

# **GARFIELD EL**

## **Campus Improvement Plan**

### **2023/2024**

*Excellence is the Expectation!*

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

Mr. Carlos U. Ramirez

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(830) 778-4700  
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# GARFIELD EL

## **Mission**

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

## **Vision**

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

### Nondiscrimination Notice

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

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

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



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



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



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

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

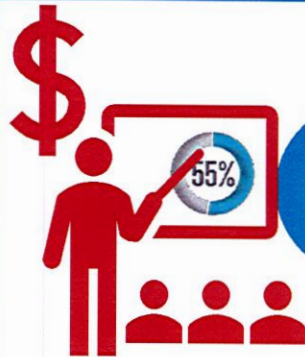
# State Compensatory Education Program

## STATE FUNDS

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

## ANALYSIS

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



## GOAL-

Target funds to close the achievement gap.



## PURPOSE -

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



TEC, §29.081

TEC, §48.104



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*\*adapted from TEA State Compensatory Education*

## GARFIELD EL Site Base

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

# GARFIELD EL

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

**Objective 1.** Garfield Elementary will increase student achievement in Science to 60% so that all student groups and subgroups show improvement by the end of the 23-24 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 23-24 school year we will utilize hands on science activities, Lead4Ward resources, Brainpop, and targeted intervention rotations to teach readiness and supporting standards, increase science vocabulary and science content knowledge for economically disadvantaged students, special education students and limited English proficient students. (TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,4.4.1,5.5.1,5.2,5.3)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)FOCUS Group Grant, (F)Title I	Criteria: Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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 2.** Garfield Elementary will increase student achievement of our LEP students in all tested areas, specifically Reading and Math, as per system safeguards so that there is less than a 10% gap between all student groups and LEP students for the 23-24 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 for ELLs in areas of Reading, Math, Writing and Science. (TI) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Title I TA: 6) (Target Group: EB) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,4,4.1,5.1,5.2,5.3)	Campus Administrators, Directors, Special Ed Teacher, Strategists	August - December	(F)FOCUS Group Grant, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans and sign in sheets  03/21/24 - Completed 11/17/23 - On Track
2. Implement the use of before school and or after school small group tutorials with campus teachers and or support staff for ELA, Science and Math to provide targeted instruction aimed at increasing our Masters and Meets numbers. Teachers will utilize DMAC reports/ benchmarks for tutorial planning and to identify skills not mastered for our LEP students to for ELLs in the areas of Reading and Math. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.2,5.3)	Campus Administrators, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers	August - June	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - On Track
3. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 2)	Campus Administrators, Chief Instructional Officers	June 2023-June 2024	(S)State Compensatory	Criteria: Payroll/HR Documentation  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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.** For the 23-24 school year Garfield Elementary will increase student achievement so that 60% of Kinder to second grade students will be at Meets or above grade level, 43% of 3rd graders will be at Meets or above in STAAR Reading, 36% of 3rd graders will be at Meets or above in 3rd grade STAAR Math and 80% of 4th and 5th graders will show growth in both STAAR Reading and Math so that all student groups and subgroups show improvement by the end of the 23-24 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level teams will meet weekly for planning protocol in Kinder to 5th grades to effectively plan for the implementation of district curriculum and utilize data disaggregation to ensure mastery of summative tests, benchmarks and to identify TARGET TEKS for the six weeks and plan for effective student interventions. Resources: AimHi, campus resource materials(binders, dividers, card stock, copy paper, pencils, folders), substitutes for trainings as needed, materials (manipulatives, instructional resources) for interventions. (TSI / TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Teachers	September - May	(F)Federal Grant, (F)Title I, (F)Title V RLIS	Criteria: STAAR, TPRI, TXKEA, summatives, baselines, benchmarks, formatives, Reading level data.  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - On Track
2. During the 23-24 school year, we will provide modeling opportunities, learning walks, coaching, continued training in the areas of effective instructional practices in ELA/Literacy block components and Math and or delivery interventions for all students using guided practices in ELA and Math. We will strategically focus on LEP and Special Education students in order to improve data. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers	August - May	(F)FOCUS Group Grant, (F)Title I	Criteria: Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - On Track
3. Utilize our Instructional Playbook/Power moves, anchor charts, scaffolding/chunking strategies for best practices, exit tickets, think alouds, wait time, etc. On going training will be provided in Lead4Ward resources, teaching academic vocabulary, authentic student engagement and level questioning to improve	Campus Administrators, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers	August - May	(F)Title I, (F)Title IV SSAEP, (F)Title V RLIS, (S)State Compensatory - \$15,727.52	Criteria: Staar results and end of year accountability data.  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - On Track

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**Objective 3.** For the 23-24 school year Garfield Elementary will increase student achievement so that 60% of Kinder to second grade students will be at Meets or above grade level, 43% of 3rd graders will be at Meets or above in STAAR Reading, 36% of 3rd graders will be at Meets or above in 3rd grade STAAR Math and 80% of 4th and 5th graders will show growth in both STAAR Reading and Math so that all student groups and subgroups show improvement by the end of the 23-24 school year.

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

# 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
<p>1. Implement the use of small group instruction/ guided interventions utilizing instructional manipulatives for our special education students. Instructional staff, counselors and administration will implement district programs and initiatives such as Balanced Literacy, RTI, GT, Special Education, 504, Dyslexia with training, student testing, homebound services to identify and support students including students with special needs. ( NCS Pearson, Pro Lexia Learning Systems)</p> <p>Use district resources to enhance learning: Epic Books, Lone Star, Flocabulary, Lexia and Renaissance reading. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August May	(S)State Compensatory - \$685.95	<p>Criteria: Lesson plans, walk throughs, Conferences</p> <p>06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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 5.** Garfield Elementary will increase campus attendance rate to 98% every six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize attendance clerk to monitor attendance and provide daily reports. Parental aide, front office secretaries and counselors will make phone calls and the parental aide will make home visits when necessary to verify absences and offer support as needed for resources, properly document, illness, etc. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parents, Teachers	August - June	(F) Title I	Criteria: Daily/Six weeks attendance reports.  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Teachers	August - June	(F)Title V RLIS	Criteria: Discipline reports, teacher feedback/ parent feedback, Counselor feedback, student feedback.  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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, PBIS Mustang Expectations, Mustang Bucks student incentives (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors	August - June	(F)Title I, (F)Title V RLIS	Criteria: Feedback from parents, teachers and students.  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - On Track
3. Counselor will coordinate with and train with District counselors/staff in order to implement a campus wide positive school guidance program. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Directors	August - December	(F)Title V RLIS, (O)Local Districts	Criteria: Feedback from staff and discipline/ online bullying reports.  03/21/24 - Completed 03/21/24 - On Track 11/17/23 - 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 student and parent activities, presentations, and or announcements campus wide throughout the year. Implementation of the PBIS Mustang Expectations and "See Something, Say Something" district initiative. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Teachers	August - June	(F)Title IV SSAEP, (O)Local Districts	Criteria: Feedback from staff, students and parents.  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - Significant Progress

# GARFIELD EL

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

**Objective 1.** Garfield Elementary will develop a local campus budget that is 100% aligned to the campus improvement plan and is utilized to impact student achievement for the 23-24 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with instructional staff regularly and purchase targeted instructional resources and materials needed for the classroom, provide staff development via zoom/ in person at the campus level based on need and provide support staff to meet student instructional goals and increase student achievement. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - June	(F)FOCUS Group Grant, (F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Feedback from staff/ survey  06/19/24 - Completed (S) 03/21/24 - Significant Progress 11/17/23 - 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 2.** Garfield Elementary will increase student achievement in Math during the 23-24 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 Kinder to 5th grade for accelerated instruction based on DMAC data from summatives, STAAR and benchmarks to close the achievement gap and increase student achievement on all STAAR tests. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 1,1,1,1.2,2,2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August - May	(F)Title V RLIS, (S)Local Funds	Criteria: Summative, pm data, STAAR data  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - On Track
2. Provide ongoing training on the integration of Math vocabulary, the implementation of effective small guided groups and purchase targeted manipulatives along with professional development for staff. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Strategists, Teachers	August - May	(F)FOCUS Group Grant, (F)Title V RLIS	Criteria: summative/ formative assessment/ progress monitoring, walk through information  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Strategists, Teachers	August - June	(F)FOCUS Group Grant, (F)Title V RLIS	Criteria: Accountability scores/ PM scores/ summative scores.  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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 23-24 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase parental and community involvement by conducting zoom meetings, face to face meetings during the day and evenings covering topics such as STAAR testing information, content area curriculum/ importance of reading, gradebook, GT information/ health and wellness, "Parent Training Series". (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August - May	(F)Title I, (S)Local Funds	Criteria: Sign in sheets, parent survey  06/19/24 - Completed (S) 03/21/24 - Significant Progress 11/17/23 - Significant 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 offer both face to face and virtual parent meetings, Open House and PTO nights. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August - May	(F)Title I	Criteria: Sign in sheets and parent survey  06/19/24 - Completed (S) 03/21/24 - Significant Progress 11/17/23 - On Track
3. Parental aide will attend in person and or virtual training as needed to turn around and conduct trainings for parents. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Parental Aides	August - June	(F)Title I	Criteria: Sign in sheets and parent survey  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - 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. Tours and orienetation will be set up for incoming Kinder parents and their children to ease the transition into elementary school. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides, Teachers	May - September	(F)Title I	Criteria: Feedback from parents  06/19/24 - Completed (S) 03/21/24 - Completed 03/21/24 - Pending 11/17/23 - Completed

# GARFIELD EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan and prepare for a presentation at Irene Cardwell to include school procedures and academic information; a brochure will be created to provide to parents at orientation. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Teachers	May	(F)Title I	Criteria: Feedback from staff and parents.  06/19/24 - Completed (S) 03/21/24 - Completed 11/17/23 - Completed
2. Increase parental and community involvement by conducting face to face and or zoom meetings both during the day and evening training in a variety of areas, for example: content area information, technology, and parenting. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides	August - May	(F)Title I	Criteria: Sign in sheets, parent surveys  06/19/24 - Completed (S) 03/21/24 - Significant Progress 11/17/23 - Significant 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 two parent conferences during the 23-24 school year to discuss student progress and interventions being implemented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will make/attempt contact with parent/ guardians at least twice a six weeks and keep a log of conferences, data discussed as well as share strategies that can be used at home to assist with student achievement. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Teachers	August - June	(S)Local Funds	Criteria: Contact logs, parent surveys  06/19/24 - Completed (S) 03/21/24 - On Track 11/17/23 - On Track

# Comprehensive Needs Assessment Summary – Garfield Elementary School 2023-2024

Utilized Data Sources: These will automatically populate from your CNA worksheets		
DMAC	Renaissance	Dashboard
Online programs for students	Benchmarks, STAAR 3rd- 5th	DMAC, STAR Reading Levels, PM's
TPRI 1st- 3rd, TXKEA -Kindergarten	TELPAS, Child Study Referrals	District Climate Survey
0	0	0
TAPR district	TAPR campus	0
0	Parental Aide	0
0	0	0
0	0	0

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?
<b>Academic Achievement</b>	K-3 TPRI	Updated Math curriculum (electronic/online resources to align with online STAAR test)	Updated Math Curriculum
	Summit k-12 (Bilingual, 2nd - 5th grades)	Science, Math, Reading STAAR Redesign resources (Fast Focus / Countdown)	Science, Math, Reading STAAR Redesign resources
	Lexia (1st grade)	Writing/grammar training and updated resources	Proper training for online programs
	K-5th Grades DMAC	Proper training for online programs	Writing /grammar resources
	k-5th grades Renaissance	Not enough licenses for Read Naturally / Lexia (Bilingual)	Chromebooks for SpEd
	Progress Learning	Chromebooks for Special Ed. classes	
	Grade Level Planning	New teacher guidance by grade level mentor	New teacher guidance
	Support Staff- Aides	Support Staff guidance with small group	Support Staff behavior wise

<b>Staff Quality</b>		Usage of hands on activities for students instruction	Better Health Insurance
		Support Staff for behavior issues	Usage of Hands on activities
		Better Health Insurance	Bonus/Stipend for Veteran Teachers
		Bonus/Stipend for Veteran Teachers	
<b>School Climate/ Safe &amp; Healthy Schools</b>	Relationship with coworkers	Resources for teachers with special population	Setup alarm system to exit building through emergency exit doors
	My campus is clean and properly maintained	My workload is appropriate for my position. The principal provides leadership in setting & maintaining behavioral standards for students	The principal provides leadership in setting & maintaining behavioral standards for students
	Police officers daily rounds	Teachers have a role in selecting instructional materials and resources.	Staff development w/ useful knowledge & skills
	I understand what is expected of me in my job.	Communicate to teachers COVID cases in class.	Teachers have a role in selecting instructional materials & resources
	I feel secure in my employment with this district.	Setup alarm system to exit building through emergency exit doors	
	I have an opportunity to collaborate with colleagues.	Card reader. Staff development w/ useful knowledge & skills	
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	Student incentives to motivate academic growth	Consistency as a campus regarding behavior issues	Consistency as a campus regarding behavior issues.
	Student of the Month celebrations	Overrewarding students who illustrate negative behaviors	Overrewarding students who illustrate negative behaviors.
	Mustang University for enrichment	Overtesting students	Overtesting students
	In-school Mustang Minutes	Invite High School student mentors (CTE) to visit on a regular basis	Invite High School student mentors (CTE) on a regular basis
	After school tutorials	Increase parental involvement	Continuation of Career Fair

	Reading Buddies	Lack of consequences	
<b>Family and Community Involvement</b>	<p>Fall Literacy Night-Reading Camp Out</p> <p>Meet The Teacher</p> <p>Monthly Parent Meetings hosted by the School</p> <p>TELPAS Training</p>	<p>Walk Across Texas-P.E Coaches</p> <p>Spring Literacy Night</p> <p>Spring Festival</p> <p>Loteria Night/INformational nights for parents</p> <p>504/SPED-Parent Infomation meeting</p> <p>"Donuts with Grownup"</p>	<p>Providing more oppurtunities for parents to become invovle with their children.</p> <p>Providing afterschool meetings for parents that work.</p>
<b>District/Campus Commitments</b>	<p>Our campus does a agreat job of maintanang inventory.</p> <p>Communication between maintainance/custodian staff and administrators is great.</p> <p>Child nutrition needs are met. Tardy students receive a sack breakfast.</p> <p>Our foster/homeless students needs are met through Mckiney-Vento Program.</p>	<p>Painting walls.</p> <p>Transportation is not always efficient, sometimes buses double up or are late.</p> <p>Campuses have students who are note in their zone. This policy is not enforced.</p> <p>AC Units are not reliable, temperature regulation needs to be controlled by individual teachers.</p> <p>Roof leaks need to be repaired and damaged tiles need to be replaced.More academic nights and take home activities.</p>	<p>AC units</p> <p>Temperature regulation</p> <p>Access to campus from all the outside doors</p> <p>Academic nights and take home activities</p>

**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.





Ξ) to visit on

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

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

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

### Jointly Developed

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

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

## Building Partnerships

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

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

## Communication is Key

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

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

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

## GARFIELD ELEMENTARY SCHOOL

**School-Teacher  
Parent-Student  
Compact  
2023-2024**



**EMPOWERING  
CHILDREN TO  
REACH THEIR  
FULL POTENTIAL**

**CARLOS U. RAMIREZ,  
PRINCIPAL**

**300 W. MARTIN ST.  
Del Rio, Texas 78840**

**830-778-4700**

# GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

## SFDR CISD District Vision

San Felipe Del Rio CISD, in partnership with our families and community, empowers every student to excel through a culture of collaboration, innovation, and achievement.

## SFDR CISD District Mission

San Felipe Del Rio provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.

## SFDR CISD Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

## 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 a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

## Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

## Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at my 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 and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

## Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children by posting on school website, distributing during Open House, have hard copies available in our front office.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

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**GARFIELD ELEMENTARY**

**Title I**

**Parental Liaison**

**ALONDRA FERRINO**

**830-778-4700/4703**

**[alondra.ferrino@sfdrcisd.org](mailto:alondra.ferrino@sfdrcisd.org)**

# Garfield Elementary

## Junta de Padres

### Title 1



Acompáñenos este  
28 de Agosto a las  
9am en la cafetería  
de Garfield o el 29  
de Agosto a las 2pm  
via Zoom

**Ms. Ruby Adams** será  
nuestra presentadora

Aprenderán sobre  
los Programas  
Federales que tiene  
el distrito y como  
beneficia a nuestros  
niños y escuela .



# Garfield Elementary

## Title 1 Parent Meeting



Join us August 28th  
at 9am in the  
Garfield Cafeteria  
or August 29th at  
2pm via Zoom

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

Come learn  
about Federal  
Programs and  
how they benefit  
our school and  
children.

# Garfield Elementary

## Title 1 Parent Meeting via Zoom

(KG-5th)

August 29, 2023

2:00 p.m. – 2:30 p.m.

### Agenda

1. Welcome/Bienvenida

Ms. Adams

2. Title 1 presentation/ Presentacion de Title 1

Ms. Adams

3. Question/ Preguntas

Ms. Adams, Alondra Ferrino Parental Liaison

4. Meeting adjourned/Fin de junta

Ms. Adams, Alondra Ferrino Parental Liaison

*Thank you for coming!*

*Gracias por venir*

# Garfield Elementary

## Title 1 Parent Meeting

(KG-5th)

August 28, 2023

9:00 a.m. – 10:00 a.m.

### Agenda

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

Thank you for coming!

Gracias por venir

## **MINUTES**

### **PARENT MEETING 08/28/23**

- Greeted parents and waited a few minutes to let parents come in
- Parents were asked to sign it
- Parental Aid welcomed parent and guest.
- Ms. Adams introduced herself to our parents
- Ms. Adams made presentation on our Federal Programs
- She touched base on each of our programs
- Ms. Adams let our parents know of McKinney Vento as well as Migrant programs
- Ms. Adams finalized presentation and asked parents if they had any questions
- Parents asked a few questions, then meeting was adjourned
- Ms. Adams thanked our parents for coming
- Parental aide thanked Ms. Adams and everyone who joined.



## **MINUTES**

### **PARENT MEETING via Zoom 08/29/23**

- Greeted parents and waited a few minutes to let parents log in
- Parents were asked to sign it in the chat
- Ms. Adams welcomed our parents
- Ms. Adams introduced herself and parental aide
- Ms. Adams made presentation on our Federal Programs
- She touched base on each of our programs under Title I
- Ms. Adams let our parents know of McKinney Vento as well as Migrant programs
- Ms. Adams finalized presentation and asked parents if they had any questions
- Parents asked a few questions, then meeting was adjourned
- Ms. Adams thanked our parents for joining us

# Title I Parent Training

Sign-In Sheet

Garfield Elementary

Campus

8/28/23

Date

Parent's Name	Child's Name	Phone	Request Conference
Karin Lopez	Romina Gonzalez	830.308.1003	
Jaime Pimentel	Israel Pimentel	830.313.1957	

Staff Member's Name	Position

# Title I Parent Training

Sign-In Sheet via Zoom

Campus Garfield Elementary

Date 8/29/23

Parent's Name	Child's Name	Phone	Request Conference
Santana Corder	Daniel Corona	8303091737	
Ana Gaona	Anette Alvarado	830354211	

Staff Member's Name	Position
Alondra Ferrino	parental aide

**Garfield**  
**PARENT AND FAMILY ENGAGEMENT POLICY**  
**2023-2024**  
**STATEMENT OF PURPOSE**

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

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

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

**PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT**

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

**SCHOOL - PARENT COMPACT**

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

**PARENTAL INVOLVEMENT OPPORTUNITIES**

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

## STAFF AND PARENT COMMUNICATION

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

## EVALUATION

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

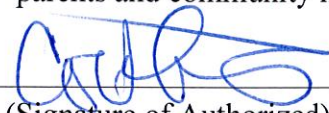
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCISD Federal and State Programs Department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

## RESERVATION OF FUNDS

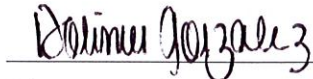
- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

## ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Garfield** on **8/28/23** and will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.





(Signature of Authorized) Principal



(Signature of Authorized) Principal / Asst. Designee

8/28/23  
(Date)

Parent Committee:

1. 
2. Karan López
3. 



**Staff Training 10-26-23**

**3:15pm-4pm**

- 1. McKinney- Vento**
- 2. Foster Care**
- 3. The Importance of Family Engagement**



**Garfield Elementary School**  
**Faculty Meeting**  
**Sign-In Sheet**

*McKinney Vento Foster Care*  
**Topic:** *Importance of Family Engagement* **Date:** *10/26/2023*

	Teachers & Staff	Teachers & Staff Signature
KINDER	<b>Garza, Elida - Cluster Leader</b>	<i>Elida Garza</i>
	Diaz, Sabrina	<i>Sabrina Diaz</i>
	Heller, Rachel	
	Trevino, Maria	<i>Maria Trevino</i>
1ST GRADE	<b>Saldivar, Elda - Cluster Leader</b>	<i>E. Saldivar</i>
	Barbery, Anilu	<i>A. Barbery</i>
	Navarro, Arianna	<i>Arianna Navarro</i>
	Snyder, Kirsten	<i>Kirsten Snyder</i>
2ND GRADE	Mendez, Danyelle	<i>Danyelle Mendez</i>
	<b>Santos, Karina - Cluster Leader</b>	<i>K. Santos</i>
	Diego, Jessica	<i>J. Diego</i>
	Yañez, Maria	<i>Maria Yañez</i>
3RD GRADE	Almaguez, Silvia	<i>Silvia Almaguez</i>
	Escobedo, Faustina	
	Lopez, Blanca	
	<b>Dueñez, Isa - Cluster Leader</b>	<i>Isa Dueñez</i>
4TH GRADE	Villanueva, Litzy	<i>Litzy Villanueva</i>
	Gaona, Nora Vanessa	<i>Nora Gaona</i>
	Calderon, Gabriela	<i>Gabriela Calderon</i>
	Narro, Olga	<i>Olga Narro</i>
5TH GRADE	Pulido, Daisy	<i>Daisy Pulido</i>
	<b>Stallings, Katie - Cluster Leader</b>	
	Cowden, Kelsa	<i>Kelsa Cowden</i>
	Garcia, Yanet	
6TH GRADE	Martinez, Angel	<i>Angel Martinez</i>
	Dr. Guajardo, Diana	<i>Diana Guajardo</i>
	<b>Hill, Isabel - Cluster Leader</b>	<i>Isabel Hill</i>
	Barrera, Hilda	<i>Hilda Barrera</i>
7TH GRADE	Aguirre, Tomas	<i>Tomas Aguirre</i>
	Limon-Herrera, Brenda	<i>Brenda Limon-Herrera</i>

1. McKinney Vento
2. Foster Care
3. Importance of Family Engagement

**Garfield Elementary School**  
**Faculty Meeting**  
**Sign-In Sheet**

Date: 10/26/2023

	Teachers & Staff	Teachers & Staff Signature
Support Staff	Viesca, Luann	
	Magadan, Marisela	
	Schkade, Pamela	
	Mendoza, Georgina	
	Faz, Cynthia	
Specials	Garcia, Laura	
	Van Goethem, Lucy	
	Morales, Kasey	
	Sanchez, Guillermo	
	Instructional Aides	Instructional Aides Signature
Kindergarten - 5th Grade	Falcon, Ahaidee	
	Morales, Diana	
	Reta, Diana	
	Rodriguez, Yvonne	
	Vazquez, Rebecca	
	Hernandez, Jackeline	
	Garcia, Jessica	
	Mandujano, Nora	
	Borrego, Stephanie	
	Puente, Yesenia	
Units	Perez, Juanita	
	Espinoza, Jose	
	Levrie, Angelica	
	Cardenas, Daisy	
PE	Faz, Kasey	
	Medina, Jennifer	
Special Education	Gonzales, Aliya	
	Garcia, Noah	
	Correa, Jessica	
	Ortiz, Jeanette	
	Flores, Emily	
	Paredes, Auxilio	
	Torre, Maribel	
	Rodarte, Annaracely	
	Petty, Abriana	
	Rivera, Mariah	



- # Garfield Elementary School Faculty Meeting Sign-In Sheet

[illegible]