Group: SPED)	Campus Administrators, Teachers	August May	(F)Federal Grant, (F)Title I, (S)Local Funds	Summative - Summative - walkthroughs, tutorial plans, DMAC data



# 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 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. Post attendance on bulletin boards by school, grade level and class, make daily announcements on attendance rate and recognize students, classes with awards, small incentives. (Title I SW: 1) (Title I TA: 1,2,3) (Target Group: All) (Target Group: All) (Strategic Priorities: 1,2)	Attendance Staff, Campus Administrators, Counselors	August - May	(S)Local Funds - \$500	Summative - Summative - attendance report
2. Provide students with certificates/ dog tags/ incentives (pencils, highlighters, books, rulers) for perfect attendance (Title I SW: 1,2) (Title I TA: 1) (Target Group: All) (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Teachers	August - May	(S)Local Funds - \$200	Summative - Summative - attendance report
3. Utilize attendance clerk to monitor attendance and provide daily reports of absences. Parental aide and key support will make phone calls and home visits when necessary to verify absences and hand out warning letter/ attendance plan/contract for those students with excessive absences. (Title I SW: 1) (Target Group: All) (Target Group: All) (Strategic Priorities: 2)	Attendance Staff, Campus Administrators, Counselors, Teachers	August - June	(S)State Compensatory	Criteria: Six weeks attendance reports.  Summative - Summative - Attendance Rate

# 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: 1,2) (Title I TA: 1,3,4,6) (Target Group: All) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Teachers	August - June	(S)Local Funds	Summative - Summative - decrease in discipline referrals
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, TBSI.) (Title I SW: 1,2,4,5,10) (Title I TA: 5,6) (Target Group: All) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Curriculum Coordinators	August - June	(F)Federal Grant	Summative - Summative - positive behavior charts in the classroom, discipline referral records
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: 2) (Target Group: All) (Target Group: All) (Strategic Priorities: 1,4)	Counselors	August - December	(F)Title I	Summative - Summative - sharing of information with faculty

# 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 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 throughout the year, whole grade level presentations, classroom presentations, small groups, one on one as needed and visuals/ bulletin boards throughout the school. (Title I SW: 1,2,4,9,10) (Title I TA: 1,2,3,4) (Target Group: All) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Counselors, Teachers	August - June	(F) Title I	Summative - Summative - feedback from presentations, discipline report, parent and student surveys



# 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 8.** Garfield Elementary will increase student achievement to 70% during the 19-20 school year in Writing so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the district writing initiative to establish a systematic and effective approach to teach the writing process, provide teachers with professional development in the area of the writing process and provide teachers with opportunities to review writing samples. Promote teacher collaborative to facilitate discussions and share teaching ideas/strategies to improve student writings. TSI (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Master Reading Teachers, Strategists, Teachers	August - June	(F)Title I, (S)Local Funds	Summative - Summative - Writing samples, summative tests, and writing samples

# 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 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with instructional staff regularly and purchase instructional resources and materials needed for the classroom, provide mini staff development at the campus level based on need and provide support staff to meet student instructional goals. (Title I SW: 1,3,4,5,9) (Title I TA: 1,4,8) (Target Group: All) (Target Group: All)	Campus Administrators	August - June	(S)Local Funds	Criteria: Feedback from staff/ survey  Summative - Summative - inventory of resources, intervention plans to include resources used, time sheets for tutors, Saturday school, and after school tutoring, staff development hours accumulated

# 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 2.** Garfield Elementary will increase student achievement in Math during the 2019-2020 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
1. Continue to train and implement the District wide Math curriculum in 2nd to 5th grade. Utilize teachers for accelerated instruction afterschool 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: 1,2,8,9) (Title I TA: 1,2,3,8) (Target Group: All) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds	Summative - Summative - TPRI, DMAC reports, intervention plans, lesson plans, walkthrough documentation
2. Provide training on integrating vocabulary in the math classroom and using small guided groups to improve the students ability to understand and complete with effectiveness multiple step/problem solving math equations. Purchase manipulative for teachers and provide training to utilize in the classroom and assist in the implementation. (Title I SW: 1,2) (Title I TA: 1,2,3,6) (Target Group: All) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Teachers	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds	Summative - Summative - DMAC reports, walkthroughs, staff development sign in sheets and evaluations, lesson plans
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: 1,2,4) (Target Group: All, LEP) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Teachers	August - June	(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I	Summative - Summative - improvement on summative assessments

# 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 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase parental and community involvement by conducting meetings during the day and evening programs covering topics such as STAAR testing information, content area curriculum/ importance of reading, and gradebook, GT information etc . (Title I SW: 1,6,9) (Title I TA: 7) (Target Group: All) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Master Reading Teachers, Parental Aides, Teachers	August - May	(S)Local Funds	Criteria: Sign in sheets, parent survey  Summative - Summative - sign in sheets, monthly calendar of event
2. Improve and increase communication with parents by sending out a monthly calendar, notes as needed, campus call outs/ text and offering open house and PTO nights. (Title I SW: 1,2,6,9) (Title I TA: 7) (Target Group: All) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Parental Aides, Teachers	August - May	(F)Federal Grant	Criteria: Sign in sheets and parent survey  Summative - Summative - newsletters, calendars, sign in sheets for open house nights
3. Parental aide will attend training as needed to turn around and conduct trainings for parents. (Title I SW: 1,2) (Target Group: All) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Parental Aides	August - June	(F)Title I	Criteria: Sign in sheets and parent survey  Summative - Summative - conference notes and sharing of information with parents DMAC



# 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 open house hours will be set up for incoming Kinder parents and their children to ease the transition into elementary school (Title I SW: 1,6,7) (Title I TA: 7) (Target Group: All, K) (Target Group: PRE K) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Parental Aides, Teachers	May - September	(F)Title I	Criteria: Feedback from parents  Summative - Summative - sign in sheets and feedback forms from tours

# 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: 1,10) (Title I TA: 7) (Target Group: All, K) (Target Group: PRE K) (Strategic Priorities: 2,4)	Campus Administrators	May	(F)Title I	Summative - Summative - brochure and sign in sheet from orientation

# 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 2019-2020 school year to discuss student progress and interventions being implemented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will make contact with parent at least once a six weeks and keep a log of conferences and data discussed as well as share strategies that can be used at home to assist with student achievement. (Title I SW: 1,2) (Target Group: All) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August - June	(S)Local Funds	Criteria: Contact logs, parent surveys  Summative - Summative - End of year logs

CIP Review

7-30-19 / 9-20-19

1. Sandra Garcia
2. HD net
3. Samir Barri
4. Elida Ganga
5. ~~EPH~~
6. F. Kolinski
7. ~~Ant. Rodriguez~~
8. Elida Ganga
9. J. Calderon
10. Vaerberg Jaga
11. RZ
- 12.
- 13.
- 14.
- 15.
- 16.





# Campus Improvement Plan Presentations

Aida V. Gomez, Chief Instructional Officer  
Maytte Soliz, NHE Principal  
Jane Villarreal, DFC Principal  
Denise Rubio, Garfield Principal

October 21, 2019

# State Intervention Requirements

## TEC §39.101

- Campuses with an overall rating of C or better, and a final performance rating of D in at least one of the three domains:
  - Required to develop an improvement plan to target the identified areas of concern
  - Imbed the strategies in the Campus Improvement Plan
  - Present the plan of action to the board
  - Attain board approval
- Plans are not to be submitted to TEA

## Campuses Receiving a D in any Domain

Campus	D in Domain	D in Domain
North Heights Elem	Domain 1 (60)	Domain 2 Part B (63)
Dr. Fermin Calderon	Doman 1 (60)	Domain 2 Part B (65)
Garfield Elem	Domain 1 (69)	

# Accountability Ratings

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

### 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.

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

### 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 DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD

### 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.

### DOMAIN 1: Student Achievement

\*NHE and DFC: Received a **60**

\*Garfield: Received a **69**

### Domain 2 Part A: Academic Performance

\*NHE and DFC: Received a **75** and **77**

\*Garfield: Received an **80**

### Domain 2 Part B: Relative Performance:

\*NHE and DFC received a **63** and **66**

\*Garfield received a **75**

### Domain 3: Closing the Gap

\*All 3 campuses received a C

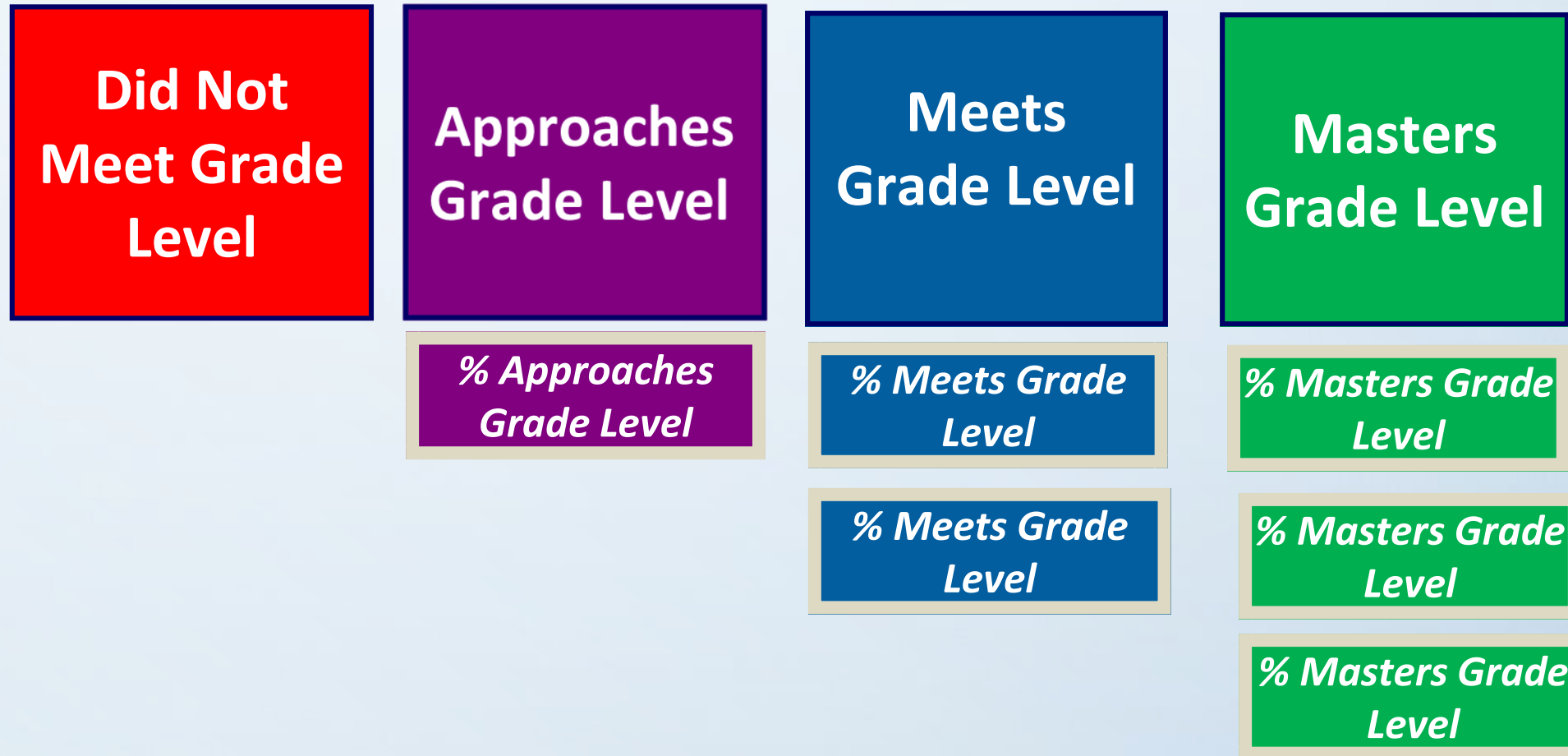


# Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments
  - **3<sup>rd</sup>-5<sup>th</sup> Grade Reading, 4<sup>th</sup> Grade Writing and 5<sup>th</sup> Grade Science**
- STAAR assessments are scored at the Approaches, Meets and Masters performance standards
- The Student Achievement Domain for elementary campuses is calculated by adding the three campus performance percent scores for all tests at a given campus and divided by three. The domain score is then scaled to an alpha grade.

$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

## How Are the Assessments Calculated?



$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

# Example of Domain 1 Calculation

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentage s
# of Assessments	480	430	100	105	<b>1115</b>	
Approaches	300	300	50	60	710	67%
Meets	200	170	25	30	425	38%
Masters	100	70	10	10	190	17%
Total Percentage Points						<b>122</b>
Student Achievement Domain STAAR Component Score (Total Percentage Points divided by 3)						<b>41</b>

**Table 1: STAAR Component Scores**

STAAR Component Score	Elementary
45	73
44	72
43	72
42	71
41	70
40	69
39	67
38	65
37	64
36	62
35	60
34	59
33	58
32	57
31	56

# What is the Focus for 3<sup>rd</sup>-5<sup>th</sup> Grades?

- Increase student achievement in Reading and Math at the Approaches, Meets and Masters levels
  - Utilize 2018-2019 STAAR Data for 4<sup>th</sup> and 5<sup>th</sup> graders
  - Utilize Baseline assessment in Reading and Math for 3<sup>rd</sup> graders
- Monitor subgroups: Hispanic and Eco Disadvantaged in both Math and Reading
- Monitor subgroups: ELs and Special Education in both Math and Reading
- Maintain the success acquired in Student Growth
  - Continue to utilize Aim Hi
- Implement the Literacy Block with fidelity
  - All components and Guided Reading Instruction
- Continue the success in Math
- Identify targeted groups of students needing intervention



# 3<sup>rd</sup>- 5<sup>th</sup> Grade Teacher Support

## Continuing Support

- Vertical Planning with 3<sup>rd</sup>-5<sup>th</sup> grade teachers
- Continued Accountability Training
- RtI Data Days
  - Utilize Specific DMAC Reports
  - Child Study Referrals
- Aim Hi Dashboard for Student Growth
- Second Year of Sandra Garza Math Implementation
- Lone Star Online Daily Review
- Strategists assist Bilingual Teachers during planning and class instructional delivery

## New Support

- New ELAR Adoption
- Revised ELAR Curriculum Documents
- 150 minute ELAR Literacy Block
- Daily Planning Protocol Allotted time for 3<sup>rd</sup>-5<sup>th</sup> grade teachers
- Instructional Playbooks
- TEA READ Cohort Participation
  - READ Coach provides trainings for Cohort and Administrators
  - READ Coach meetings with principals to discuss observed practices and strategy implementation
- New Intervention Online Programs
  - Exact Path (All learners)
  - Lexia (Special Ed and Dyslexia)
  - Flocabulary
- Writing and Science Collaboratives during RTI days
- Baseline Assessment administered to all 3<sup>rd</sup> Graders in Math and Reading (Data to be shared in a board communique upon completion)
- Aim Hi Meets and Masters Dashboard in progress

# Student and Parent Support

## Student

- Target students identified who have failed a STAAR assessment in 3<sup>rd</sup> or 4<sup>th</sup> Grade with focused interventions.
- Create intervention groups based on the student needs.
  - During the day interventions
  - After School
- Students attend 30 minutes of daily intervention in 3<sup>rd</sup>-5<sup>th</sup> grade.
- Guided Instruction Targeting TEKS gaps for all groups (low-middle-high – new adoption provides differentiated resources)
- Ensure accommodations are practiced throughout the year for all qualifying students
  - Allowable resources
  - New McGraw Hill Online Assessments

## Parent

- Meet with parents whose child failed Reading in 3<sup>rd</sup> or 4<sup>th</sup> grade (current 4<sup>th</sup> and 5<sup>th</sup> graders)
- Hold informational sessions on how to assist children:
  - TEA Website Resources
  - Gradebook
  - Importance of daily reading

# Campus Focus: Reading

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	38	18	20	19
	5th	106	46	22	24	17
DFC	4th	100	35	19	16	20
	5th	103	36	15	21	18
Garfield	4th	94	44	23	21	14
	5th	104	29	19	10	15

# Campus Focus: Math

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	43	26	17	27
	5th	106	53	25	28	15
DFC	4th	100	44	28	16	22
	5th	103	44	29	15	21
Garfield	4th	94	41	23	18	14
	5th	104	33	21	12	21



# Foundational Support K-2nd

- Implementation of 150 minute Literacy Block
- New ELAR Pearson Adoption
- New ELAR Curriculum Documents
- Staff Development sessions on all of the literacy block components
- (36) K-2 teachers participating the READ cohort
- New Online Resource:
  - Reading Eggs
  - Flocabulary
- Instructional Support Specialist assist with planning and modeling
- Sandra Garza Math implementation in all 2<sup>nd</sup> Grade classrooms

# Student Reading Level Monitoring

CAMPUS	1st 6-Weeks GE		CAMPUS	1st 6-Weeks GE
	8.23 - 10.4			8.23 - 10.4
<b>Buena Vista</b>			<b>Lamar</b>	
1st Grade	1.5		1st Grade	0.3
2nd Grade	2.2		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	3.0
4th Grade	3.8		4th Grade	3.6
5th Grade	4.3		5th Grade	4.7
<b>Calderon</b>			<b>Ruben Chavira</b>	
1st Grade	0.7		1st Grade	0.3
2nd Grade	2.4		2nd Grade	2.0
3rd Grade	3.0		3rd Grade	2.8
4th Grade	3.6		4th Grade	3.0
5th Grade	4.3		5th Grade	4.3
<b>Lonnie Green</b>			<b>North Heights</b>	
1st Grade	1.4		1st Grade	1.0
2nd Grade	2.1		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	2.9
4th Grade	3.6		4th Grade	3.7
5th Grade	4.3		5th Grade	3.8
<b>Garfield</b>			<b>Laughlin</b>	
1st Grade	0.4		1st Grade	Did not test
2nd Grade	2.0		2nd Grade	Did not test
3rd Grade	2.8		3rd Grade	Did not test
4th Grade	3.5		4th Grade	Did not test
5th Grade	3.9		5th Grade	Did not test

Questions?

