

# **GARFIELD MIDDLE**

## **Campus Improvement Plan**

### **2024/2025**

*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.*

Mrs. Iris Oca

300 W. Martin  
(830) 778-4700  
iris.oca@sfdcr-cisd.org

# GARFIELD MIDDLE

## **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 MIDDLE 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.

## **DISTRICT GOALS:**

District Goal 1-School Safety: The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

District Goal 2 - Student Performance: The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

District Goal 3 -Results-Driven Accountability: The District will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

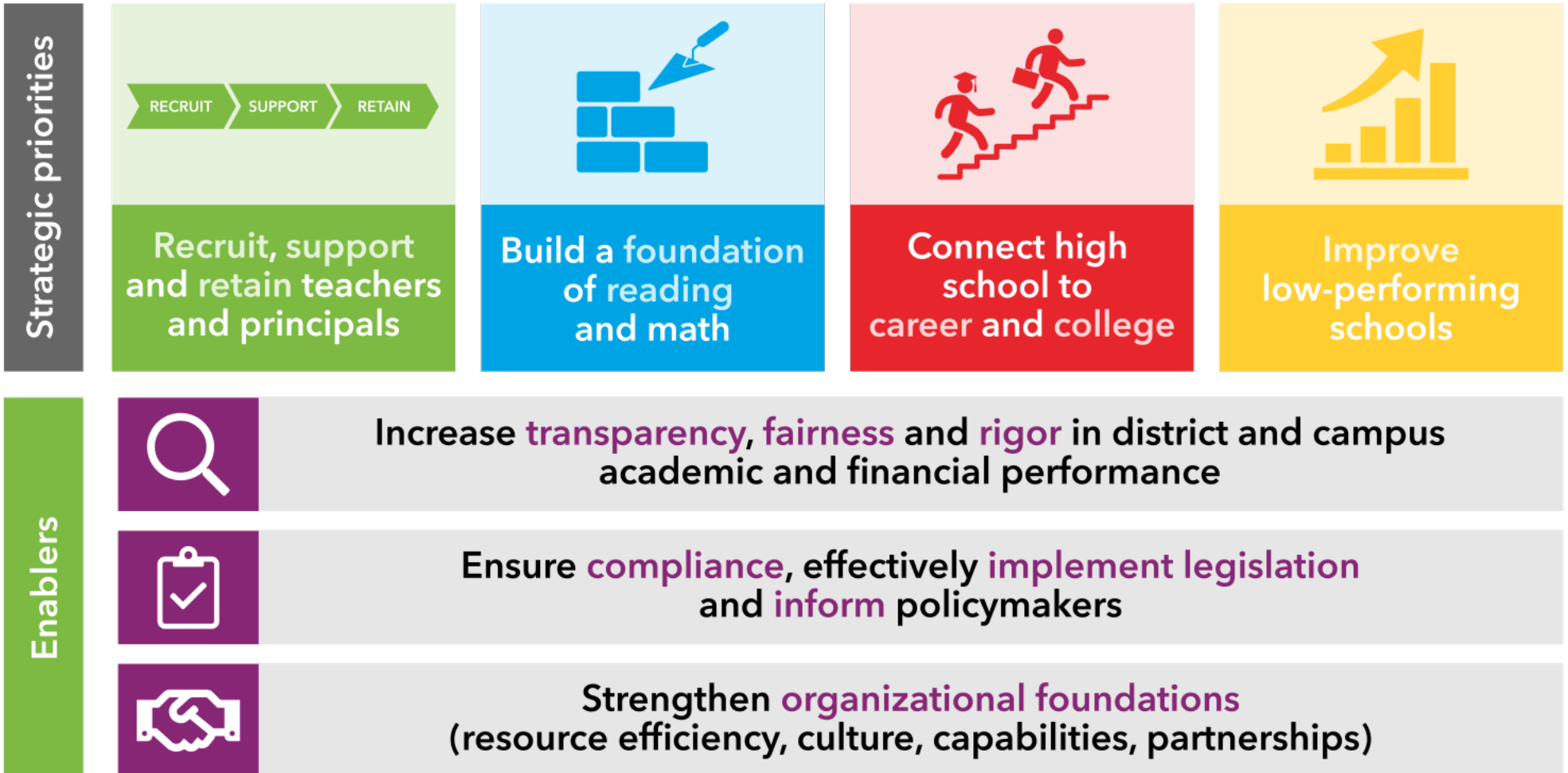
District Goal 4 – Finance: The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 5– Communication: The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

District Goal 6 – Del Rio Middle School: The District shall continue the current level of implementation and supports for improvements at Del Rio Middle School.

District Goal 7 – Reading & Writing: The District shall prioritize reading and writing as a skill for lifelong learning.

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

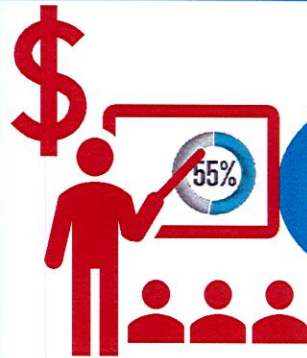


*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

# State Compensatory Education Program

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

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



**GOAL-**  
Target funds  
to close the  
achievement  
gap.



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



TEC, §29.081

TEC, §48.104

**TEA**



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*\*adapted from TEA State Compensatory Education*

## GARFIELD MIDDLE Site Base

Name	Position
Magadan, M	Bil Strategist
Duenez, Isa	Teacher
Saldiva, E	1st Teacher
Castro, Lazaro	Business
Hill, Isabel	5th grade cluster leader
Garcia, Laura	Special Education Teacher
Oca, Iris	School Principal
Balderas, Darby	Asst Principal Intern
Fernandez, Sharon	Asst Principal
Garza, Elda	Kinder Cluster Leader
Lopez, Blanca	2nd Teacher
Garcia, David	Community Member

# GARFIELD MIDDLE

**Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.

**Objective 1.** Garfield will meet state safety requirements to ensure a safe and secure learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will train, conduct and monitor monthly drills that support and ensure student/staff safety that are state mandated (Fire, Shelter in Place, Lockdown, Secure, and Hold)-Rapter Alert. (Title I TA: 8) (Target Group: All) (ESF: 3)	Campus Administrators	August-May	(O)Local Districts	06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track
2. Campus administration will complete weekly door sweeps to ensure building safety and to address any mechanical/human errors that may compromise student/staff safety. (Title I TA: 8) (Target Group: All) (ESF: 3)	Campus Administrators	August-August	(O)Local Districts	06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track
3. Campus administration will ensure that there is an armed peace officer on campus for safety of all students and stakeholders on campus. (Title I TA: 8) (Target Group: All) (ESF: 3)	Campus Administrators	August-August	(O)Local Districts	06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track



# GARFIELD MIDDLE

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 2.** Garfield Elementary will increase campus attendance rate to 93% 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) (Title I TA: 1,2,3,4,5,8) (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.  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track

# GARFIELD MIDDLE

- Goal 1.** (Safe and Secure School Environment) The District shall ensure safe and secure school environments that provide resources and supports for student wellness, attendance and academic success.
- Objective 3.** 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 sixweeks 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) (Title I TA: 1,2,3,4,5,6,7,8) (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.  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track
2. Students will receive health education lessons through Catch Health Education Journey curriculum and software licenses. It address the physical, emotional and mental well-being of students through its Mind-Heart-Body approach and coordinated framework. (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.2,3.3)	Health, Safety & Nutrition Coordinator, Teachers	August-May	(F)Title IV SSAEP	Criteria: Lesson plans, data usage  06/03/25 - Completed (S) 03/04/25 - On Track 03/04/25 - On Track 11/20/24 - On Track

# GARFIELD MIDDLE

**Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

**Objective 1.** Garfield Elementary will increase student achievement in Math during the 24-25 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 and Reading curriculum and resources and materials 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. (Renaissance/Lexia Learning LLC) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Title I TA: 1,2,3,4,5,6,7,8) (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	(S)State Compensatory - \$15,905.52	Criteria: Summative, pm data, STAAR data  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track
2. 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) (Title I TA: 1,2,3,4,5,6,7,8) (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.  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track

# GARFIELD MIDDLE

**Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

**Objective 2.** Garfield Elementary will increase student achievement of our Special Education students so that there is less than a 10% gap between all student groups and special education students in all tested areas for the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the use of small group instruction/ guided interventions utilizing instructional manipulatives for our special education students. 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. (HB4545, Fluency Tracker, Nearpod, Canvas, Zoom, AimHi, etc.) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Title I TA: 2,3,5) (Target Group: SPED) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists	August-May	(F)Title IV SSAEP, (F)Title V RLIS	Criteria: Lesson plans, walk throughs, Conferences  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - On Track

# GARFIELD MIDDLE

**Goal 2.** (Student Performance) The District shall utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization, motivation for attendance and student achievement at the highest standards of excellence.

**Objective 3.** Garfield Elementary will increase student achievement in Science to 60% so that all student groups and subgroups show improvement by the end of the 24-25 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 24-25 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. Coordinate with ACE Program for students needing additional tutoring and support. TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: ECD,EB,SPED) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August-May	(F)FOCUS Group Grant, (F)Title I, (S)State Grant	Criteria: Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - On Track

# GARFIELD MIDDLE

**Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

**Objective 1.** 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 24-25 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: 5,6) (Target Group: EB) (Strategic Priorities: 1,2,4)	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  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - 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 meet system safeguards for ELLs in the areas of Reading and Math. (TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Title I TA: 2,3,6) (Target Group: EB) (Strategic Priorities: 2,4)	Campus Administrators, Strategists, Teachers	August-May	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - On Track

# GARFIELD MIDDLE

- Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.
- 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) (Title I TA: 7,8) (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  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - On Track

# GARFIELD MIDDLE

**Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.

**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) (Title I TA: 7) (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.  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - On Track
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  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - On Track



# GARFIELD MIDDLE

- Goal 3.** (RDA-Bilingual/ESL/EL) The Superintendent will ensure the improvement of student performance in TEA's Results Driven Accountability (RDA) for the Bilingual/ESL/EL program from Determination Level 3 to a Determination Level 2 or better by monitoring the implementation of research-based methods and strategies with fidelity across campuses to increase the number of students meeting the exit criteria.
- Objective 4.** Garfield Elementary classroom teachers will hold a minimum of two parent conferences during the 24-25 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) (Title I TA: 7) (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  06/03/25 - Completed 03/04/25 - On Track 12/20/24 - On Track

# GARFIELD MIDDLE

**Goal 4.** (Finance) The District shall 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 24-25 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: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders	August-May	(F)Federal Grant, (O)Local Districts, (S)Local Funds	Criteria: Monthly expenditure reports  06/03/25 - Completed 03/04/25 - Significant Progress 11/20/24 - Some Progress

# GARFIELD MIDDLE

**Goal 5.** (Communication) The District shall increase the awareness and access to all resources through consistent and effective communication with students, parents, staff, and the greater community.

**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 24-25 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, use of technology, 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) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August-May	(F)Title I, (S)Local Funds	Criteria: Sign in sheets, parent survey  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track
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 including Title I, School Compact, Parent Engagement Policy, Open House and all in English and Spanish as needed. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August-May	(F)Title I	Criteria: Sign in sheets and parent survey  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track

# GARFIELD MIDDLE

**Goal 6.** (Reading and Writing) The District shall prioritize reading and writing as a skill for lifelong learning.

**Objective 1.** For the 24-25 school year Garfield Elementary will increase student achievement so that 70% of students score a minimum of 6 points on ECR on the RLA STAAR assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level teams will meet weekly for planning protocol in 3rd 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. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Title I TA: 2,3,5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Federal Grant, (F)Title I	Criteria: STAAR, TPRI, TXKEA, summatives, baselines, benchmarks, formatives, Reading level data.  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track
2. During the 24-25 school year, we will provide modeling opportunities, learning walks, coaching, continued training in the areas of effective instructional practices in ELA/Literacy block components for all students using guided practices in ELA. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Title I TA: 2,3,4,8) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher	August-May	(F)FOCUS Group Grant, (F)Title I	Criteria: Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC  06/03/25 - Completed 03/04/25 - On Track 11/20/24 - On Track

# Comprehensive Needs Assessment Summary

## Garfield Elementary School 2024-2025

**Utilized Sources: These will automatically populate from your CNA Worksheets**

DMAC	Wonders Curriculum	STAR Renaissance
Summit K-12	Climate Survey	Climate Survey
District Calendar	Community Members	Parental Aide
Bilingual Strategist Observations	Technology	McKinney-Vento Reports
		Cafeteria

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>	More Data reports to create intervention groups ACE (zens/tutorials) Online Programs (Progress learning/summit) Student Growth Trackers Interventions with bilingual strategists Mustang Minute intervention time	Lone Star/Brain Pop for interventions Training/Professional development throughout the year  Student Incentives to promote academic growth	Use appropriate funds to be used to be able to purchase instructional programs Science, Math, Reading, STAAR Redesign resources
<b>Staff Quality</b>	District-wide Job Fair Book study for new staff Teacher retention rate Support for campus administrators	Mentor Program- Continued Meetings and Cluster Leadership for SPED Units and Special Training Throughout the year for Teachers Read Cohort Refresher	Teacher Mentor Program Improved Health Insurance Bonus/Stipend
<b>School Climate/ Safe &amp; Healthy Schools</b>	Badge Readers Door alarms Having Officer Maldonado on campus  Meaningful wall decorations/students' work, Music & Art Performances Monthly drills/emergency bags/Raptor	Consistency for behavioral issues/referrals  Additional badge readers (all office doors, library's side door, exit door by kinder) Keys for subs Pep-rally for STAAR testing, Staff picture board Mother/Son, father/daughter dance	Staff development w/useful knowledge & skills Teachers have a role in selecting

<b>College &amp; Career Readiness/ Graduation/ Drop-out Reduction Rate</b>	Mustang Minutes Campus/Classroom Data walls  Incentives for top AR readers, Bike raffles for perfect attendance, Mustang Bucks  UIL	Low campus morale  Low parental involvement  Mentor at-risk/bubble students over testing students  Lack of consistency throughout grade levels	Visiting of local college campus  Continuation of Career Fair  invite high school CTE students
<b>Family and Community Involvement</b>	Monthly parental meetings in the beginning of Bilingual Training  Fall Festival  ACE Parent meetings  Meet the Teacher	Parent meetings in the afternoon, Zoom, and FB  PTO committee  English classes for parents  Spring Festival Loteria Nights	Use funds to purchase items that can be used to improve parent involvement and participation.
<b>District/Campus Commitments</b>	badge readers to exterior doors. Front door alarms are added security  Cart for the tardy students that need breakfast  McKinney-Vento program and outside support	Not enough workbooks. Waiting to get them for Tardy breakfast is not the healthiest breakfast.  The school needs fresh painting (walls are dirty,	Academic nights and take home  Maintenance improvement
<b>NOTE :</b> 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.			



## **CNA Meeting #1 5-1-2024**

**3:15pm-4pm**

### **1. Review of Comprehensive Needs Assessment**

*The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6))*

#### **Committee Leads & Assignments:**

- a. Academic Achievement Lead, Mrs. I Duenez & Members
  - b. Staff Quality Lead, Mrs. Stallings & Members
  - c. School Climate/Safe & Healthy Schools Lead, Mrs. E Saldivar & Members
  - d. College & Career/Graduations/Dropout Reduction Lead, Mrs. C Hill & Members
  - e. Parent & Community Engagement, Ms. K Santos & Members
  - f. District/Campus Commitments, Mrs. E Garza & Members
2. Each lead is expected to meet with their Assigned Committee Members
3. Teacher and Support Staff Member of the Month

#### **Required Meetings**

**Meeting #1 with all stakeholders, May 1, 2024 3:15pm-4pm Garfield Cafeteria**


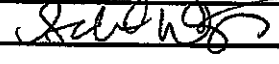
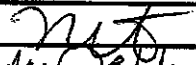

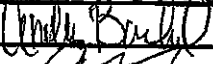

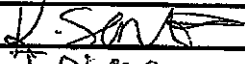
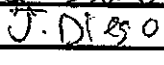
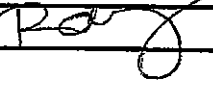
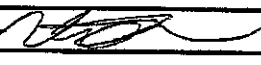
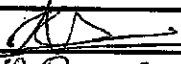
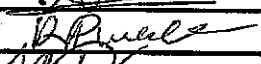
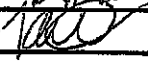
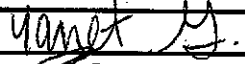
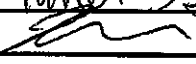



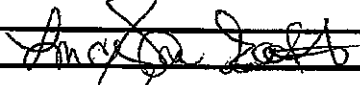
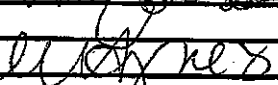
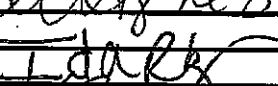
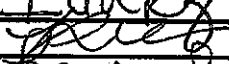
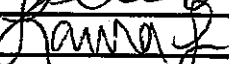
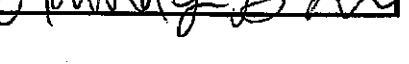

**Meeting #2 with your committee to review probing questions and collect data. May 6th-10th Sign in sheet required.**

**Meeting #3 with all stakeholders to review findings Wednesday, May 15, 2024 3:15pm at Garfield Cafeteria**

**Meeting #4 with Committee Leads and Principal to submit findings Thursday, May 16, 2024**

**Garfield Elementary School  
Faculty Meeting  
CNA MEETING #1**



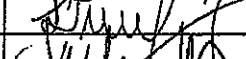





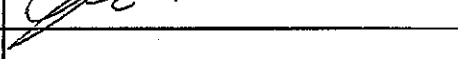
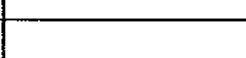

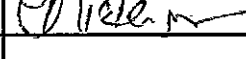
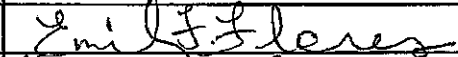

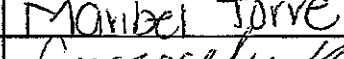

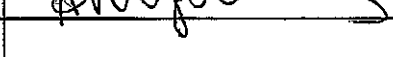
**Date: May 1, 2024**

Teachers & Staff	Signature
Garza, Elida - Cluster Leader	
Diaz, Sabrina	
Heller, Rachel	
Trevino, Maria	
Saldivar, Elda - Cluster Leader	
Barbery, Anilu	
Navarro, Arianna	
Snyder, Kirsten	
Mendez, Danyelle	
Santos, Karina - Cluster Leader	
Diego, Jessica	
Yañez, Maria	
Almaguer, Silvia	
Rodriguez, Melanie	
Escobedo, Faustina	
Lopez, Blanca	
Dueñez, Isa - Cluster Leader	
Villanueva, Litzy	
Gaona, Nora Vanessa	
Calderon, Gabriela	
Narro, Olga	
Pulido, Daisy	
Stallings, Katie - Cluster Leader	
Cowden, Kelsa	
Garcia, Yanet	
Martinez, Angel	
Dr. Guajardo, Diana	
Hill, Isabel - Cluster Leader	
Barrera, Hilda	
Aguirre, Tomas	
Limon-Herrera, Brenda	
Sanchez, Guillermo	
Van Goethem, Lucy	
Morales, Kasey	
Hughes, Mariselda	
Patino, Veronica	
Rodriguez, Ida	
Rodriguez, Reina	
Garcia, Laura	



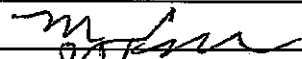
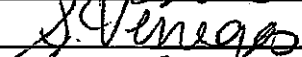


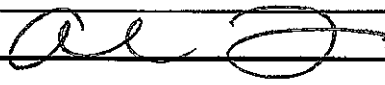
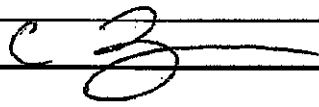
**Garfield Elementary School**  
**Faculty Meeting**  
**CNA Meeting #1**

Date: May 1, 2024

Instructional Aides	Instructional Aides Signature
Falcon, Ahaidee	
Reta, Diana	
Morales, Diana	
Hernandez, Jackeline	
Perez, Juanita	
Garcia, Jessica	
Mandujano, Nora	
Rodriguez, Yvonne	
Borrego, Stephanie	
Puente, Yesenia	
Espinoza, Jose	
Levrie, Angelica	
Garcia, Monyca	
Zamora, Ariela	
Cardenas, Daisy	
Vazquez, Rebecca	
Meza, Kimberly	
Rodriguez, Luz	
Ortiz, Dora	
De La Garza, Yanelli	
Grieff, Nicole	
Ortiz, Jeanette	
Flores, Emily	
Chacon, Kasandra	
Torre, Maribel	
Rodarte, Annaracely	
Petty, Abriana	
Rivera, Mariah (sub- Brianna Chacon)	

**Garfield Elementary School**  
**Faculty Meeting**  
**CNA Meeting #1**

Date: May 1, 2024

Additional Staff (Print Name)	Signature
Carlos Ramirez	
Dolimer Gonzalez	
Escobar, Marysela	
Venegas, Sandra	
Magadan, Marisela	
Viesa, Luann	
Martinez, Cassandra	
Medina, Yolisma	
Garcia, Judy	
Escajeda, Claudia	
Ferrino, Alondra	
Gonzalez, Yesica	
Flores, Yuridia	
Sunderland, Sarah	
Tovar, Olga	
Faz, Cynthia	
Musquiz, Munylda	
Correa, Jessica	
Maldonado, Roberto	
Paredes, Auxilio	
Valdez, Eugenio	
Delgado, Freddy	
Delgado, Zenon	
Flores, Mirssa	
Uribe, Patricia	

**Date: May 15, 2024**


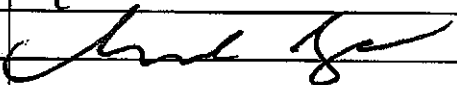
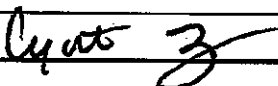
**Date: May 15, 2024**

[illegible]

**Garfield Elementary School  
Faculty Meeting**

**CNA MEETING #3**

**Date: May 15, 2024**

Additional Staff (Print Name)	Signature
Carlos Ramirez	
Dolimer Gonzalez	
Escobar, Marysela	
Venegas, Sandra	
Magadan, Marisela	
Viesa, Luann	
Martinez, Cassandra	
Medina, Yolisma	
Garcia, Judy	
Escajeda, Claudia	
Ferrino, Alondra	
Gonzalez, Yesica	
Flores, Yuridia	
Sunderland, Sarah	
Tovar, Olga	
Faz, Cynthia	
Musquiz, Munylda	
Correa, Jessica	
Maldonado, Roberto	
Paredes, Auxilio	
Valdez, Eugenio	
Delgado, Freddy	
Delgado, Zenon	
Flores, Mirssa	
Uribe, Patricia	

## Garfield Elementary School

## CNA MEETING #4

**Date: May 16, 2024**

[illegible]

## Sign-In Sheet

5/19/2024

[illegible]

	Attending	REFAD Cohort
D. Pulido		
O. Narro		
L. Villanueva		

## CNA Meeting #2

Committee: Staff Quality Sign-In Sheet 5/8/2024 Date: \_\_\_\_\_

[illegible]

## Sign-In Sheet

## Schools

[illegible]



**CAN Meeting**  
**School Climate / Safe & Healthy Schools**

Wednesday, May 8, 2024

Name	Signature
Kirstin Snyder	Kirstin Snyder
Danyelle Mendez	D. Mendez
Arianna Navarro	Arianna Navarro
Anika Barbery	Anika Barbery

# Sign-In Sheet

Committee: Community Engagement Date: 5/7/24

[illegible]

## Sign-In Sheet

5/7/24

## Signature

## Sign-In Sheet

Committee: District/ campus Commitment Date: 05/09/2024

[illegible]

## 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 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  
2024-2025**



**EMPOWERING  
CHILDREN TO  
REACH THEIR  
FULL POTENTIAL**

**IRIS OCA, PRINCIPAL**

**300 W. MARTIN ST.**

**Del Rio, Texas 78840**

**830-778-4700**

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

## SFDRICSD 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.

## SFDRICSD 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.

## SFDRICSD 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.

---

**GARFIELD ELEMENTARY**

**Title I**

**Parental Liaison**

**ALONDRA FERRINO**

**830-778-4700/4703**

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

# Garfield Elementary

## Title 1 Parent Meeting

(KG-5th)

September 18, 2024

3:30pm-4:00pm

### Agenda

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

Thank you for coming!

Gracias por venir

**Title I**  
**Parent-School**  
**Compact Meeting**  
**2024-2025**  
 Sign-In Sheet

Garfield  
 Campus

9/18/2024  
 Date

Parent's Name	Child's Name	Phone	Request Conference
Vicki Carrasco Renel Barragan	Royce E. Barragan	830 488 2710	
Bertha George Hipolito	Tadeo + Georgina Hipolito	(830) 388 0261	
Carmon Ruelas	Lily	830 354 7085	
Enika Cruz	Santiago Munoz	830 309 4777	
Ana Coronado	Ana Hdez	830 309 8365	
Zoraida Acosta	Cattleya Castelan	830 712 0479	
Santana Corder	Daniel Corona	830-309-1737	
Santana Corder	Nolan Corona		
Aden Perez	Ilun Orion + Anais	830 664 9564	
Monica Cuellar	Emma Ortiz	830 854 5060	
Jhanna Rodriguez	Luz Muniz	(830) 313 2991	

Staff Member's Name	Position



**Title I**  
**Parent-School**  
**Compact Meeting**  
**2024-2025**  
 Sign-In Sheet

Campus Garfield

Date 9/18/2024

Parent's Name	Child's Name	Phone	Request Conference
Crystal Huerta	Adaline Palacios	3130205	
Kasandra Cervantes	Renata Rangel	830-273-5733	

Staff Member's Name	Position

# Garfield Elementary

## Title 1 Parent Meeting

(KG-5th)

September 20th, 2024

3:30pm-4:00pm

### Agenda

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

Thank you for coming!

Gracias por venir

# Title I Parent Training

## Sign-In Sheet

Garfield Elementary  
Campus

9/20/24  
Date

Parent's Name	Child's Name	Phone	Request Conference
Poeth Castañeda	Michael Castañeda	880 461 9963	
Sandra Venegas	Aaron + Alan Venegas		
Alondra Ferrino	Nicholas Ferrino		
Yulisa / Leonel Rdz	Aliyah / Leonel Rdz	830 488 3715	meeting
Jennifer Avila	Jahva Avila	930 309 9092	
Ana Guona	Anette Alvarado	830 354 1211	

Staff Member's Name	Position

**Garfield**  
**PARENT AND FAMILY ENGAGEMENT POLICY**  
**2024-2025**  
**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 SFDRCSID Federal and State Programs Department at 830-778-4153.

## RESERVATION OF FUNDS

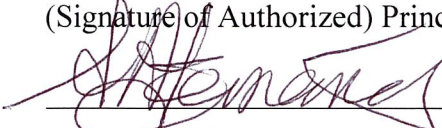
- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

## ADOPTION



This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Garfield** on **9/20/24** and will be in effect for the period of 2024-2025. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.

  
\_\_\_\_\_  
(Signature of Authorized) Principal

9/20/24  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

1.   
\_\_\_\_\_
2.   
\_\_\_\_\_
3. Tenisee, T. A. A. A.  
\_\_\_\_\_



**McKinney-Vento/Families in Transition  
Foster Care Staff Training  
2024-2025**

**Garfield**

Campus

**11/18/24 @ 3:15**

Date/Time

Staff Name	Position	Signature
Stacey Harris	Dyslexia Specialist	Stacey Harris
Marisela Magadan	Bilingual Strategist	Marisela Magadan
Arianna Navarro	3rd Teacher	Arianna Navarro
Lanette M. Rodriguez	2nd grade teacher	Lanette M. Rodriguez
Darby Balderras	Intern Assistant Principal	Darby Balderras
Laura L. Garcia	SPED teacher	Laura L. Garcia
Yanet Garcia	Teacher (4th)	Yanet Garcia
Olga Narro	Teacher (3rd)	Olga Narro
Christopher Carrillo	Teacher (life skills)	Christopher Carrillo
Jessica Garcia	3rd Grade Aide	Jessica Garcia
Karina Santos	4th Teacher	K. Santos
Diana Reton	Instr. Aide	D. Reton
Alma Montolla-Lopez	CNA	Alma Montolla-Lopez
Blanca E. Lopez	2nd Grade Teacher	Blanca E. Lopez
Nadia Harrison	Instr. Aide	Nadia Harrison
Kasey Mordes	Music Teacher	Kasey Mordes
Monica Urbina	CNA	Monica Urbina
Monyca Garcia	LS Aide	Monyca Garcia

**McKinney-Vento/Families in Transition  
Foster Care Staff Training  
2024-2025**

**Garfield**  
Campus

**11/18/24 @ 3:15**  
Date/Time

Staff Name	Position	Signature
Elda Saldivar	Teacher	Elda Saldivar
Crystal Tristan	Teacher	Crystal Tristan
Lori Solis	ARD Facilitator	Lori Solis
Anika Barbery	Teacher	A. Barbery
Amanda Salas	Counselor	A. Salas
Alondra Ferrino	parental aide	Alondra Ferrino
Claudia Escalada	Attendance	Claudia Escalada
Emily Felton	Library Aide	Emily Felton
Cristy Hill	Teacher	Cristy Hill
Angel Martin	Teacher	Angel Martin
Melanie Rodriguez	Teacher	Melanie Rodriguez
Veronica Pahn	Teacher	Veronica Pahn
Amy Guia	Teacher	Amy Guia
Brenda y Limon	-Herrera teacher	Brenda y Limon
Tomas Aguirre	Teacher	Tomas Aguirre
Isa Duenes	Teacher	Isa Duenes
Judith Garcia	Secretary	Judith Garcia
Cassandra Martinez	Nurse	Cassandra Martinez
Iris Dea	Principal	Iris Dea



# The Value and Utility of Parent and Family Engagement

## Staff Sign-In Sheet

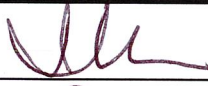


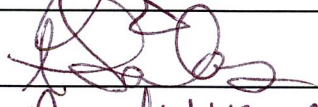
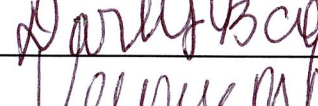
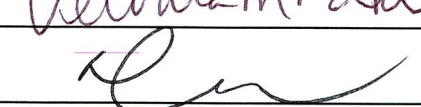
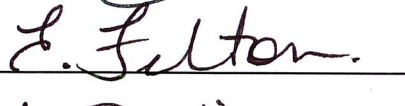
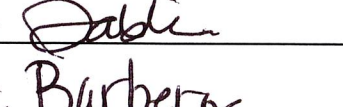
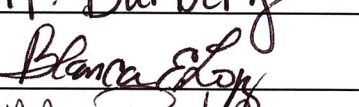


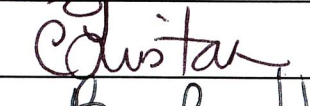
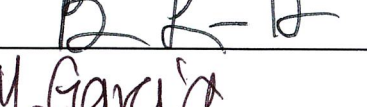
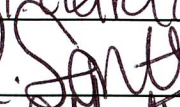


### 2024-2025

**Garfield**

Campus

**11/18/24 @3:15**

Date

Staff Name	Position	Signature
Iris Orr	Principal	
Alondra Ferrino	parental aide	
Claudia Escobedo	Attendance	
Jessith Garcia	Principals Sec.	
Amanda Salas	Counselor	
Darby Balderas	AP intern	
Veronica Patino	Life Skills Teacher	
Cassandra Martin	Nurse	
Emily Felton	Library Aide	
Elda Saldivar	Teacher	
Anilu Barbero	Teacher	
Blanca E. Lopez	Teacher	
Melanie Rodriguez	Teacher	
Olga Narro	Teacher	
Arianna Navarro	teacher	
Crystal Tristan	teacher	
Brenda Limón-Herrera	teacher	
Yanet Garcia	teacher	
Karina Santos	teacher	
Cristy Hill	teacher	



# The Value and Utility of Parent and Family Engagement

## Staff Sign-In Sheet




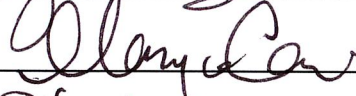

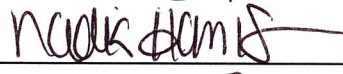

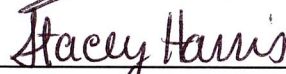


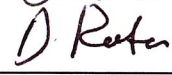


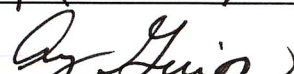
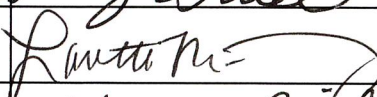

### 2024-2025

**Garfield**

Campus

**11/18/24 @3:15**

Date

Staff Name	Position	Signature
Isa Duenes	Teacher - 4	
T. Aguirre	Teacher - 4	
K Mordes	Teacher-Music	
M. Garcia	Lifeskills Aide	
M. Urbina	Lifeskills CNA	
N Harrison	Lifeskills	
Mtz A	5 <sup>th</sup>	
Stacey Harris	Dyslexia Specialist	
Marisela Magaden	Bilingual Strategist	
Lumia L. San	SPED Resource	
Diana Reta	Bilingual aide	
Jessica Garcia	Bilingual aide	
Lorinda Solis	ARD Facilitator	
Ay Guina	Teacher (temp)	
Lanette M. Rodriguez	Teacher (2nd)	
Christopher Carrillo	Teacher / Lifeskills	
Alma L. Montolka	CNA / Lifeskills	