

GARFIELD EL

Campus Improvement Plan

2020/2021

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

*Principal: Genella Denise Rubio
Empowering Kids to Succeed*

Mrs. GD Rubio
300 W. Martin
(830) 778-4700
genella.rubio@sldr-cisd.org

Date Reviewed:

Date Approved:

GARFIELD EL

Mission

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

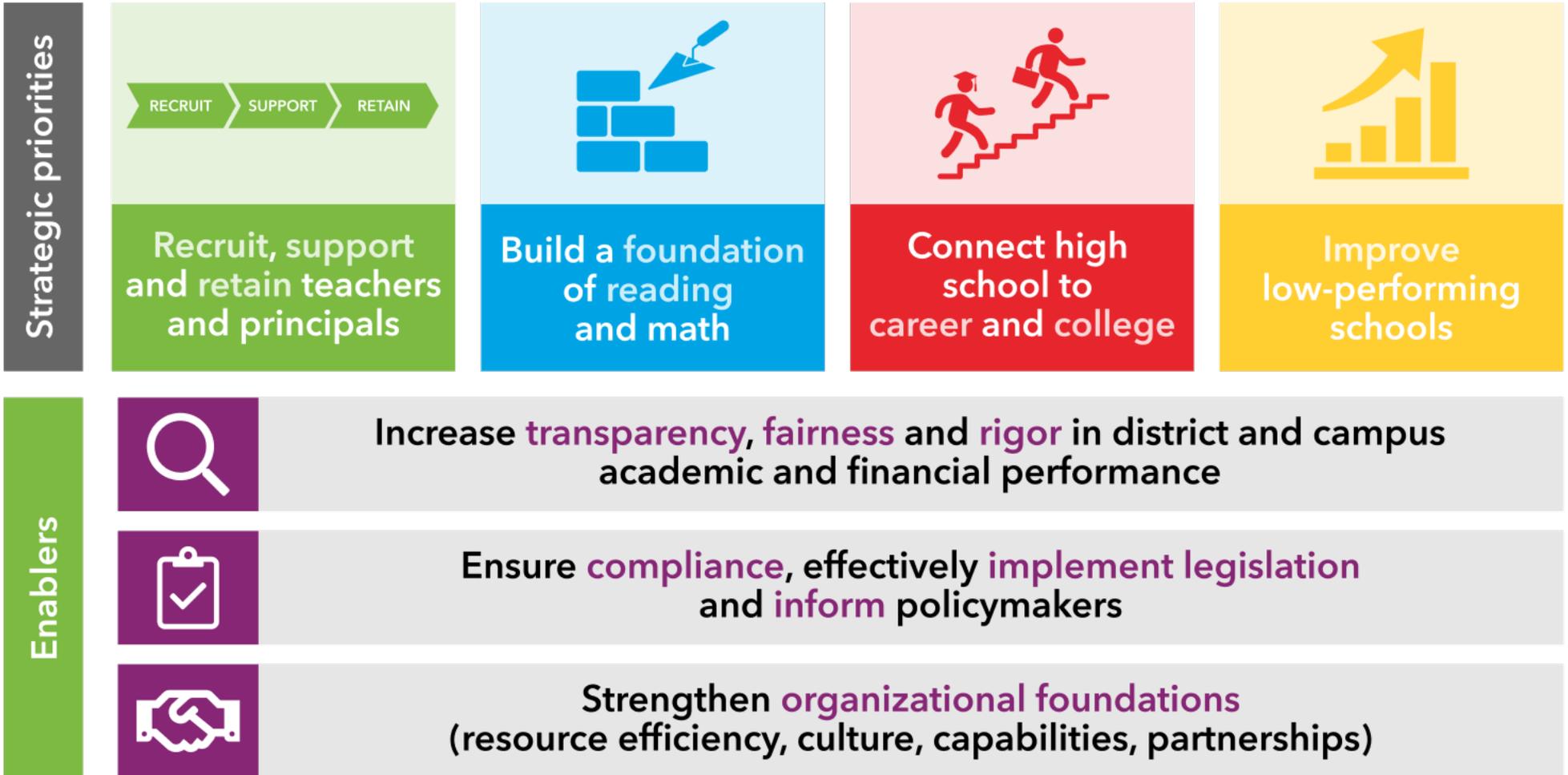
Vision

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.



**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
Morales, Kasey	Music Teacher
Cardenas, Sylvia	Sp Ed Teacher
Barrera, Erica	5th Cluster Leader
Perez, Tiffany	Assistant Principal
Diaz, Sabrina	Kinder Teacher
Martinez, Griselda	Community Member
Cienega, Sara	Counselor
Castro, Lazaro	Business
Contreras, Josephine	Parent

Comprehensive Needs Assessment Summary – 2020-2021

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

Benchmark Data	Web based resources	Tutorial logs
Master schedule/ daily	Staff Survey	District Attendance Data
Benchmark Data	Teacher Input	Benchmark Data
Disciplin Data	Teacher input	Attendance Data
Extracurricular enrollment	Curriculum Based Assessments	staff interviews
TAPR	Parental Data	Staff input from previous years
Sign in Sheets	Monthly Calendar	Maintenance records
Technology inventory	Instructional resources	Teacher info/ survey

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	<p>intervention times (3-5)/Power Hour (1st, others with variations)</p> <p>Targeted Tutorials based on student needs</p> <p>Centers (small groups) based on ability/ guided practice</p> <p>Blocked schedules (ELA)</p> <p>Edmentum/Reading Eggs/Lexia/Prodegy Math</p> <p>Data driven master schedule</p>	<p>Better understanding of new curriculums</p> <p>planning/prep time- New Math</p> <p>PD-paperwork, data input, Kinder Writing</p> <p>More guidance on district Writing initiative</p> <p>Too many changes (consistency)</p> <p>Social Studies resources in Reading (Kinder & 1st grade)</p>	<p>Continue training on new ELA and Math curriculum, intial training for 1st grade math and consistent Writing curriculum and training</p> <p>Organized prep time; support staff to assist with Math prep</p> <p>Additional resources for Teaching SS througih Reading in K-1</p>
	<p>District signing bonuses for recruitment of certified staff</p> <p>District Grow your own Programs</p>	<p>Workload and paperwork may overwhelm teachers</p> <p>Research based resources for techers with special pops</p>	<p>Learning walks with reflections</p> <p>Research based resources for teachers with special pops</p>

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	<p>Slight increase in daily student attendance</p> <p>Learning walks provide to teachers for learning and growth</p> <p>Education Foundation Grants provided for teachers</p> <p>SFDRCSID provides for study guides and pays for certification exams in high need areas</p>	<p>Find time for discussions after scheduled learning walks</p>	<p>Prioritize/strengthen paperwork and workload in order to support teachers</p>
School Climate/ Safe & Healthy Schools	<p>Decrease in behavioral issues</p> <p>Quality of management increased</p> <p>Improved teacher attendance</p> <p>teacher retention is up</p> <p>Benchmark scores improved</p> <p>Less PD on instructional days</p>	<p>Recruitment of variety of student pops to participate in extras due to transportation or other barriers</p> <p>Student incentives need to be grade appropriate (older students do not enjoy movie as much)</p> <p>Consistency and continuity between Bilingual teachers instruction/management</p> <p>Behavior Unit - explosive behavior confuses/scars students as well as a distraction in learning</p>	<p>Provide transportation to students for after-school activities to maximize participation</p> <p>Age appropriate student incentives</p> <p>Behavior unit structure and safety</p>
College & Career Readiness/ Graduation/ Dropout Reduction	<p>new curriculum for ELA and math / writing initiative (has been enforced more)</p> <p>Culinary Kids Club/ Robotics/ Snack Squad/ Hospitality/ GEMS/ Garden Club/ Sensory room</p> <p>career day/ Ready Set Teach</p>	<p>prepare students for CTE by having more focused extra-curricular activities</p> <p>improve how we challenge GT students/ increase STEAM activities/ club</p> <p>getting all students (units too) involved with the community</p>	<p>Update our Gt program, Invite CTE students to speak to students,</p> <p>Bring back power hour and or offer power hour components during before / after school interventions</p>

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?
	In school tutorials/ RTI	involve CTE program to participate in career day/ highlight a career every so often (ex: weekly or monthly) and give info through announcements Balance Hour aspects and extra-curricular activities for students/ students need opportunities to learn	Student involvement in the community(include unit students) STEM activities
Family and Community Involvement	Snack Squad Parent PTO Volunteers Award Assembly Award Assembly Career Day	More student council involvement PTO consistency Involve other grade levels in announcements	Continue to work with parents and increase our PTO participation Include multiple grade levels in announcemnts Increase Student council involvement
District/Campus Commitments	Some AC units were working better New copiers Flocabulary	Printers (no ink, not working, never received parts) Roof/Ceiling Laptops for extra curricular wifi systems (BT UB)/better internet connection for devices already connected Computer sound equipment Working AC/teacher control	Updated Technology/infrastructure, wifi, speakers for all classrooms Waters leaks/ roof repairs AC issue

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.



GARFIELD ELEMENTARY **UPDATED 3-2-20**

CNA **May 20 , 2020**



NAME	GRADE	SIGNATURE
AGUIRRE TOMAS	5TH GRADE	<i>Tomas Aguirre 5/20/20</i>
BARBERY-FRAGA VANESSA	3RD GRADE	<i>Vanessa Barbery Fraga 5/21/2020</i>
BARBERY ANILU	2ND GRADE TEACHER	<i>Anilu Barbery 5/20/20</i>
BARRERA ERICA	5TH GRADE	<i>Erica A. Barrera 5/20/2020</i>
BARRERA HILDA	KINDER	<i>Hilda M. Barrera Martinez 5/21/2020</i>
BARRIOS SORAYDA	SP ED. AIDE	---
MARVIN BLACK	PE AIDE	<i>Marvin Black 6/5/2020</i>
CALDERON GABRIELA	1ST GRADE	<i>Gabriela Calderon 5/22/20</i>
CIENEGA SARA	COUNSELOR	<i>Sara Cienega 5/22/2020</i>
CIOFFI GRISELDA	KINDERGARTEN	<i>Griselda Cioffi 5/20/20</i>
CORDAWAY JULIE	ATTENDANCE	---
CORREA JESSICA	PE AIDE	<i>Jessica Correa 5/22/2020</i>
DIAZ MARLENE	4TH GRADE	---
DIAZ SABRINA	KINDER TEACHER	<i>Sabrina Diaz</i>
DIEGO JESSICA	BIL AIDE	<i>Jesica Diego 6/3/2020</i>
DOMINGUEZ KARLA	2ND GRADE TEACHER	<i>Karla Dominguez 5/22/2020</i>
DOMINGUEZ GISELA	BIL AIDE	<i>Gisela Dominguez 6/2/2020</i>
DUENEZ ISA	4TH GRADE	<i>Isa Duenez 5/22/2020</i>
ESPINOZA JOSE	SP ED. AIDE	---
FALCON AHAIDEE	BIL AIDE, KINDER	<i>Ahaidee Falcon 5/28/2020</i>
FAZ CINTHYA	DYSLEXIA	<i>Cynthia Faz 6-1-2020</i>
FLORES FELTON EMILY	Campus Sec	<i>Emily Flores Felton 5/21/20</i>
FLORES-KOBLINSKI ANGELA	SP. ED TEACHER	---

GARCIA JESSICA	BIL AIDE	---
GARCIA YANET	3RD GRADE TEACHER	<i>Yanet Garcia 5/28/20</i>
GARCIA LAURA	INTERVENTIONIST	<i>Laura Garcia 5/21/2020</i>
GOMEZ JENNIFER	2ND GRADE TEACHER	<i>Jennifer Gomez 05/22/2020</i>
GONZALES OFELIA	PARENTAL AIDE	<i>Ofelia Gonzales 5/22/2020</i>
GARZA ELIDA	KINDER	<i>Elida Garza 5/20/2020</i>
GUAJARDO DIANA	1ST GRADE	---
HILL KELCEY	LIFE SKILLS TEACHER	<i>Kelcey Hill 5/20/2020</i>
HILL ISABEL	5TH GRADE	<i>Isabel Hill 6/1/2020</i>
HOWARD SARA	3RD GRADE	<i>Sara Howard 5/21/2020</i>
JAQUEZ SYLVIA	RESOURCE AIDE	<i>Sylvia Jaquez 5/21/2020</i>
JIMENEZ LILY	5TH GRADE	<i>Lily Jimenez 5/21/20</i>
LEYVA DORA	LIB AIDE	<i>Dora Leyva 5/24/20</i>
LEVRIE ANGELICA	Aide	---
LIMON-HERRERA BRENDA	2ND GRADE	<i>Brenda Limon-Herrera 5/21/2020</i>
LOPEZ BLANCA	2ND GRADE TEACHER	<i>Blanca E. López 5/22/20</i>
LUJAN CHELSEA	4TH GRADE	<i>Chelsea Lujan 5/21/2020</i>
MAGADAN MARISELA	STRATEGIST	<i>Marisela Magadan 5/22/2020</i>
MARINES GLORIA	BIL AIDE	<i>Gloria Marines 6/3/2020</i>
MENDOZA GEORGINA	SPEECH TERAP	---
MORALES KASEY	MUSIC TEACEHR	<i>Kasey Morales 06/01/2020</i>
MANDUJANO NORA	BIL AIDE 3RD	<i>Nora Mandujano 6/1/2020</i>
NAVARRO ARIANA	1ST GRADE TEACHER	<i>Arianna Navarro 5/20/2020</i>
PEREZ TIFFANY	ASST. PRINCIPAL	<i>Tiffany Perez 5/21/2020</i>
PATINO VICTORIA	5TH GRADE AIDE	---
PAREDEZ AUXILIO	CROSSING GUARD	<i>Auxilio Paredez 5/25/2020</i>
RIVERA MARIAH	BIL AIDE	---

RODARTE MARTHA	LIFE SKILLS AIDE	---
RODARTE YVETTE	SP ED. AIDE	<i>Yvette Rodarte 5/28/2020</i>
RODRIGUEZ YVONNNE	1ST GRADE AIDE	---
ROJO WANDA	NURSE	---
RUBIO GENELLA D.	PRINCIPAL	<i>GD Rubio 5/21/2020</i>
RUBIO MONICA	COMPUTER LAB	<i>Monica Rubio 5/21/20</i>
SANDOVAL MELISSA	4TH GRADE TEACHER	<i>Melissa Sandoval 6/1/2020</i>
SANTILLAN SANDRA	1ST GRADE TACHER	<i>Sandra Santillan 5/22/2020</i>
SANTOS KARINA	KINDER TEACHER	<i>Karina Santos 5/21/2020</i>
SALAS SANTIAGA	4TH GRADE TEACHER	<i>Santiago Salas 5/20/2020</i>
SNYDER KIRSTIN	2ND GRADE TEACHER	<i>Kirstin Snyder 5/22/2020</i>
STALLINGS KATIE	3RD GRADE TEACHER	<i>Katie Stallings 5/20/2020</i>
SALDIVAR ELDA	1ST GRADE TEACHER	<i>Elda Saldivar 05/26/20</i>
TAMAYO DEBORAH	3RD GRADE TEACHER	<i>Deborah Tamayo 5/25/20</i>
TORRE MARIBEL	3RD GRADE Sp Ed Aide	<i>Maribel Torre 5/21/2020</i>
VAN GOETHEM LUCY	ART TEACHER	<i>Lucy Van Goethem 5/21/20</i>
VAZQUEZ RODOLFO	PE COACH	<i>Rodolfo Vasquez 5/21/2020</i>
ZAMARRIPA ROXANNE	5TH GRADE TEACHER	<i>Roxanne Zamarripa 5-21-20</i>

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 20-21 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
<p>1. Grade level/content teams will meet weekly for virtual planning protocol in Kinder 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.</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) (Target Group: All) (Strategic Priorities: 2,4)</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, Reading level data.</p> <p>06/16/21 - Completed (S) 02/10/21 - On Track 10/02/20 - On Track</p>
<p>2. During the 20-21 school year, we will provide modeling/learning walks via zoom, coaching/training in the areas of effective instructional practices/delivery, interventions for all students using guided practices/reading. New tools for online instruction are Text Help Read and Write, Screencastify, Pear Deck and Google classroom.(TI)</p> <p>Continued training with the implementation of the ELA Literacy Block 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/TI) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Curriculum Coordinators, Master Reading Teachers, Strategists</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>Summative - Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC</p> <p>06/16/21 - Completed (S) 02/10/21 - On Track 10/02/20 - On Track</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 1. Garfield Elementary will increase student achievement to 75% in Reading during the 20-21 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
<p>3. Utilize our Instructional Playbook/Power moves, anchor charts/ virtual access folders, scaffolding/chunking strategies for best practices, exit tickets, think alouds, wait time, etc. On going training will be provided in Lead4Ward resources, teaching academic vocabulary, teaching Reading through content areas/ Social Studies and Science, 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/TI) (Target Group: All) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Master Reading Teachers, Special Ed Teacher, Strategists, Teachers</p>	<p>August - May</p>	<p>(F) Title I, (S) Local Funds</p>	<p>Criteria: Staar results and end of year accountability data. Summative - Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs 06/16/21 - Completed (S) 02/10/21 - Completed 10/02/20 - On Track</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 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 20-21. school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 20-21 school year we will utilize science journals, Stem scopes, 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. (TI) (Target Group: 5th)	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 06/17/21 - Completed (S) 02/10/21 - On Track 10/02/20 - On Track

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 20-21 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. (Target Group: LEP) (Strategic Priorities: 1,2)</p>	<p>Campus Administrators, Curriculum Coordinators, Instructional Coaches, Strategists</p>	<p>August - December</p>	<p>(F)Federal Grant, (S)Local Funds</p>	<p>Criteria: Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans and sign in sheets</p> <p>06/17/21 - Completed (S) 02/10/21 - On Track 10/02/20 - On Track</p>
<p>2. Implement the use of after school as allowable per CDC and district guidelines/ in school small group virtual or in person 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/TI) (Target Group: LEP) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Dyslexia Teacher, Instructional Coaches, Strategists, Teachers</p>	<p>August - June</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC</p> <p>06/17/21 - Completed 02/10/21 - On Track 10/02/20 - On Track</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. Provide opportunities for administrators and teachers to attend virtual staff development in assessment and other strategies to assist all populations, specifically, Special Education students; and as allowed provide transportation for tutorials for struggling students, specifically special education students. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August - May	(F)Federal Grant, (S)Local Funds	Criteria: sign in sheets 06/17/21 - Completed 02/10/21 - On Track 10/13/20 - On Track 10/05/20 - Some Progress
2. Implement the use of virtual and modified in person small group instruction, visual aides and guided interventions for daily instructional planning to identify re-teach needs for our special education students. Use district resources to enhance learning: TexQuest, Epic Books, MyOn, Lone Star, Brain pop, Flocabulary, Lexia and Renaissance reading. (Target Group: SPED)	Campus Administrators, Teachers	August May	(F)Federal Grant, (F)Title I, (S)Local Funds	Criteria: Lesson plans, walk throughs, Conferences 06/17/21 - Completed 02/10/21 - On Track 10/13/20 - On Track

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. Utilize attendance clerk to monitor attendance and provide daily reports of in person and online absences. Parental aide and key support staff will make phone calls and home visits when necessary to verify absences and offer support as needed for resources, properly document, illness, etc. (Target Group: All) (Strategic Priorities: 2,4)	Attendance Staff, Campus Administrators, Counselors, Parents, Teachers	August - June	(S)State Compensatory	Criteria: Daily/Six weeks attendance reports. 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track

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. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Teachers	August - June	(S)Local Funds	Criteria: Discipline reports, teacher feedback/ parent feedback, Counselor feedback, student feedback. 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track
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, other (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Counselors, Curriculum Coordinators	August - June	(F)Federal Grant	Criteria: Feedback from parents, teachers and students. 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track
3. Counselor will coordinate with and train with District Counselors/ Staff in order to implement a campus wide positive school guidance program. (Target Group: All) (Strategic Priorities: 1,4)	Counselors, Curriculum Coordinators, Directors	August - December	(F)Title I	Criteria: Feedback from staff and discipline/ online bullying reports. 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track

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 in person or virtually, whole grade level presentations as allowed or via zoom, classroom presentations, small groups, one on one as needed and visuals/ bulletin boards throughout the school. (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Counselors, Teachers	August - June	(F) Title I	Criteria: Feedback from staff and parents. 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - Some Progress

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 20-21 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/ ELA curriculum/ adoption to establish a systematic and effective approach to teach the writing process, provide teachers with professional development in the area of the writing process/ District curriculum/ ELA adoption and provide teachers with opportunities to review writing samples. Promote teacher collaborative via zoom to facilitate discussions and share teaching ideas/ strategies to improve student writings. (TSI/YI) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Curriculum Coordinators, Strategists, Teachers	August - June	(F)Title I, (S)Local Funds	Criteria: Scores/ accountability reports, feedback from teachers. 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - Some Progress

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 9. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	Sept. 2020-Sept. 2021	(F)Federal Grant, (O)Local Districts, (S)State Grant	Criteria: Attendance logs, lesson plans, student packets 06/17/21 - Completed 02/10/21 - On Track 10/13/20 - On Track 09/01/20 - On Track
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021	(F)Federal Grant, (O)Local Districts, (S)State Grant	Criteria: Distribution logs 06/17/21 - Completed 02/10/21 - On Track 09/01/20 - On Track
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021	(F)Federal Grant, (S)Local Funds, (S)State Grant	Criteria: Inventory and distribution logs. 06/17/21 - Completed 02/10/21 - On Track 09/01/20 - On Track
4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	Sept. 2020-Sept. 2021	(F)Federal Grant, (S)Local Funds, (S)State Grant	Criteria: Inventory and distribution logs 06/17/21 - Completed 02/10/21 - On Track 09/01/20 - On Track

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 1. Garfield Elementary will develop a local campus budget that is 100% aligned to the campus improvement plan and is utilized to impact studentachievement for the 20-21 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 mini staff development via zoom at the campus level based on need and provide support staff to meet student instructional goals. (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August - June	(S)Local Funds	Criteria: Feedback from staff/ survey 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track

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 20-21 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 1st to 5th grade. as allowed by cdc/ district guidelines 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. (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds</p>	<p>06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track</p>
<p>2. Provide virtual training on integrating vocabulary in the math classroom and as allowed or virtually using small guided groups to improve the students ability to understand and complete with effectiveness multiple step/problem solving math equations. Purchase targeted manipulatives for teachers and provide training to utilize in the classroom and assist in the implementation. (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Campus Administrators, Curriculum Coordinators, 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>06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track</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. (Target Group: All) (Strategic Priorities: 1,2,4)</p>	<p>Campus Administrators, Curriculum Coordinators, 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>02/10/21 - Completed 10/05/20 - On Track</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 20-21 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase parental and community involvement by conducting zoom meetings during the day and evening programs covering topics such as STAAR testing information, content area curriculum/ importance of reading, and gradebook, GT information/ health and wellness, etc . (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August - May	(S)Local Funds	Criteria: Sign in sheets, parent survey 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - Some Progress
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 offering virtual parent meetings, open house and PTO nights. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August - May	(F)Federal Grant	Criteria: Sign in sheets and parent survey 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - Some Progress
3. Parental aide will attend virtual training as needed to turn around and conduct trainings for parents. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Parental Aides	August - June	(F)Title I	Criteria: Sign in sheets and parent survey 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track

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. As allowed due to Covid restrictions: Tours and open houses virtual or in person will be set up for incoming Kinder parents and their children to ease the transition into elementary school. (Target Group: PRE K) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Parental Aides, Teachers	May - September	(F)Title I	Criteria: Feedback from parents 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track

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. (Target Group: PRE K) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	May	(F) Title I	Criteria: Feedback from staff and parents. 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track
2. Increase parental and community involvement by conducting via zoom during the day and evening training in content areas, technology, and parenting. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Parental Aides	August - May		Criteria: Sign in sheets, parent surveys 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - Some Progress

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 four parent conferences during the 20-21 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 twice 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. (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August - June	(S)Local Funds	Criteria: Contact logs, parent surveys 06/17/21 - Completed 02/10/21 - On Track 10/05/20 - On Track

2019-20 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

Campus Name: **GARFIELD EL**

Campus Number: **233901102**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	65%	57%	-	57%	*	-	-	-	-	32%	*	53%	100%	56%	53%
	2018	77%	65%	67%	-	68%	*	-	-	-	*	44%	-	65%	83%	64%	62%
At Meets Grade Level or Above	2019	45%	32%	24%	-	24%	*	-	-	-	-	26%	*	21%	50%	22%	23%
	2018	43%	31%	27%	-	28%	*	-	-	-	*	22%	-	28%	17%	22%	18%
At Masters Grade Level	2019	27%	18%	12%	-	13%	*	-	-	-	-	11%	*	11%	25%	9%	13%
	2018	25%	16%	18%	-	18%	*	-	-	-	*	0%	-	19%	8%	14%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	66%	60%	-	59%	*	-	-	-	-	37%	*	57%	88%	59%	64%
	2018	78%	65%	78%	-	78%	*	-	-	-	*	44%	-	75%	100%	78%	80%
At Meets Grade Level or Above	2019	49%	32%	35%	-	34%	*	-	-	-	-	32%	*	31%	75%	34%	36%
	2018	47%	31%	40%	-	41%	*	-	-	-	*	33%	-	38%	58%	38%	38%
At Masters Grade Level	2019	25%	12%	16%	-	17%	*	-	-	-	-	21%	*	17%	13%	16%	15%
	2018	23%	11%	17%	-	17%	*	-	-	-	*	0%	-	17%	17%	14%	22%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	70%	70%	-	71%	-	-	-	-	*	33%	-	70%	70%	68%	68%
	2018	73%	64%	54%	-	54%	*	-	-	-	-	14%	*	55%	42%	50%	37%
At Meets Grade Level or Above	2019	44%	37%	35%	-	35%	-	-	-	-	*	13%	-	35%	30%	30%	30%
	2018	46%	35%	26%	-	26%	*	-	-	-	-	0%	*	26%	25%	23%	17%
At Masters Grade Level	2019	22%	19%	22%	-	23%	-	-	-	-	*	0%	-	22%	30%	17%	16%
	2018	24%	15%	11%	-	11%	*	-	-	-	-	0%	*	11%	17%	10%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	65%	72%	-	73%	-	-	-	-	*	33%	-	71%	80%	70%	76%
	2018	78%	65%	66%	-	66%	*	-	-	-	-	29%	*	67%	58%	65%	59%
At Meets Grade Level or Above	2019	48%	35%	34%	-	34%	-	-	-	-	*	13%	-	33%	40%	29%	38%
	2018	49%	32%	28%	-	28%	*	-	-	-	-	14%	*	27%	33%	26%	20%
At Masters Grade Level	2019	28%	18%	13%	-	13%	-	-	-	-	*	0%	-	13%	10%	8%	14%
	2018	27%	13%	10%	-	10%	*	-	-	-	-	0%	*	10%	8%	10%	9%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	56%	54%	-	54%	-	-	-	-	*	27%	-	55%	50%	52%	60%
	2018	63%	51%	48%	-	47%	*	-	-	-	-	14%	*	47%	58%	46%	48%
At Meets Grade Level or Above	2019	35%	24%	21%	-	22%	-	-	-	-	*	13%	-	22%	20%	17%	22%
	2018	39%	27%	25%	-	25%	*	-	-	-	-	14%	*	26%	17%	23%	22%
At Masters Grade Level	2019	11%	4%	5%	-	5%	-	-	-	-	*	0%	-	4%	10%	1%	2%
	2018	11%	4%	1%	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	2%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	80%	72%	*	71%	*	-	-	-	22%	*	74%	44%	70%	61%
	2018	84%	78%	74%	-	74%	70%	-	-	-	31%	*	74%	69%	71%	72%
At Meets Grade Level or Above	2019	54%	40%	41%	*	42%	*	-	-	-	0%	*	43%	22%	36%	27%
	2018	54%	41%	34%	-	34%	30%	-	-	-	8%	*	36%	19%	34%	36%
At Masters Grade Level	2019	29%	19%	22%	*	22%	*	-	-	-	0%	*	23%	11%	18%	14%
	2018	26%	17%	12%	-	11%	20%	-	-	-	0%	*	12%	6%	11%	10%
Grade 5 Mathematics^																
At Approaches Grade Level or Above	2019	90%	88%	83%	*	84%	*	-	-	-	89%	*	85%	67%	82%	75%
	2018	91%	88%	91%	-	91%	90%	-	-	-	85%	*	91%	88%	90%	94%
At Meets Grade Level or Above	2019	58%	49%	46%	*	46%	*	-	-	-	44%	*	48%	22%	44%	39%
	2018	58%	39%	50%	-	50%	50%	-	-	-	8%	*	50%	50%	47%	57%
At Masters Grade Level	2019	36%	27%	25%	*	26%	*	-	-	-	11%	*	27%	11%	23%	20%
	2018	30%	15%	17%	-	15%	30%	-	-	-	8%	*	15%	25%	13%	12%
Grade 5 Science																
At Approaches Grade Level or Above	2019	75%	70%	69%	*	69%	*	-	-	-	56%	*	69%	78%	68%	50%
	2018	76%	73%	67%	-	67%	70%	-	-	-	23%	*	68%	63%	65%	73%
At Meets Grade Level or Above	2019	49%	43%	43%	*	44%	*	-	-	-	22%	*	45%	22%	40%	32%
	2018	41%	34%	23%	-	23%	30%	-	-	-	8%	*	23%	25%	21%	21%
At Masters Grade Level	2019	24%	20%	19%	*	20%	*	-	-	-	0%	*	20%	11%	15%	16%
	2018	17%	14%	8%	-	8%	10%	-	-	-	8%	*	8%	13%	9%	7%
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	72%	68%	*	68%	80%	-	-	-	38%	31%	67%	71%	66%	63%
	2018	77%	68%	68%	-	68%	74%	-	-	-	38%	22%	68%	70%	66%	67%
At Meets Grade Level or Above	2019	50%	40%	35%	*	36%	20%	-	-	-	21%	19%	35%	34%	32%	31%
	2018	48%	36%	32%	-	32%	31%	-	-	-	13%	0%	32%	31%	29%	29%
At Masters Grade Level	2019	24%	17%	17%	*	17%	0%	-	-	-	6%	13%	17%	15%	14%	14%
	2018	22%	13%	11%	-	11%	17%	-	-	-	3%	0%	11%	12%	10%	11%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	69%	67%	*	67%	*	-	-	-	30%	17%	66%	70%	65%	61%
	2018	74%	66%	65%	-	65%	67%	-	-	-	31%	17%	65%	65%	62%	58%
At Meets Grade Level or Above	2019	48%	38%	34%	*	34%	*	-	-	-	16%	17%	34%	33%	30%	27%
	2018	46%	35%	29%	-	29%	25%	-	-	-	10%	0%	30%	20%	27%	24%
At Masters Grade Level	2019	21%	13%	19%	*	19%	*	-	-	-	5%	0%	19%	22%	15%	14%
	2018	19%	11%	13%	-	13%	17%	-	-	-	0%	0%	14%	10%	12%	11%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	77%	72%	*	73%	*	-	-	-	47%	50%	72%	78%	71%	72%
	2018	81%	73%	78%	-	78%	83%	-	-	-	59%	33%	78%	83%	78%	79%
At Meets Grade Level or Above	2019	52%	43%	39%	*	39%	*	-	-	-	28%	17%	38%	44%	36%	38%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	37%	39%	-	39%	42%	-	-	-	*	17%	0%	38%	48%	37%	40%
At Masters Grade Level	2019	26%	20%	18%	*	19%	*	-	-	-	*	12%	17%	19%	11%	16%	16%
	2018	24%	15%	14%	-	14%	25%	-	-	-	*	3%	0%	14%	18%	12%	14%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	58%	54%	-	54%	-	-	-	-	*	27%	-	55%	50%	52%	60%
	2018	66%	55%	48%	-	47%	*	-	-	-	-	14%	*	47%	58%	46%	48%
At Meets Grade Level or Above	2019	38%	28%	21%	-	22%	-	-	-	-	*	13%	-	22%	20%	17%	22%
	2018	41%	29%	25%	-	25%	*	-	-	-	-	14%	*	26%	17%	23%	22%
At Masters Grade Level	2019	14%	8%	5%	-	5%	-	-	-	-	*	0%	-	4%	10%	1%	2%
	2018	13%	6%	1%	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	75%	69%	*	69%	*	-	-	-	-	56%	*	69%	78%	68%	50%
	2018	80%	70%	67%	-	67%	70%	-	-	-	-	23%	*	68%	63%	65%	73%
At Meets Grade Level or Above	2019	54%	43%	43%	*	44%	*	-	-	-	-	22%	*	45%	22%	40%	32%
	2018	51%	38%	23%	-	23%	30%	-	-	-	-	8%	*	23%	25%	21%	21%
At Masters Grade Level	2019	25%	16%	19%	*	20%	*	-	-	-	-	0%	*	20%	11%	15%	16%
	2018	23%	14%	8%	-	8%	10%	-	-	-	-	8%	*	8%	13%	9%	7%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	69	-	70	-	-	-	-	*	41	-	70	60	65	65
	2018	63	62	52	-	52	*	-	-	-	-	71	*	53	40	51	56
Grade 4 Mathematics	2019	65	65	56	-	56	-	-	-	-	*	64	-	58	40	54	53
	2018	65	59	42	-	42	*	-	-	-	-	79	*	42	36	43	43
Grade 5 ELA/Reading	2019	81	79	84	*	84	*	-	-	-	-	56	*	84	81	85	85
	2018	80	77	83	-	82	90	-	-	-	-	92	*	83	77	82	81
Grade 5 Mathematics	2019	83	88	89	*	89	*	-	-	-	-	100	*	88	100	87	88
	2018	81	76	90	-	90	100	-	-	-	-	96	*	90	93	92	89
All Grades Both Subjects	2019	69	70	75	*	76	*	-	-	-	*	63	75	76	68	74	73
	2018	69	67	67	-	66	93	-	-	-	-	88	63	68	66	67	69
All Grades ELA/Reading	2019	68	68	77	*	77	*	-	-	-	*	47	*	78	69	76	76
	2018	69	66	68	-	67	91	-	-	-	-	85	67	69	62	66	70
All Grades Mathematics	2019	70	72	74	*	74	*	-	-	-	*	79	*	74	67	72	71
	2018	70	68	67	-	65	95	-	-	-	-	90	58	66	69	67	69

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	42%	*	41%	-	-	-	-	-	27%	43%	37%
	2018	38%	32%	35%	-	34%	*	-	-	-	-	*	33%	22%
Mathematics	2019	45%	45%	42%	*	42%	-	-	-	-	-	33%	40%	30%
	2018	47%	44%	61%	-	59%	83%	-	-	-	-	59%	61%	58%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	68%	66%	*	66%	*	-	-	-	-	13%	63%	29%
Students Requiring Accelerated Instruction														
	2019	22%	32%	34%	*	34%	*	-	-	-	-	88%	37%	71%
STAAR Cumulative Met Standard														
	2019	86%	79%	73%	*	72%	*	-	-	-	-	25%	71%	37%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	72%	64%	-	64%	*	-	-	-	-	100%	68%	53%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2019	63%	76%	80%	-	80%	-	-	-	-	-	*	80%	80%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	81%	77%	*	77%	*	-	-	-	-	63%	75%	51%
Students Requiring Accelerated Instruction														
	2019	17%	19%	23%	*	23%	*	-	-	-	-	38%	25%	49%
STAAR Cumulative Met Standard														
	2019	90%	88%	83%	*	84%	*	-	-	-	-	88%	82%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	89%	100%	-	100%	*	-	-	-	-	*	100%	*

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 580
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	68%	59%	59%	-	-	-	41%	-	41%	60%	50%	50%
	2018	77%	68%	68%	45%	45%	-	-	-	71%	-	71%	*	52%	52%
At Meets Grade Level or Above	2019	50%	40%	35%	22%	22%	-	-	-	12%	-	12%	40%	17%	17%
	2018	48%	36%	32%	10%	10%	-	-	-	27%	-	27%	*	15%	15%
At Masters Grade Level	2019	24%	17%	17%	7%	7%	-	-	-	4%	-	4%	0%	5%	5%
	2018	22%	13%	11%	3%	3%	-	-	-	1%	-	1%	*	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	67%	57%	57%	-	-	-	39%	-	39%	*	49%	49%
	2018	74%	66%	65%	35%	35%	-	-	-	61%	-	61%	*	41%	41%
At Meets Grade Level or Above	2019	48%	38%	34%	16%	16%	-	-	-	9%	-	9%	*	13%	13%
	2018	46%	35%	29%	3%	3%	-	-	-	21%	-	21%	*	8%	8%
At Masters Grade Level	2019	21%	13%	19%	7%	7%	-	-	-	0%	-	0%	*	4%	4%
	2018	19%	11%	13%	2%	2%	-	-	-	0%	-	0%	*	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	77%	72%	64%	64%	-	-	-	59%	-	59%	*	62%	63%
	2018	81%	73%	78%	63%	63%	-	-	-	89%	-	89%	*	69%	69%
At Meets Grade Level or Above	2019	52%	43%	39%	29%	29%	-	-	-	18%	-	18%	*	24%	25%
	2018	50%	37%	39%	19%	19%	-	-	-	43%	-	43%	*	24%	24%
At Masters Grade Level	2019	26%	20%	18%	9%	9%	-	-	-	9%	-	9%	*	9%	9%
	2018	24%	15%	14%	5%	5%	-	-	-	4%	-	4%	*	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	58%	54%	50%	50%	-	-	-	33%	-	33%	-	45%	45%
	2018	66%	55%	48%	31%	31%	-	-	-	-	-	-	*	31%	30%
At Meets Grade Level or Above	2019	38%	28%	21%	18%	18%	-	-	-	0%	-	0%	-	13%	13%
	2018	41%	29%	25%	8%	8%	-	-	-	-	-	-	*	8%	8%
At Masters Grade Level	2019	14%	8%	5%	0%	0%	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	6%	1%	0%	0%	-	-	-	-	-	-	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	75%	69%	-	-	-	-	-	24%	-	24%	*	24%	23%
	2018	80%	70%	67%	38%	38%	-	-	-	64%	-	64%	-	58%	58%
At Meets Grade Level or Above	2019	54%	43%	43%	-	-	-	-	-	12%	-	12%	*	12%	11%
	2018	51%	38%	23%	0%	0%	-	-	-	18%	-	18%	-	14%	14%
At Masters Grade Level	2019	25%	16%	19%	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	23%	14%	8%	0%	0%	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	75%	64%	64%	-	-	-	81%	-	81%	*	75%	74%
	2018	69%	67%	67%	52%	52%	-	-	-	85%	-	85%	*	64%	65%
All Grades ELA/Reading	2019	68%	68%	77%	71%	71%	-	-	-	80%	-	80%	*	77%	75%
	2018	69%	66%	68%	52%	52%	-	-	-	80%	-	80%	*	63%	64%
All Grades Mathematics	2019	70%	72%	74%	57%	57%	-	-	-	81%	-	81%	*	72%	73%
	2018	70%	68%	67%	51%	51%	-	-	-	89%	-	89%	*	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	42%	63%	63%	-	-	-	31%	-	31%	*	38%	37%
	2018	38%	32%	35%	*	*	-	-	-	50%	-	50%	*	22%	22%
Mathematics	2019	45%	45%	42%	*	*	-	-	-	32%	-	32%	-	30%	30%
	2018	47%	44%	61%	42%	42%	-	-	-	81%	-	81%	-	58%	58%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 623
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	95%	95%	*	95%	63%	-	-	-	*	95%	96%	94%
Not Included in Accountability													
Mobile	4%	3%	4%	*	4%	38%	-	-	-	*	5%	3%	4%
Other Exclusions	1%	1%	1%	*	1%	0%	-	-	-	*	0%	1%	2%
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	-	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	95%	95%	-	95%	100%	-	-	-	*	92%	96%	94%
Not Included in Accountability													
Mobile	4%	3%	4%	-	3%	0%	-	-	-	*	7%	3%	3%
Other Exclusions	1%	1%	1%	-	1%	0%	-	-	-	*	1%	1%	3%
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	0%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.6%	95.8%	*	95.8%	93.4%	-	-	-	*	93.8%	95.5%	95.8%
2017-18	95.4%	94.7%	95.8%	-	95.8%	96.0%	-	-	-	*	94.3%	95.7%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	82.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	83.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	664	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	612	180,673
White	-	-	44	105,577
American Indian	-	-	0	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	4	1,090
Foundation H.S. Program (No Endorsement)	-	-	51	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	608	285,538
Special Education Graduates	-	-	62	27,598
Economically Disadvantaged Graduates	-	-	439	186,364
LEP Graduates	-	-	57	25,189
At-Risk Graduates	-	-	383	146,432

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	47.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	32.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	30.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	37.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	57.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	71.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	77.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	9.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	7.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	27.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	71.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	78.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	2.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	18.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	10.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	12.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	17.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	22.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	6.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	1.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	43.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	43.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	32.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1012	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1010	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	512	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	501	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	503	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	59.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	53.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	40.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	36.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	14.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	49.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	55.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	580	100.0%	10,311	5,479,173	583	100.0%	10,331	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	1	0.2%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.9%	4.5%	0	0.0%	4.9%	4.5%
Kindergarten	90	15.5%	6.5%	7.0%	91	15.6%	6.5%	7.0%
Grade 1	91	15.7%	7.5%	7.1%	92	15.8%	7.5%	7.1%
Grade 2	101	17.4%	6.9%	7.1%	101	17.3%	6.9%	7.1%
Grade 3	97	16.7%	7.0%	7.1%	97	16.6%	7.0%	7.1%
Grade 4	95	16.4%	7.3%	7.3%	95	16.3%	7.3%	7.3%
Grade 5	106	18.3%	7.6%	7.6%	106	18.2%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.6%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	7.3%	8.2%	0	0.0%	7.3%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.3%	6.4%	0	0.0%	7.3%	6.4%
Ethnic Distribution:								
African American	1	0.2%	0.7%	12.6%	1	0.2%	0.7%	12.6%
Hispanic	566	97.6%	93.0%	52.8%	567	97.3%	93.0%	52.8%
White	9	1.6%	5.5%	27.0%	11	1.9%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	0.4%	4.6%	0	0.0%	0.4%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.7%	0.3%	2.5%	4	0.7%	0.3%	2.5%
Sex:								
Female	277	47.8%	49.5%	48.8%	279	47.9%	49.5%	48.8%
Male	303	52.2%	50.5%	51.2%	304	52.1%	50.5%	51.2%
Economically Disadvantaged	505	87.1%	72.7%	60.3%	506	86.8%	72.6%	60.2%
Non-Educationally Disadvantaged	75	12.9%	27.3%	39.7%	77	13.2%	27.4%	39.8%
Section 504 Students	60	10.3%	9.3%	6.9%	60	10.3%	9.3%	6.9%
English Learners (EL)	230	39.7%	17.1%	20.3%	230	39.5%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.8%	1.5%				
Students w/ Dyslexia	47	8.1%	3.7%	4.1%	47	8.1%	3.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	15	2.6%	1.1%	1.4%	15	2.6%	1.1%	1.4%
Immigrant	19	3.3%	1.6%	2.3%	19	3.3%	1.6%	2.3%
Migrant	14	2.4%	1.9%	0.3%	14	2.4%	1.9%	0.3%
Title I	580	100.0%	99.8%	65.1%	583	100.0%	99.8%	65.1%
Military Connected	3	0.5%	2.8%	1.9%	3	0.5%	2.8%	1.9%
At-Risk	469	80.9%	68.4%	50.6%	469	80.4%	68.3%	50.5%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	228	39.3%	16.8%	20.6%	228	39.1%	16.7%	20.6%
Career & Technical Education	0	0.0%	32.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	84.2%	50.8%	0	-	84.2%	50.8%
Gifted & Talented Education	18	3.1%	8.7%	8.1%	18	3.1%	8.7%	8.1%
Special Education	81	14.0%	12.1%	10.5%	84	14.4%	12.2%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	81							
By Type of Primary Disability								
Students with Intellectual Disabilities	30	37.0%	45.3%	42.4%				
Students with Physical Disabilities	26	32.1%	25.1%	21.4%				
Students with Autism	*	*	6.6%	13.8%				
Students with Behavioral Disabilities	**	**	22.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	80	13.8%	11.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	79	13.6%						
White	1	0.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	94	18.5%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	2.6%	5.5%
Grade 1	11.7%	5.4%	2.9%	37.5%	13.3%	4.9%
Grade 2	9.1%	2.9%	1.6%	20.0%	6.6%	2.0%
Grade 3	10.5%	2.7%	0.9%	4.2%	0.9%	0.8%
Grade 4	7.4%	2.0%	0.5%	11.8%	1.8%	0.4%
Grade 5	5.7%	4.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	1.1%	0.5%
Grade 7	-	1.3%	0.5%	-	1.0%	0.6%
Grade 8	-	9.7%	0.4%	-	0.0%	0.6%
Grade 9	-	4.0%	7.8%	-	10.4%	13.1%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Class Size Information

Campus

District

State

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Elementary:

Kindergarten	19.5	19.9	19.0
Grade 1	18.0	20.6	18.9
Grade 2	17.0	19.2	18.8
Grade 3	19.1	19.0	19.0
Grade 4	21.2	20.1	19.2
Grade 5	20.2	21.0	20.9
Grade 6	-	22.6	20.4

Secondary:

English/Language Arts	-	20.0	16.4
Foreign Languages	-	21.7	18.7
Mathematics	-	20.3	17.8
Science	-	23.4	18.8
Social Studies	-	22.9	19.3

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.7	100.0%	100.0%	100.0%
Professional Staff:	41.7	65.5%	53.3%	63.7%
Teachers	34.8	54.6%	42.4%	49.4%
Professional Support	4.9	7.7%	7.6%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.3%	3.0%
Educational Aides:	22.0	34.5%	11.8%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	29.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	59.9	93.9%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.8%
Hispanic	31.0	89.2%	80.4%	28.1%
White	3.7	10.6%	16.5%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.1	0.2%	0.5%	1.1%
Males	1.8	5.1%	22.0%	23.8%
Females	33.0	94.9%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	27.4	78.8%	76.4%	73.4%
Masters	7.4	21.2%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.8	11.0%	6.0%	7.4%
1-5 Years Experience	10.0	28.6%	28.7%	27.9%
6-10 Years Experience	6.4	18.4%	17.7%	19.4%
11-20 Years Experience	11.3	32.5%	25.5%	29.4%
Over 20 Years Experience	3.3	9.5%	22.1%	15.9%
Number of Students per Teacher	16.7	n/a	16.6	15.1

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.3	6.2
Average Years Experience of Principals with District	3.0	5.3	5.3
Average Years Experience of Assistant Principals	1.0	3.7	5.3
Average Years Experience of Assistant Principals with District	1.0	3.5	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	10.7	12.9	11.1
	9.7	11.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,053	\$44,299	\$49,868
1-5 Years Experience	\$49,103	\$53,338	\$52,823
6-10 Years Experience	\$52,384	\$51,757	\$55,756
11-20 Years Experience	\$57,441	\$57,950	\$59,308
Over 20 Years Experience	\$63,133	\$63,632	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$53,414	\$55,969	\$57,091
Professional Support	\$64,097	\$72,455	\$67,352
Campus Administration (School Leadership)	\$74,434	\$85,531	\$82,512
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: GARFIELD EL
 Campus Number: 233901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 580
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	9.9	28.6%	9.0%	6.5%
Career & Technical Education	0.0	0.0%	6.5%	5.0%
Compensatory Education	0.0	0.0%	6.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	21.9	62.9%	69.2%	70.9%
Special Education	2.9	8.5%	5.5%	9.3%
Other	0.0	0.0%	3.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed* letter dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

Texas Education Agency 2020 Accountability Ratings Overall Summary GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency 2020 Accountability Ratings Overall Summary GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

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Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency
2019-20 School Report Card
GARFIELD EL (233901102)

Accountability Rating

School Information

All Districts and Schools Were Not Rated In 2020 Due to COVID-19

District Name: SAN FELIPE-DEL RIO CISD
 Campus Type: Elementary
 Total Students: 580
 Grade Span: KG - 05

**Not
Rated**

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

For more information about this campus, see <https://trxschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreporttapr/2020/index.html>

[Click here to read the official announcement.](#)

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about GARFIELD EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	95.8%	94.6%	95.4%
Enrollment by Race/Ethnicity			
African American	0.2%	0.7%	12.6%
Hispanic	97.3%	93.0%	52.8%
White	1.9%	5.5%	27.0%
American Indian	0.0%	0.1%	0.4%
Asian	0.0%	0.4%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.7%	0.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	86.8%	72.6%	60.2%
Special Education	14.4%	12.2%	10.7%
English Learners	39.5%	17.1%	20.3%
Mobility Rate (2018-19)	13.8%	11.3%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.5	19.9	19.0
Grade 1	18.0	20.6	18.9
Grade 2	17.0	19.2	18.8
Grade 3	19.1	19.0	19.0
Grade 4	21.2	20.1	19.2
Grade 5	20.2	21.0	20.9

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	58.3%	64.6%
Instructional Expenditure Ratio	n/a	53.7%	62.8%
Expenditures per Student			
Total Operating Expenditures	\$9,505	\$9,763	\$9,913
Instructional	\$6,202	\$5,147	\$5,558
Instructional Leadership	\$90	\$188	\$162
School Leadership	\$432	\$465	\$589

**Texas Education Agency
2019-20 School Report Card
GARFIELD EL (233901102)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.

	State	District	Campus	African American					Two or More Races	Econ Disadv	
				Hispanic	White	Indian	Asian	Pacific Islander			
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)											
All Subjects	2019	78%	72%	68%	68%	80%	-	-	-	*	66%
	2018	77%	68%	68%	-	68%	74%	-	-	*	66%
ELA/Reading	2019	75%	69%	67%	*	67%	*	-	-	*	65%
	2018	74%	66%	65%	-	65%	67%	-	-	*	62%
Mathematics	2019	82%	77%	72%	*	73%	*	-	-	*	71%
	2018	81%	73%	78%	-	78%	83%	-	-	*	78%
Writing	2019	68%	58%	54%	-	54%	-	-	-	*	52%
	2018	66%	55%	48%	-	47%	*	-	-	*	46%
Science	2019	81%	75%	69%	*	69%	*	-	-	-	68%
	2018	80%	70%	67%	-	67%	70%	-	-	-	65%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)											
All Subjects	2019	50%	40%	35%	*	36%	20%	-	-	*	32%
	2018	48%	36%	32%	-	32%	31%	-	-	*	29%
ELA/Reading	2019	48%	38%	34%	*	34%	*	-	-	*	30%
	2018	46%	35%	29%	-	29%	25%	-	-	*	27%
Mathematics	2019	52%	43%	39%	*	39%	*	-	-	*	36%
	2018	50%	37%	39%	-	39%	42%	-	-	*	37%
Writing	2019	38%	28%	21%	-	22%	-	-	-	*	17%
	2018	41%	29%	25%	-	25%	*	-	-	*	23%
Science	2019	54%	43%	43%	*	44%	*	-	-	-	40%
	2018	51%	38%	23%	-	23%	30%	-	-	-	21%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)											
All Subjects	2019	24%	17%	17%	*	17%	0%	-	-	*	14%
	2018	22%	13%	11%	-	11%	17%	-	-	*	10%
ELA/Reading	2019	21%	13%	19%	*	19%	*	-	-	*	15%
	2018	19%	11%	13%	-	13%	17%	-	-	*	12%
Mathematics	2019	26%	20%	18%	*	19%	*	-	-	*	16%
	2018	24%	15%	14%	-	14%	25%	-	-	*	12%
Writing	2019	14%	8%	5%	-	5%	-	-	-	*	1%
	2018	13%	6%	1%	-	1%	*	-	-	*	1%
Science	2019	25%	16%	19%	*	20%	*	-	-	-	15%
	2018	23%	14%	8%	-	8%	10%	-	-	-	9%
Academic Growth Score (All Grades Tested)											
Both Subjects	2019	69	70	75	*	76	*	-	-	*	74
	2018	69	67	67	-	66	93	-	-	-	67
ELA/Reading	2019	68	68	77	*	77	*	-	-	*	76
	2018	69	66	68	-	67	91	-	-	-	66
Mathematics	2019	70	72	74	*	74	*	-	-	*	72
	2018	70	68	67	-	65	95	-	-	-	67

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 * Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2019-20 School Report Card
GARFIELD EL (233901102)**

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

	State	District	Campus	American					Two or More Races	Econ Disadv
				African American	Hispanic	White	Indian	Asian		
Progress of Prior-Year Non-Proficient Students										
Sum of Grades 4-8										
Reading										
2019	41%	39%	42%	*	41%	-	-	-	43%	
2018	38%	32%	35%	-	34%	*	-	-	33%	
Mathematics										
2019	45%	45%	42%	*	42%	-	-	-	40%	
2018	47%	44%	61%	-	59%	83%	-	-	61%	
Students Success Initiative										
Grade 5 Reading										
Students Meeting Approaches Grade Level on First STAAR Administration										
2019	78%	68%	66%	*	66%	*	-	-	63%	
Students Requiring Accelerated Instruction										
2019	22%	32%	34%	*	34%	*	-	-	37%	
STAAR Cumulative Met Standard										
2019	86%	79%	73%	*	72%	*	-	-	71%	
Grade 5 Mathematics										
Students Meeting Approaches Grade Level on First STAAR Administration										
2019	83%	81%	77%	*	77%	*	-	-	75%	
Students Requiring Accelerated Instruction										
2019	17%	19%	23%	*	23%	*	-	-	25%	
STAAR Cumulative Met Standard										
2019	90%	88%	83%	*	84%	*	-	-	82%	

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2019-20 School Report Card
GARFIELD EL (233901102)

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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	Domain 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

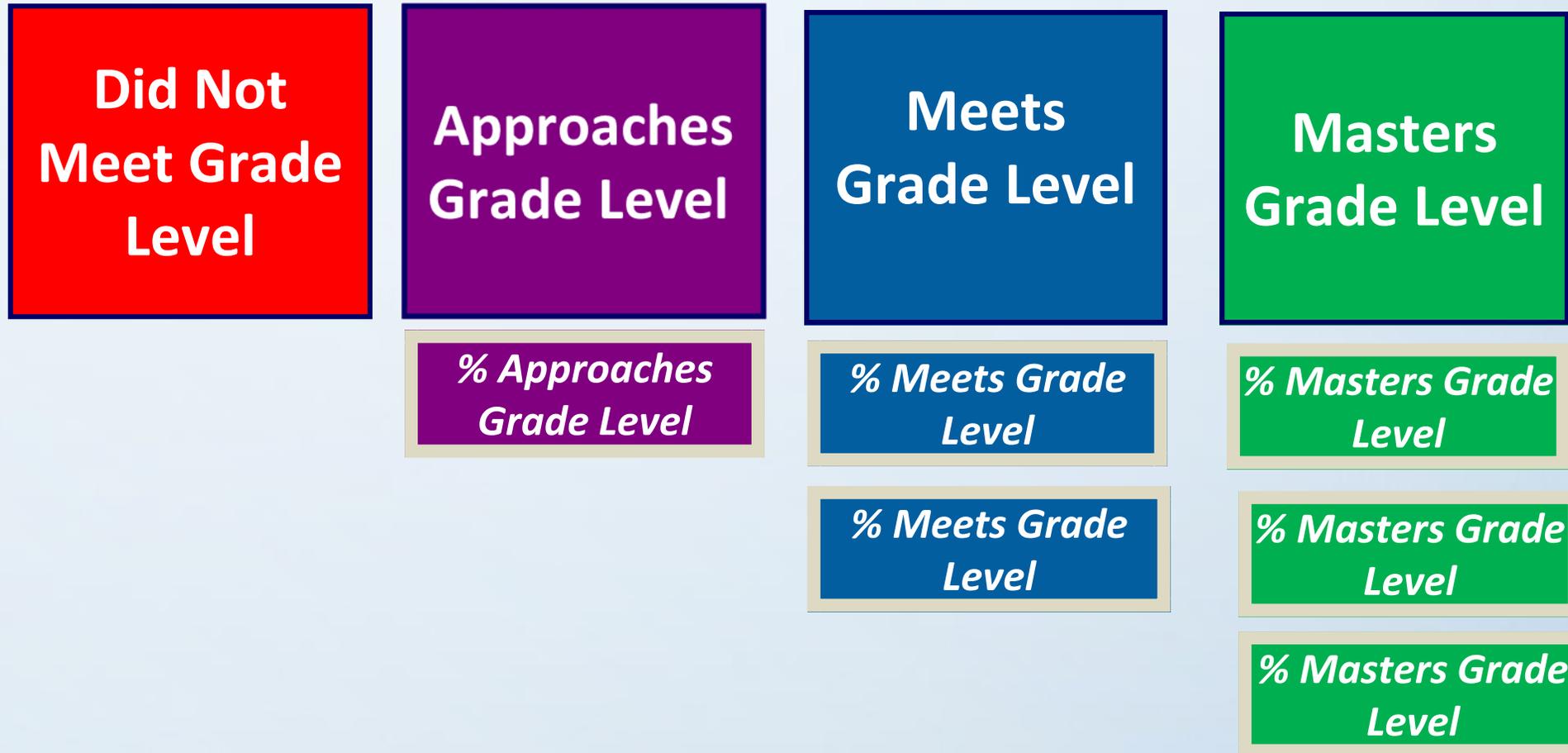
- *All 3 campuses received a C

Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments
 - **3rd-5th Grade Reading, 4th Grade Writing and 5th 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	1115	
Approaches	300	300	50	60	710	67%
Meets	200	170	25	30	425	38%
Masters	100	70	10	10	190	17%
Total Percentage Points						122
Student Achievement Domain STAAR Component Score (Total Percentage Points divided by 3)						41

Table 1: STAAR Component

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 3rd-5th Grades?

- Increase student achievement in Reading and Math at the Approaches, Meets and Masters levels
 - Utilize 2018-2019 STAAR Data for 4th and 5th graders
 - Utilize Baseline assessment in Reading and Math for 3rd 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

3rd-5th Grade Teacher Support

Continuing Support

- Vertical Planning with 3rd-5th 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 3rd-5th 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 3rd 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 3rd or 4th 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 3rd-5th 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 3rd or 4th grade (current 4th and 5th 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 2nd Grade classrooms

Student Reading Level Monitoring

CAMPUS	1st 6-Weeks GE		CAMPUS	1st 6-Weeks GE
	8.23 - 10.4			8.23 - 10.4
Buena Vista			Lamar	
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
Calderon			Ruben Chavira	
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
Lonnie Green			North Heights	
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
Garfield			Laughlin	
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?



GARFIELD ELEMENTARY
PARENT AND FAMILY ENGAGEMENT POLICY
2020-2021

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District 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 district’s improvement plan process.

The district 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.

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

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 district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. 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 District’s 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 Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees 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.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

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 District Parent and Family Engagement Policy and practices. They will also consider:
- a. Academic quality of Title I, Part A Schools
 - b. Identifying way to overcome barriers which may limit participation by parents
 - c. Review and revision of Campus School – Parent Compact
 - d. 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.

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 30, 2020 and will be in effect for the period of 2020-2021. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2020. **GARFIELD ELEMENTARY** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. **GARFIELD ELEMENTARY** hará cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar, notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

- VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:
- La calidad académica del Título I, Escuelas Parte A
 - Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres
 - El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
 - Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por GARFIELD ELEMENTARY el 30 de septiembre 2020 y será proporcionada efectivo para el período del 2020-2021. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del 30 de septiembre 2020. El plantel GARFIELD ELEMENTARY notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.

GARFIELD ELEMENTARY
POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS
2020-2021

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.



Garfield Elementary School

Student-Parent-School Compact

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to other.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.

Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer; attend parent conferences and school activities.
- Keep communication with my child's teacher and be available for questions.
- Read with my child and/or encourage daily reading at home.

School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.



Garfield Elementary School

Compacto estudiante-padre-escuela

Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Siga todas las reglas de la escuela y sea respetuoso con los demás.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo positivo para mis compañeros de clase y otros en la escuela.

Acuerdo de padres

Como padre, acepto:

- Asegurarme de que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Voluntario, asistir a conferencias de padres y actividades escolares.
- Mantener comunicación con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o fomentar la lectura diaria en casa.

Acuerdo escolar

Como escuela, aceptamos:

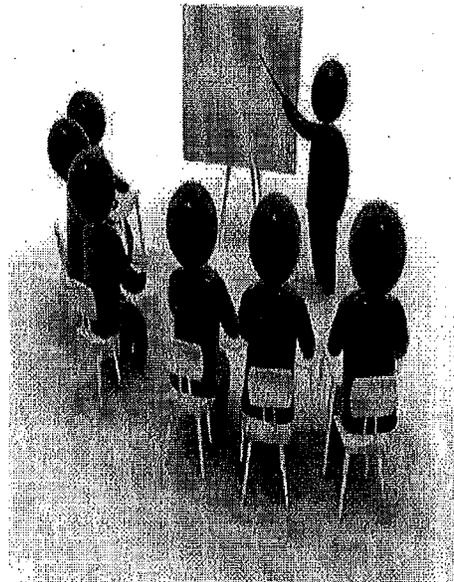
- Haga de la escuela un lugar positivo, de apoyo, seguro y con un ambiente de aprendizaje saludable.
- Brindar oportunidades para reuniones de padres y capacitaciones que mejoren la participación de los padres.
- Proporcionar un currículo de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos efectivos y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación padre-escuela.

Wednesday, September 30, 2020

10:00 am

AGENDA

- I. Welcome
- II. Introductions
- III. Title I Parent's Meeting
- IV. Presentation
- V. Questions?



Title I Parents' Meeting

Sign-In Sheet

Garfield Elementary
District/Campus

9-30-20
Date

Parent's Name	Child's Name	Phone	Request Conference
Aileen Aguirre	Orlando Aguirre	830-469-2710	
Aracely Puebla	Diego Fuentes	830-719-7571	
Norma Menchaca			
Selene Rios	Victor Rios	830-734-1805	
Marva Perez	Axel Perez	830-469-6172	

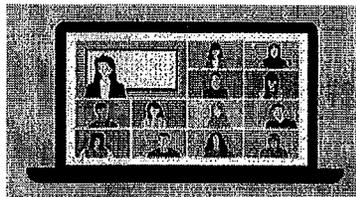
Staff Member's Name	Position
Ofelia Gonzalez	Parental Aide
Tiffany Perez	Asst. Principal
Liz Overfelt	Counselor
Denise Rubio	Principal

Monday, October 5, 2020
McKinney Vento/Families in Transition
Staff Training

3:30 pm

AGENDA

1. Welcome
2. McKinney- Vento Act
3. How do Families become homeless?
4. Parent and Student Warning Signs
5. Questions?



GARFIELD ELEMENTARY PARENT MEETING



All parents and guardians are invited to attend our monthly parent meeting.

Explanation of Title I program and what the benefits of having it in our school district.

Hope you can join us!



Invitamos a todos padres y tutores a la junta mensual de padres

Explicación del programa Title I y los beneficios de tenerlo en nuestro distrito escolar.

Esperamos que nos acompañen.



Meeting ID: 936 61601427
Passcode: TV1hx3

DATE / FECHA

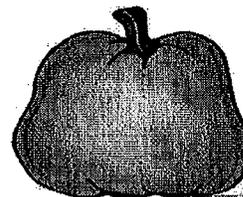
DATE / FECHA

PLACE / LUGAR

PLACE / LUGAR

TIME / HORA

TIME / HORA



Ofelia Gonzales
Parental Liaison- enlace de padres
300 W. Martin St.- 830-778-4700

Title I Parents' Meeting Sign-In Sheet

Garfield Elementary
District/Campus

10-23-20
Date

Parent's Name	Child's Name	Phone	Request Conference
Bosalia Ponce	Daniel Ponce	830-488-4114	
Norma Menchaca	Cesar Rodriguez	830-313-8192	
Brianna Gonzalez	Dannay Gonzalez		

Staff Member's Name	Position
Tiffany Perez	Asst. Principal
Denise Rubio	Principal
Emily Flores	Secretary

Monday, October 5, 2020

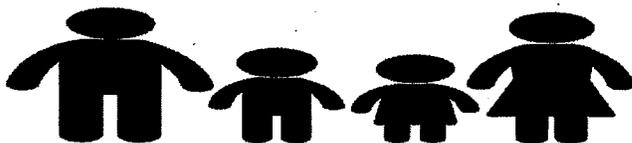
The Value and Utility of Parental Engagement

Staff Training

3:45 pm

AGENDA

1. Welcome
2. ESSA Title I requirements
3. What is Parent and Family Engagement?
4. Benefits
5. Barriers
6. Reflection
7. Questions?



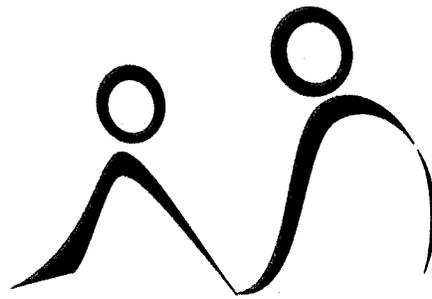
San Felipe Del Rio CISD

McKinney Vento/Families in Transition

Staff Training, October 5, 2020, 3:45 pm

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Parent and Student Reactions
- VI. Key Provisions
- VII. Questions/Concerns/Discussion



McKinney-Vento

Serving Students In Transition

meeting_saved_chat

15:26:14 From rufina.adams@sfdr-cisd.org : Garfield Elementary
McKinney-Vento and Value and Utility staff training, Monday, October 5, 2020 at 3:30
p.m.

15:26:33 From julie.cordaway : Julie C. Cordaway
15:26:37 From mariah.rivera : Mariah Rivera
15:26:37 From Katie Stallings : Katie Stallings
15:26:41 From K. Santos : Karina Santos
15:26:44 From Anilu Barberly : Anilu Barberly
15:26:45 From mariah.rivera : Gloria Marines
15:26:46 From Hilda Barrera : Hilda Barrera Martinez - 2nd Grade - Garfield
Elementary

15:26:47 From Isa Duenez 4th : Isa Duenez
15:27:05 From GRISELDA CIOFFI : Griselda Cioffi
15:27:14 From Ofelia Gonzales : Ofelia Gonzales
15:27:16 From emily.flores : Emily Flores
15:31:24 From deborah.tamayo : Deborah Smith Tamayo
15:31:48 From Blanca Lopez : Blanca E. Lopez
15:32:49 From gabriela.calderon : Gabriela Calderon
15:32:59 From Ms. Jimenez : Lily Jimenez
15:34:08 From Brenda Herrera : Brenda Limon-Herrera
15:34:13 From Melissa Sandoval : Melissa Sandoval
15:34:13 From Kirstin Snyder : Kirstin Snyder
15:34:15 From Yanet Garcia : Yanet Garcia
15:34:15 From Lucy Van Goethem : Lucy Van Goethem
15:34:15 From Yvette Rodarte : Yvette Rodarte
15:34:17 From Chelsea Lujan : Chelsea Lujan-Barnes
15:34:17 From Karla Dominguez : Karla Dominguez
15:34:18 From Mrs. Hill : Cristy Hill
15:34:18 From Zuylma Cardenas : Zuylma Cardenas
15:34:18 From Kasey Morales : Kasey Morales
15:34:19 From Arianna Navarro : Arianna Navarro
15:34:20 From 1st Elda Saldivar : Elda Saldivar
15:34:21 From Laura Garcia : Laura L. Garcia
15:34:28 From Sandra Santillan : Sandra Santillan
15:34:32 From Vanessa Fraga : Vanessa Barberly Fraga
15:34:35 From Veronica Patino : Veronica Patino
15:34:36 From roxanne.zamarripa 5 : Roxanne Zamarripa
15:34:40 From Veronica Patino : Martha Rodarte
15:34:43 From Sara Howard : sara howard
15:34:45 From Sabrina Diaz : Sabrina Diaz
15:34:49 From Veronica Patino : Jose Espinoza
15:53:29 From Diana Guajardo : Diana Guajardo
15:53:41 From elizabeth.overfelt : Elizabeth Overfelt
15:53:43 From T. Aguirre : Tomas A. Aguirre
15:53:46 From dora.leyva : Dora Leyva
15:53:48 From cynthia faz : Cynthia Faz
15:53:51 From erica.barrera : Erica Barrera
15:53:57 From Rodolfo Vazquez, Jr. : Rodolfo Vazquez

meeting_saved_chat

15:54:00 From Jessica Correa : Jessica Correa
15:54:03 From Sorayda Barrios : Sorayda Barrios
15:54:06 From Marvin Black : Marvin Black
15:54:49 From Isabel Pena : Isabel Pena
15:55:58 From Tiffany Perez : Tiffany Perez
15:56:42 From dora.leyva : auxilio paredéz
16:09:13 From Monica Rubio : Mónica Rubio
16:09:14 From yvonnev.rodriguez : Yvonne rodriguez
16:09:16 From J. Garcia : Jessica Garcia
16:09:17 From Denise Rubio : GD Rubio
16:09:21 From marisela.magadan : Marisela Magadan