

GARFIELD EL

Campus Improvement Plan

2020/2021

Principal: Genella Denise Rubio
Empowering Kids to Succeed

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

Date Reviewed:

Date Approved:

GARFIELD EL

Mission

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

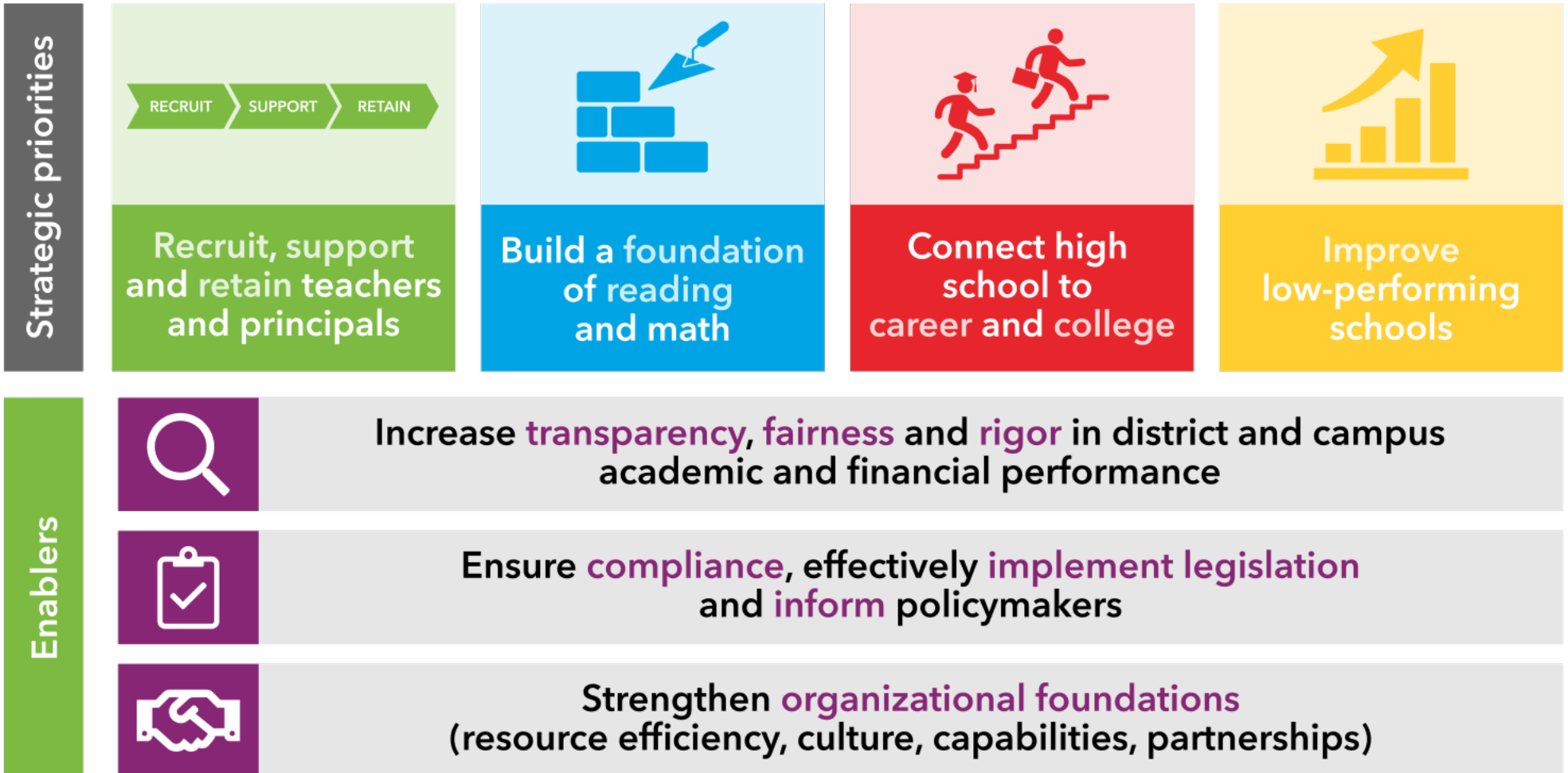
Vision

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

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 offer tutorials and give school possibly incorporate 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 announcements 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 (BYOD)/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 Barbary Fraga 5/21/2020</i>
BARBERY ANILU	2ND GRADE TEACHER	<i>Anilu Barbary 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	- - -
PEREDES AUXILIO	CROSSING GUARD	<i>Auxilio Paredes 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>

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

Objective 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
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. 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)	Campus Administrators, Cluster/Department Leaders, Teachers	September - May	(F)Federal Grant, (F)Title I, (S)Local Funds	Criteria: STAAR, TPRI, Reading level data. 10/02/20 - On Track
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) 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)	Campus Administrators, Curriculum Coordinators, Master Reading Teachers, Strategists	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I, (S)Local Funds	Criteria: Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC Summative - Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC 10/02/20 - On Track
3. Utilize our Instructional Playbook/Power	Campus Administrators, Master	August - May	(F)Title I, (S)Local Funds -	Criteria: Staar results and end of

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

Objective 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>moves, anchor charts/ virtual access folders, scaffolding/chunking strategies for best practices, exit tickets, think alouds, wait time, etc.</p> <p>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.</p> <p>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>	Reading Teachers, Special Ed Teacher, Strategists, Teachers		\$1,000	<p>year accountability data.</p> <p>Summative - Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs</p> <p>10/02/20 - On Track</p>

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

Objective 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 - \$500	Criteria: Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs Summative - Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs 10/02/20 - On Track

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

Objective 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
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)	Campus Administrators, Curriculum Coordinators, Instructional Coaches, Strategists	August - December	(F)Federal Grant, (S)Local Funds - \$1,500	Criteria: Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans and sign in sheets Summative - Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans as allowed and sign in sheets 10/02/20 - On Track
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)	Campus Administrators, Dyslexia Teacher, Instructional Coaches, Strategists, Teachers	August - June	(F)Title I, (S)Local Funds - \$3,000	Criteria: Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC Summative - Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC 10/02/20 - On Track

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

Objective 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 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 10/13/20 - On Track

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize attendance clerk to monitor attendance and provide daily reports 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. 10/05/20 - On Track

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- Goal 1.** This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 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. 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 throughout 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. 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. 10/05/20 - On Track

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- Goal 1.** This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** Garfield Elementary will create a campus that is a bully free zone so that less than 1% of student referrals are related to bullying incidences per six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide anti-bullying activities 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. 10/05/20 - Some Progress

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

Objective 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. 10/05/20 - Some Progress

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

Objective 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 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 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. 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 09/01/20 - On Track

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

Objective 1. Garfield Elementary will develop a local campus budget that is 100% aligned to the campus improvement plan and is utilized to impact student achievement for the 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 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
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)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds	10/05/20 - On Track
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)	Campus Administrators, Curriculum Coordinators, Teachers	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds	Criteria: summative/ formative assessment/ progress monitoring, walk through information 10/05/20 - On Track
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)	Campus Administrators, Curriculum Coordinators, Teachers	August - June	(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I	Criteria: Accountability scores/ PM scores/ summative scores. 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 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 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 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 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 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. 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 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 10/05/20 - On Track



Campus Improvement Plan Presentations

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

October 21, 2019

State Intervention Requirements

TEC §39.101

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

Campuses Receiving a D in any Domain

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

Accountability Ratings

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

DOMAIN 1: Student Achievement

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

*Garfield: Received a **69**

Domain 2 Part A: Academic Performance

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

*Garfield: Received an **80**

Domain 2 Part B: Relative Performance:

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

*Garfield received a **75**

Domain 3: Closing the Gap

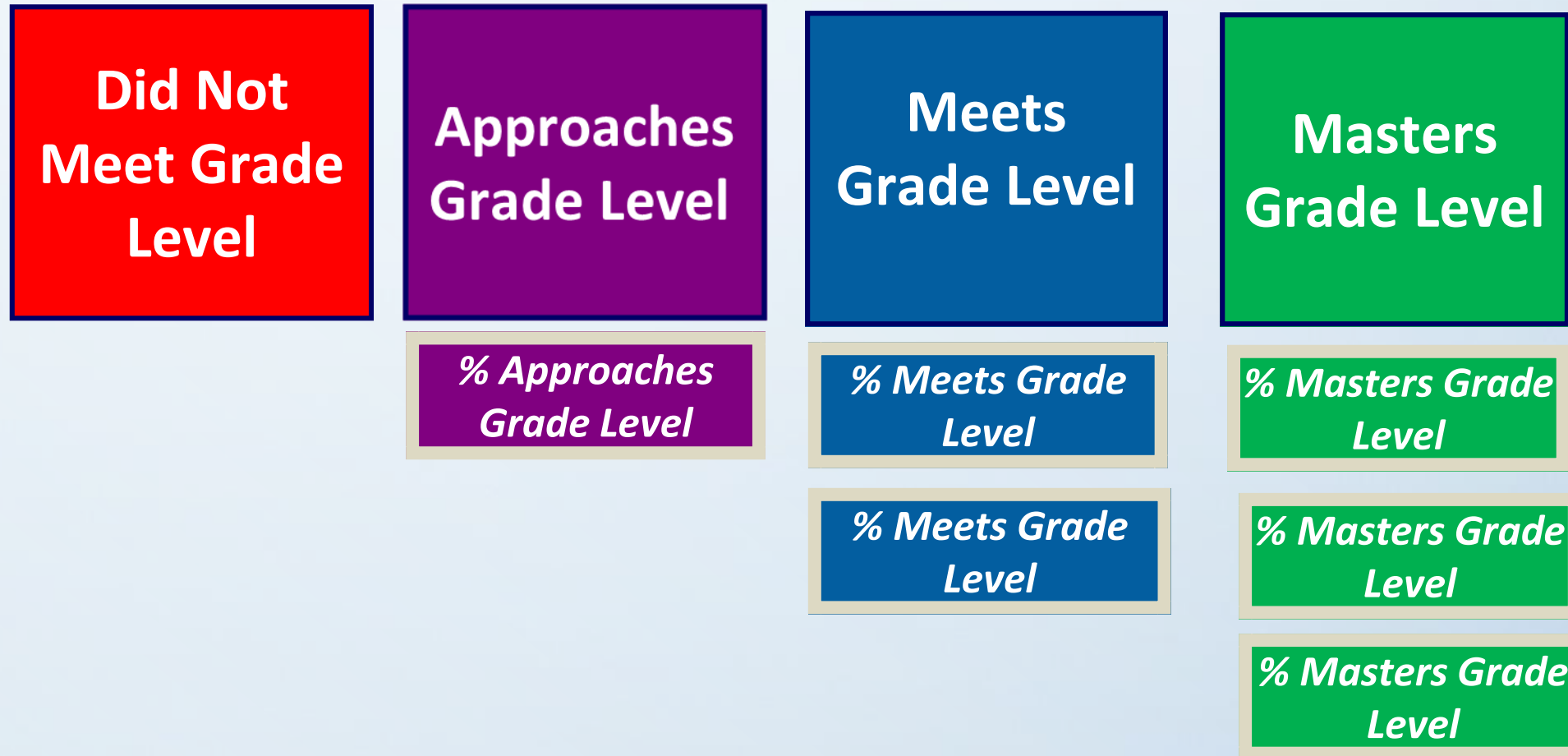
*All 3 campuses received a C

Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments
 - **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 Scores

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

What is the Focus for 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?

