

GARFIELD EL

Campus Improvement Plan

2018/2019

Principal: Genella Denise Rubio
Empowering Kids to Succeed

Mrs. GD Rubio
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Date Reviewed:

DMAC Solutions ®

Page 1 of 39

Date Approved:

10/11/2018

GARFIELD EL

Mission

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

Vision

At Garfield Elementary we will foster a nurturing environment where everyone shares in Garfield PRIDE.... P-Passion, R-Responsibility, I-Imagination, D-Dedication, E-Engagement.

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.

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

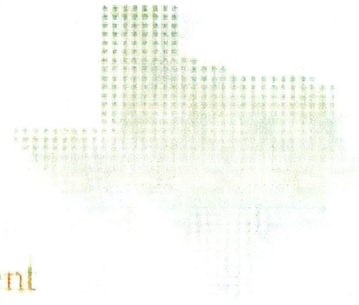
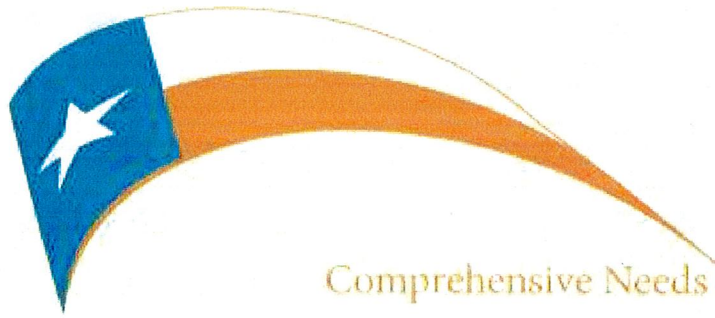
Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

GARFIELD EL Site Base

Name	Position
Barbery-Fraga, Vanessa	Teacher
Barrera, Erica	5th Cluster Leader
Casillas, Mona	Assistant Principal
Cioffi, Griselda	Teacher
Duenez, Isa	Teacher
Felton, E	Aide
Garcia, Laura	MRT
Koblinski Flores, Angie	Sp Ed Teacher
Magadan, M	Strategist
Morales, Kasey	Music Teacher
Pena, K	Teacher
Ponce, Jessica	Counselor
Rubio, Genella Denise	Principal
Saldiva, E	Teacher



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | | |
|---|---|-------|
| ● Demographic report | ● | _____ |
| ● Rosters with Demographics for all | ● | _____ |
| ● Enrollement counts | ● | _____ |
| ● Tea information and accountability report | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

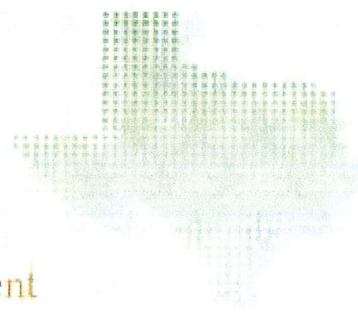
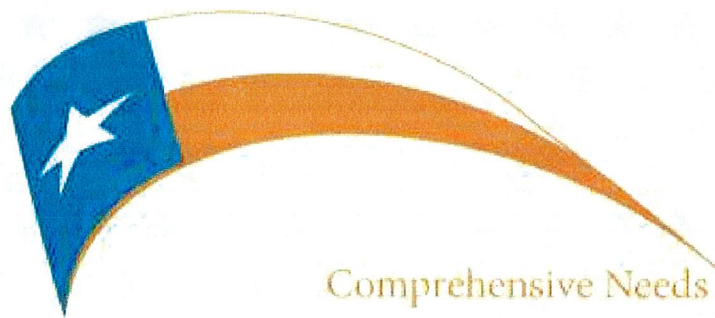
- Collaboration and discuss various ideas from different staff members
- Bilingual teachers have instructional aides
- Alignment of writing with four square and writing initiative.
- AR reading nights
- Math and reading support rotations
-
-
-
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Needs

- Increase manipulatives for all grade levels
- Increase direct experiences with field trips, events, programs
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Summary of Needs

- Give all students time to associate for opportunities to promote language.
- Increase manipulatives that promote language acquisition
- Increase direct experiences for lower social economic students to enhance background knowledge.
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Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|-----------------------------|------------------------------------|
| ● State Assessment data | ● Student work- Writing Initiative |
| ● Telpas data | ● Dmac Info |
| ● Class grades | |
| ● Promotion/retention rates | |
| ● Local assessment data | |
| ● Tpri data | |

Findings/Analysis

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Strengths

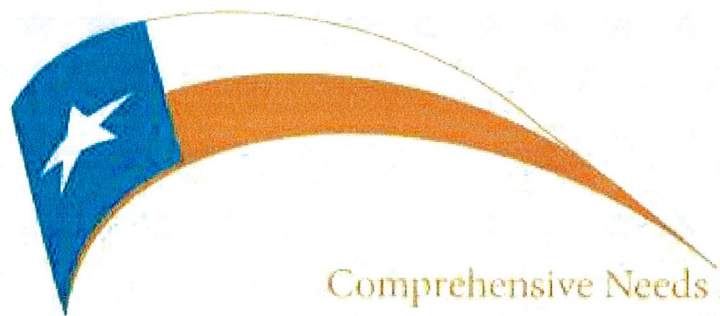
- Data Driven conversations and staff
- Data is used to target instruction
- Data is used for power hour groups
- Teacher/ aide collaboration
- Collaboration during planning
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Needs

- ELL vocabulary
- Consistencies with Sci and Writing
- Make timely and accurate adjustments to PH
- Behavior support
- Vertical teacher collaboration
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Summary of Needs

- We need to improve attendance with all groups however especially with most at risk students
- Vertical alignment instruction
- Technology in the classroom- more computers needed
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Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | | |
|--------------------------------------|---|-------|
| ● Survey data | ● | _____ |
| ● Focus group/ Leadership group | ● | _____ |
| ● Staff meetings | ● | _____ |
| ● Classroom/ school walkthrough info | ● | _____ |
| ● _____ | ● | _____ |

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

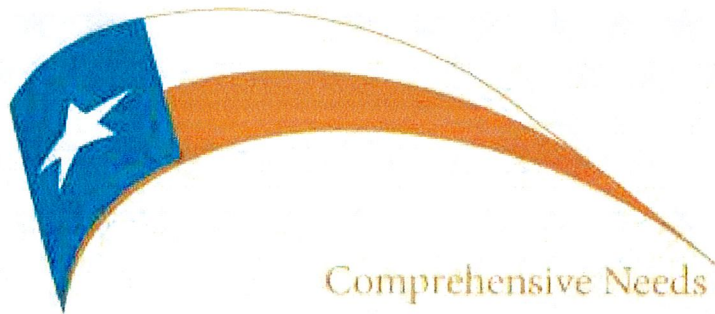
- Synergy rallies
- LIM weekly lessons
- clubs- stuco, art, chior, robotics
- Ar nights
- Pto, Family nights/ Art night
- Library time for families
- Incentives/ goodies for teachers
-
-
-

Needs

- Parental involvement
- Positive culture in front office with secreteries
- Include all groups
- Consistent Adm
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Summary of Needs

- We need to increase attendance for our most at risk students and families
- More parental involvment
- More community involvemnt for at risk famiies
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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|------------------------------|---------------------------|
| ● Teacher-student ratios | ● Para qualification data |
| ● Staff attendance report | ● Staff effectiveness |
| ● Grades | ● |
| ● Recruitment/retention data | ● |
| ● Teacher certification data | ● |

Findings/Analysis

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Strengths

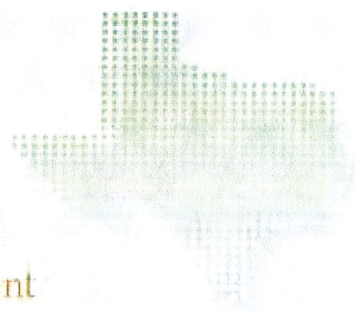
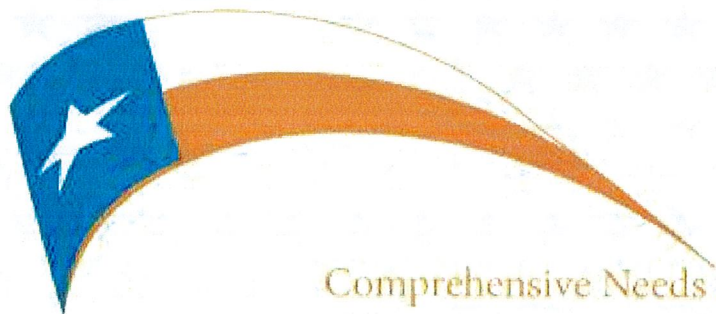
- All teachers are certified
- Planning protocol
- Strategist on board
- Walkthroughs and t tess
- Staff meetings and training
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Needs

- Increase teacher attendance with incentives
- Make staff development more meaningful
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Summary of Needs

- Improve teacher attendance and capacity
- Make training more strategic and targeted
- More time on face to face feedback in post t tess conferences
- Clear goal setting
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Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|------------------------------|--------------|
| ● Technology | ● telpas |
| ● Class/ speical schedules | ● Staar data |
| ● Planning protocol schedule | ● |
| ● GT info | ● |
| ● Dash board info | ● |

Findings/Analysis

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Strengths

- Bilingual support
- High Expectations
- Highly qualified staff
- Planning Protocol
- Cooperation among staff
- AR program
- Staar growth
- Recognitin for students
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-

Needs

- Targeted tutoring in all grade levels
- Vertical alignment
- Grade appropriate resources
- More Staar training for parents
- More training on Bil exit criteria
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Summary of Needs

- Vertical Aligmemnt
- Training for parents
- Adequate, targeted resources
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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

● CIP review	● Parent volunteer info
● Parent sign in sheets for events	●
● Parent meeting information	●
● Parent surveys	●
● Demo data	●

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

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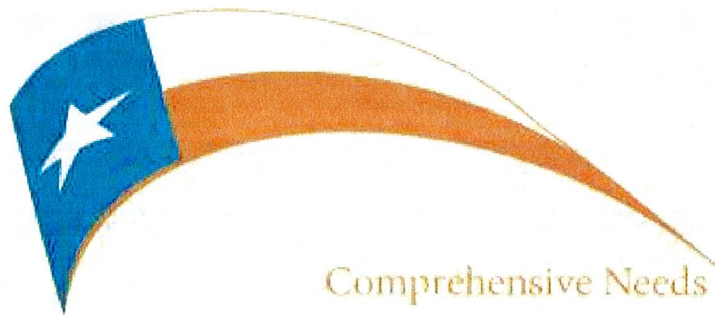
- Involvement in family nights was high
- AR parent involvement has increased
- Call out system in both languages
- Parent facebook
- District social media pages
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Needs

- More targeted resources for families in crisis
- Counselor/ community component
- More involvement opportunities for at risk families
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Summary of Needs

- Strengthen our Parental component
- Target most at risk with community resources/education
- Instructional opportunities for families
- Increase families and Ar time
- Increase attendance
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Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|-----------------------|------------------------|
| ● Master schedule | ● Activity information |
| ● Leadership team | ● Counseling info |
| ● Mentor teacher info | ● Library info |
| ● Duty rosters | ● |
| ● School map | ● |

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- C N A process allows for collaboratin from all
- Teachers may voice opinios/ ideas
- Support from District
- Teacher driven decisions
-
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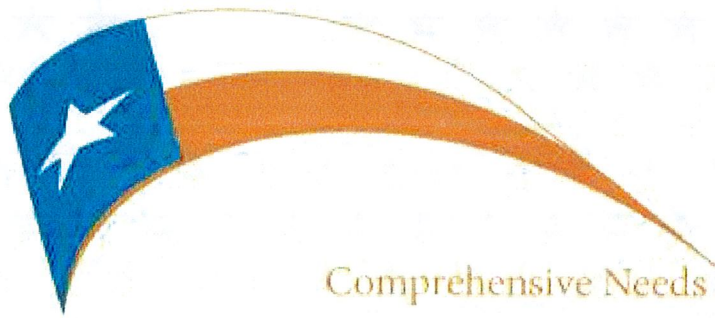
Needs

- Include all classes/ units
- Team/ cluster unity
- More parent involvment
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-

Summary of Needs

- Master schedule- How is time allotted to Science, Writing in all grades
- Increase parent involvment
- Enhance counseling program
- Educate parents on community resources
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Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | | |
|---------------------------|---|-------|
| ● Star chart/ Tech survey | ● | _____ |
| ● Allocation information | ● | _____ |
| ● PD information | ● | _____ |
| ● Tech work order info | ● | _____ |
| ● | ● | _____ |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

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Strengths

- Goals to equip all classrooms
- Help desk quick to respond
- Access to Technology
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Needs

- Staff training
- Updates needed
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Summary of Needs

- New equipment is needed
- More student computers
- Continue with staff training
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San Felipe Del Rio CISD

Garfield Elementary

CNA

Leadership Team Sign In Sheet

5-8-18

1. Vanya Blazquez
2. S. Coffi
3. Magdalena Puente
4. Victor Garcia
5. Diego
6. Paula Garcia
7. S. Long
8. Castillo
9. M. Maydon
10. McCarrela
11. Do Ruli
12. _____
13. _____
14. _____

GARFIELD EL

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

Objective 1. Garfield Elementary will increase student achievement to 75% in Reading during the 18-19 school year so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 18-19 grade level/content teams will meet for planning protocol to effectively plan for the implementation of district curriculum, utilize DMAC program for data disaggregation to ensure mastery of summative tests and benchmarks and to identify TARGET TEKS for the six weeks and provide student interventions. Resources: Campus resource materials(binders, dividers, card stock, copy paper, pencils, folders), substitutes for planning and trainings, materials (manipulatives, instructional resources) for interventions. (Title I SW: 1,2,3,4,9) (Title I TA: 1,2,3,4,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	September - May	(F)Federal Grant, (F)Title I, (S)Local Funds	Summative - Summative - lesson plans, meeting notes and agendas, identified Target TEKS and intervention plans, STAAR results
2. During the 18-19 school year we will provide modeling, coaching and training in the areas of effective instructional delivery and interventions for all students and guided instruction/guided reading; assist teachers with the implementation of strategies provided by Region 15, QTEL and district Early Literacy Plan/ four square writing, focus specifically on LEP students in order to improve data to meet system safeguards. (Title I SW: 1,2,3,4,9) (Title I TA: 4,5,6) (Target Group: All, LEP)	Campus Administrators, Curriculum Coordinators, Master Reading Teachers, Strategists	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I, (S)Local Funds	Summative - Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC

GARFIELD EL

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

Objective 1. Garfield Elementary will increase student achievement to 75% in Reading during the 18-19 school year so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Utilize anchor charts and strategies from 7 Keys of Comprehension, provide training in Lead4Ward resources, teaching academic vocabulary, teaching Reading through content areas, authentic student engagement and higher level questioning to improve academic vocabulary, comprehension and higher order thinking skills. Provide teachers with training in using Reading Comprehension Tool Kits, Read Naturally, guided reading and TPRI resources to utilize during intervention time. Resources: professional development, teacher books, mentoring minds: motivation reading, ; Lead4ward, scholastic reading material, general supplies, such as pencil sharpeners, paper, pencils, card stock, flip charts, markers, sentence strips. (Title I SW: 1,2,4,9) (Title I TA: 1,2,3) (Target Group: All)	Campus Administrators, Curriculum Coordinators, Master Reading Teachers, Strategists, Teachers	August - May	(F) FOCUS Group Grant, (F) Title I, (S) Local Funds	Summative - Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs
4. Implement the district writing initiative/ four square writing to establish a systemic and effective approach to teach the writing process in grades K-5; identify and create key anchor charts to be used as visuals for students in improving the writing process (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Instructional Coaches, Master Reading Teachers, Strategists, Teachers	August - May	(F) Title I, (S) Local Funds	Summative - Summative - completed writing samples every six weeks and feedback forms, summative assessment data

GARFIELD EL

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

Objective 2. Garfield Elementary will increase student achievement in Science to 75% so that all student groups and subgroups show improvement by the end of the 18-19 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 18-19 school year Garfield will utilize science staff development, vertical planning, science journals, hands on science activities, Lead4Ward resources and Mentoring Minds to teach readiness and supporting standards and increase science vocabulary and science content knowledge to meet system safeguards for economically disadvantaged students, special education students and limited English proficient students. (Title I SW: 1,2,4) (Title I TA: 1,2,3) (Target Group: All, ECD, LEP)	Campus Administrators, Cluster/Department Leaders, Master Reading Teachers, Strategists, Teachers	August - May	(F) FOCUS Group Grant, (S) Local Funds	Summative - Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs

GARFIELD EL

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

Objective 3. Garfield Elementary will increase student achievement of our LEP students in all tested areas, specifically Reading and Math, as per system safeguards so that there is less than a 10% gap between all student groups and LEP students for the 18-19 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 18-19 school year we will provide opportunities for teachers to attend staff development in strategies to assist Limited English Proficient students and provide tutorials for struggling LEP students to meet system safeguards for ELLs in areas of Reading, Math, Writing and Science. (Title I SW: 1,2,4) (Title I TA: 5,6) (Target Group: LEP)	Campus Administrators, Curriculum Coordinators, Strategists	August - December	(F)Federal Grant, (S)Local Funds	Summative - Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans and sign in sheets
2. Implement the use of day time tutors and or power hour staff for reading to work with small groups and provide instruction, visual aides, and interventions; use DMAC reports for daily instructional and tutorial planning and to identify re-teach needs for our LEP students to meet system safeguards for ELLs in the areas of Reading, Math, Writing and Science. (Title I SW: 1,2,4) (Title I TA: 1,2) (Target Group: LEP)	Campus Administrators, Master Reading Teachers, Strategists, Teachers	August - June	(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I, (S)Local Funds	Summative - Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC

GARFIELD EL

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

Objective 4. Garfield Elementary will increase student achievement of our Special Education students so that there is less than a 10% gap between all student groups and special education students in all tested areas for the school year.

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

GARFIELD EL

- Goal 1.** This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** Garfield Elementary will increase campus attendance rate to 98% every six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Graph attendance on bulletin boards by school, grade level and class and make daily announcements on attendance rate (Title I SW: 1) (Title I TA: 1,2,3) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors	August - May	(S)Local Funds	Summative - Summative - attendance report
2. Provide students with incentives (pencils, highlighters, books, rulers) for perfect attendance (Title I SW: 1,2) (Title I TA: 1) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Teachers	August - May	(S)Local Funds	Summative - Summative - attendance report
3. Utilize attendance clerk to monitor attendance and provide daily reports of absences. Parental aide will make phone calls and home visits when necessary to verify absences and hand out warning letter for those students with excessive absences. (Title I SW: 1) (Target Group: All)	Attendance Staff, Campus Administrators, Teachers	August - June	(S)State Compensatory	Summative - Summative - Attendance Rate

GARFIELD EL

- Goal 1.** This District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** Garfield Elementary will increase student motivation and positive character to promote a safe and positive school climate so that less than 1% of students have discipline referrals per six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students and staff will implement the R-time rules and will utilize Steven Covey's Leader In Me strategies to maintain a positive school environment. (Title I SW: 1,2) (Title I TA: 1,3,4,6) (Target Group: All)	Campus Administrators, Counselors, Teachers	August - June	(S)Local Funds	Summative - Summative - decrease in discipline referrals
2. Provide teachers with staff development in the area of positive behavior support and motivating student to learn to create a positive and caring learning environment in the classroom and throughout the school (Example: Leader In Me Trainings). (Title I SW: 1,2,4,5,10) (Title I TA: 5,6) (Target Group: All)	Campus Administrators	August - June	(F)Federal Grant	Summative - Summative - positive behavior charts in the classroom, discipline referral records
3. Counselor will attend training to provide support to staff and students on building a positive school climate. (Title I SW: 2) (Target Group: All)	Counselors	August - December	(F)Title I	Summative - Summative - sharing of information with faculty

GARFIELD EL

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide anti-bullying activities throughout the year, whole grade level presentations, classroom presentations and visuals throughout the school. (Title I SW: 1,2,4,9,10) (Title I TA: 1,2,3,4) (Target Group: All)	Campus Administrators, Counselors, Teachers	August - June	(F) Title I	Summative - Summative - feedback from presentations, discipline report, parent and student surveys

GARFIELD EL

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

Objective 8. Garfield Elementary will increase student achievement to 70% during the 18-19 school year in Writing so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the district writing initiative to establish a systematic and effective approach to teach the writing process. Provide teachers with opportunities to review writing samples. Promote teacher collaboratives discuss patterns in student writings.	Campus Administrators, Master Reading Teachers, Strategists, Teachers	August - June	(F) Title I, (S) Local Funds	Summative - Summative - Writing samples, summative tests, and writing samples

GARFIELD EL

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

Objective 1. Garfield Elementary will develop a local campus budget that is 100% aligned to the campus improvement plan and is utilized to impact student achievement for the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase instructional resources and materials, provide staff development and provide tutorial assistance to support teaching staff in accomplishing instructional goals. (Title I SW: 1,3,4,5,9) (Title I TA: 1,4,8) (Target Group: All)	Campus Administrators	August - June	(S)Local Funds	Summative - Summative - inventory of resources, intervention plans to include resources used, time sheets for tutors, Saturday school, and after school tutoring, staff development hours accumulated

GARFIELD EL

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

Objective 2. Garfield Elementary will increase student achievement in Math during the 18-19 school year to 80% 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. Provide teachers in 1st-5th grade with a dedicated hour during the day to provide all students with interventions. Utilize teachers for accelerated instruction afterschool, evenings and Saturdays based on TPRI results, DMAC data from summatives, STAAR and benchmarks to close the achievement gap and increase student achievement on all STAAR tests. (Title I SW: 1,2,8,9) (Title I TA: 1,2,3,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds	Summative - Summative - TPRI, DMAC reports, intervention plans, lesson plans, walkthrough documentation
2. Provide training on integrating vocabulary in the math classroom and using small guided groups to improve the students ability to understand and complete with effectiveness multiple step/problem solving math equations. Purchase manipulative for teachers to utilize in the classroom and assist in the implementation of the training provided. (Title I SW: 1,2) (Title I TA: 1,2,3,6) (Target Group: All)	Campus Administrators	August - May	(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds	Summative - Summative - DMAC reports, walkthroughs, staff development sign in sheets and evaluations, lesson plans
3. Utilize Mentoring Minds math workbook to reinforce readiness and supporting standards and increase content knowledge with all students, specifically focusing on LEP students to meet system safeguard. (Title I SW: 1,2,4) (Target Group: All, LEP)	Campus Administrators, Teachers	August - June	(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I	Summative - Summative - improvement on summative assessments

GARFIELD EL

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

Objective 1. Garfield Elementary will increase parental involvement by having a minimum of two parental functions and two methods of communication per six weeks during the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase parental and community involvement by conducting meetings during the day and evening programs covering topics such as STAAR testing, content area curriculum, technology, and parenting. (Title I SW: 1,6,9) (Title I TA: 7) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August - May	(S)Local Funds	Summative - Summative - sign in sheets, monthly calendar of event
2. Improve and increase communication with parents by sending out a newsletter two times per six weeks, a monthly calendar and offering open house nights to discuss curriculum and instruction (Title I SW: 1,2,6,9) (Title I TA: 7) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Parental Aides, Teachers	August - May	(F)Federal Grant	Summative - Summative - newsletters, calendars, sign in sheets for open house nights
3. Parental aide will attend training/conferences a minimum of once a year to be able to conduct trainings for parents. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Parental Aides	August - June	(F)Title I	Summative - Summative - conference notes and sharing of information with parents DMAC

GARFIELD EL

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

Objective 2. Garfield Elementary will provide a minimum of 2 visits from early childhood programs to campus to provide a smooth transition to Garfield elementary by the end of the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Tours and open house hours will be set up for incoming Kinder parents and their children to ease the transition into elementary school (Title I SW: 1,6,7) (Title I TA: 7) (Target Group: All, K)	Campus Administrators, Counselors, Parental Aides, Teachers	May - September	(F) Title I	Summative - Summative - sign in sheets and feedback forms from tours

GARFIELD EL

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

Objective 3. Garfield Elementary will send campus representatives to participate at a minimum of one parent orientation at Irene Cardwell to assist with providing information for a smooth transition to Garfield Elementary during the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan and prepare for a presentation at Irene Cardwell to include school procedures and academic information; a brochure will be created to provide to parents at orientation (Title I SW: 1,10) (Title I TA: 7) (Target Group: All, K)	Campus Administrators	May	(F) Title I	Summative - Summative - brochure and sign in sheet from orientation
2. Increase parental and community involvement by conducting during the day and evening training in content areas, technology, and parenting (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Parental Aides	August - May	(S) Local Funds	Summative - Summative - parental training sign in and evaluation

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 will hold a minimum of two parent conferences during the 18-19 school year to discuss the lack of student progress and interventions being implemented.

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

8-31-18

Site Based D.M.C.

Garfield Elementary

Cip sign in sheet

1. Griselda L. Martinez
2. Sandra Garcia
3. ~~[Signature]~~
4. ~~[Signature]~~
5. Laura J. Garcia
6. ~~[Signature]~~
7. Edda Sabido
8. Castillo
9. G. Duenas
10. M. Magallon
11. Morder
12. Vanabla J. Torres
13. R. Casales
14. Joaquin K. Kohnke

San Felipe Del Rio CISD

Garfield Elementary

CNA

Leadership Team Sign In Sheet

5-8-18

1. Vanya Blazquez
2. S. Coffi
3. Magdalena Puente
4. Victor Garcia
5. Diego
6. Paula Garcia
7. S. Long
8. Castillo
9. M. Maydon
10. McCarrela
11. Do Ruli
12. _____
13. _____
14. _____