

Canutillo Independent School District
Gonzalo & Sofia Garcia Elementary School
2015-2016 Campus Improvement Plan



Mission Statement

The mission of the Gonzalo and Sofia Garcia Elementary community is to empower students to succeed in a multicultural setting and to provide a challenging learning environment, thus preparing all students to meet the challenges of a changing global society.

Vision

Our vision at Gonzalo and Sofia Garcia Elementary is to inspire all students to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

G2,O9,S1-S3; G2,O2,S15-S16

G2,O1,S1-11

G2,O4,S1-S6

G2,O11,S1; G3,O1,S1-S8

Currently, there are 437 students attending Garcia Elementary School. The student population is 209 males and 204 females. The student population has decreased due to the changing of boundary lines (472 during the 2014-2015 school year). A total of 413 students are Hispanic (94.51%). Twenty-two students are white (5.03%). Two students are two or more races (.46%). There are a total of 10 students in Speech Therapy. We have a total of 6 students who receive Resource Room/Services and 2 students in a full-time SPED setting for early childhood (total of 18 students in special education). There were more student students in these counts last year; however, as previously stated, the numbers decreased due to boundary line changes.

Other current demographic information is as follows:

- Title I-437 students (schoolwide Title I program)
- Campus LEP-146 students total; Kinder=15 students, 1st grade=27 students, 2nd grade=18 students, 3rd=27 students, 4th=38 students , 5th=21 students
- GT=32 students total
- Immigrant-5 students total: 2 at Kinder, 1 at 1st grade, 1 at 3rd grade and 1 at 5th grade
- Migrant=1 student at 4th grade
- At-Risk=249 total: 18 at Kinder, 46 at 1st grade, 39 at 2nd grade, 53 at 3rd grade, 51 at 4th grade and 42 at 5th grade

All data noted above was found in TEAMS reports on October 4, 2015.

The attendance rate for 2014-2015 was 96.4%. Our campus goal for 2015-2016 is 98%.

Staff demographics are as follows:

- 1 Pre-K Teacher, 3 Kindergarten Teachers (Afternoon Pre-K is One-Way Dual Language; 2 monolingual teachers, 1 Kinder Two-Way Dual Language Class)
- 4 First Grade Teachers (2 two-way dual language, 2 monolingual)
- 4 Second Grade Teachers (2 two-way dual language, 2 monolingual)
- 3 Third Grade Teachers (2 monolingual, 1 two-way dual language)
- 4 Fourth Grade Teachers (2 monolingual, 2 two-way dual language)
- 3 Fifth Grade Teachers (2 monolingual, 1 two-way dual language)
- 1 Music Teacher
- 2 PE Teachers
- 1.5 RTI Teachers
- 2 At-Risk Aides
- 1 SPED Teacher
- 1 SPED Aide
- 1 Librarian
- 1 Library Aide (vacant)
- .5 Receptionist
- 1 Office Manager
- 1 Attendance Clerk
- 1 Nurse
- .5 Parent Liaison
- .5 Bilingual Aide
- 4 custodians
- 4 cafeteria staff members
- .5 GT Teacher
- Total 38 female staff members; 6.5 male staff members

The priorities for the areas of Demographics are:

- Professional Development(211 and 199, Goal 2)
- Academic Tutors (185, Goal 2)
- Attendance Celebrations for Teachers and Students (199, Goal 1)

Demographics Strengths

- Met 100% of System Safeguards for 2014-2015
- Exceeded minimum requirements for Index I through Index 4 for 2014-2015 School Year (Student Achievement Calculation Report)
- Low Retention Rates of Students

Demographics Needs

- We will promote and stabilize Dual Language programs by way of informing parents of program benefits and expectations, though media and technology and regular meetings with the principal.
- Improve instruction and monitoring of Economically Disadvantaged students in Reading and Math.
- Improve attendance rate for all students and staff (all subpopulations).

Student Achievement

Student Achievement Summary

(G1,O3,S2; G1,O4,S4; G2,O1,S5; G2,O1,S6; G2,O1,S7; G2,O1,S10; G2,O2,S2; G2, O2,S4-S5, G2,O2,S13, G2,03,S3; G2,O4,S1; G2, O4, S5; G2, O4, S6)
(G2,O1,S1-11; G2,O2,S1-S19; G2,O3,S1-S3; G2,O4,S1-S7)

The STAAR data for Mathematics during 2014-2015 school year is as follows: 3rd Grade Math English All=61%, Eco Dis=59%, AA=43%, Hispanic=61%, LEP=53.4% Math Spanish 3rd Grade All=54.7%, Eco Dis=52.5%, Hispanic=54.7%, LEP=54.7% Math English 4th Grade All=61.79%, Eco Dis=60%, Hispanic=61%, Two or More Races=63%, LEP=56.6% Math Spanish 4th Grade (1 Student) All=69%, Eco Dis=69%, Hispanic=69%, LEP=69% Math English 5th Grade All=70.5%, Eco Dis=66%, AA=70%, Hispanic=69%, Two or more races=70%, LEP=60%. *All students in 5th grade were tested in English for Math. We will continue to focus on Mathematics during the 2015-2016 school year. Students needs will be met with good first instruction and supplemented, as needed, with during the day Interventions, Saturday School and/or assistance from the Academic Tutor or campus at-risk paraprofessionals. As a campus, we did not meet our established goals for mathematics.

The data for Reading during 2014-2015 school year is as follows: 3rd Grade Reading English All=74%, Eco Dis=74%, Hispanic=75%, LEP=60%, Bilingual=77%, GT=100%, At-Risk=53% Level III*=8 Percentage Point gain over the 2013 2014 results for 3rd grade Reading. All=23%, Hispanic=24%, Eco Dis=19%, LEP=10%, Bilingual=23%, GT=67%, At-Risk=5% 3rd Grade Spanish Reading All=65%, Hispanic=65%, Eco Dis=71%, Bilingual 63%, At-Risk=65% Level III Spanish 3rd Grade Reading All=20%, Hispanic=20%, Eco Dis=14%, LEP=21%, Bilingual=21%, At-Risk=20% 4th Grade Reading English All=83%, Hispanic=81%, Eco Dis=85%, LEP=67%, Bilingual=82%, GT=100%, At-Risk=70% Level III 4th Grade Reading English All=19%, Hispanic=19%, Eco Dis=18%, LEP=0, Bilingual=24%, GT=43%, At-Risk=5% Spanish Reading 4th Grade (5 Total Students) All=40%, Hispanic=40%, LEP=40%, Bilingual=40%, GT=0, At-Risk=40% No level III results English Reading 5th Grade All=93% (combined after second round), As of March 2015, All=83%, Hispanic=80%, Eco Dis=74%, LEP=45%, Bilingual 69%, GT=93%, At-Risk=77% Level III-5th Grade Reading All=13%, Hispanic=14%, Eco Dis=5%, Bilingual=11%, GT=50%, At-Risk=2% We did not reach all of our goals; however, we had 8 percentage points increase in 3rd grade reading English STAAR over the previous academic year. There were also gains in 4th and 5th grade English STAAR testing results. We will continue to address Reading campus wide and will do so with a Reading and Writing plan for our campus, Kinder through 5th grade (including, but not limited to vocabulary development by content area, Figure 19, fluency, comprehension and the use of the Empowering Writers Program).

I-Station reports indicate that students in grades PK-2 had a 25% gain in their reading levels. We will continue to use I-Station and other online resources to support reading improvement for students. In grades 3rd-5th, 22 out of 25 students who were receiving additional support, had an improvement in ESTAR/MSTAR of 5 percentage points. Reading Interventionist provided reading support to 29 students in grades 1-5, of which 11 are identified as having Dyslexia. In 3rd grade, 4 out of 9 students met standards in Reading (44.4%). In 4th grade, 5 out of 9 students met standards (56%). There were 8 students receiving support in 5th grade of which 7 students met standard on STAAR Reading (87.5%). Only 1 5th grade student being served by the At-Risk Teacher (ELL student) did not meet STAAR Reading standards. This was the first year the student tested in English. The average percentage of students who met

standard on STAAR Reading who received intervention services from the At-Risk teacher is 62.5%. No PK students are not served by the academic tutors. On the C-PALLS+ report in Reading, 35 of 42 students (83.3%) mastered the Phonological Awareness Screener at the end of the school year. Kinder students improved from 33% to 60%, increase of 27 percentage points. 1st improved from 44% to 58%, increase of 14 percentage points. 2nd improved from 42% to 50%; increase of 8 percentage points. Students participating in after school tutoring for grades 3rd-5th were 97, of which 71 students met standards in STAAR (73%). Total students participating in Saturday School was 87, which 69 students met standards in STAAR (79.3%).

4th Grade English Writing All=70%, Hispanic=72%, Eco Dis=68%, LEP=46%, Bilingual=72%, GT=100%, At-Risk=58% 4th Grade Spanish Writing All=50%, Hispanic=50%, Eco Dis=40%, LEP=50%, Bilingual=50%, GT=0, At-Risk=50% We did not meet our writing goals this year; however, we did have a 10% increase in performance of ELL students in writing as compared to last school year. We will continue to address Reading and Writing campus wide and will do so with a Reading and Writing plan for our campus (including, but not limited to vocabulary development by content area, Figure 19, fluency, comprehension and the use of the Empowering Writers program).

5th Grade Science English All=77%, Hispanic=76%, Eco Dis=70%, LEP=53%, Bilingual=62%, GT=100%, At-Risk=66% Level III English All=2%, Hispanic=2%, Eco Dis=0, LEP=0, Bilingual=0, GT=14%, At-Risk=0 We will continue to address Science by delivering strong first instruction and using the science lab, use and experiments to enrichment science instruction. Students will participate in the Science Fair grades K-5.

Garcia Elementary School had school wide academic opportunities in Social Studies that included Celebrations Around the World, MLK Day and Can Food Drive, and use of timelines (creation of). Next school year, we plan to Celebrate Mexican Independence Day (09/16/15), Hispanic Heritage Month, Cesar Chavez Day, African American History Month, Native American History Month and Asian Heritage Month. Student demonstrated knowledge of Social Studies concepts by way of projects and participation in campus events. As there were no baseline results from last school year, there was no comparison made between the two years in this manner. Next school year, a semester social studies exam will be given at grade levels K-5. We plan to utilize the new adoption resources to meet campus needs in Social Studies.

Student Achievement Strengths

- Transition of 4th and 5th grade ELLs to the English language and having academic success in the second language
- Communication of Data During PLCs
- Academic success of monolingual students in the Dual Language Program

Student Achievement Needs

- We will monitor and improve teaching and learning of students in the At-Risk, SPED, ELL and Hispanic subpopulations by way of improved professional development, monitoring best practices and adjusting instruction as needed for students.
- We will implement a schoolwide writing plan for grades K-5th grade using Empowering Writers professional development as a basis (pending).
- We will continue to establish an effective dual language program (one-way and two-way) by way of teacher professional development, monitoring reading and language proficiency of students and being transparent about program implementation.
- We will continue to offer Saturday School and during-the-day interventions for students in need of continued academic improvement.
- We will continue to fund academic tutors to address the academic needs of students throughout the instructional day. The instructional plan on how academic tutors (and teacher assistants) will address the needs of students will be restructured.

Begin here

School Culture and Climate

School Culture and Climate Summary

(G2, O5,S1; G2,O6,S4; G2,O7,S2; G2,O9,S1; G2,O11,S1; G4,O1,S1; G2,O1,S2; G2,O1,S9; G2,O2,S1; G2,O7,S1)

We will implement the PBIS framework to address classrooms, common areas and on the bus. These are key areas of focus based on the following data on the incident report: Bullying/teasing/intimidating=2, Bus referrals-misconduct=30, Campus disruption=4, cheating=3, Classroom disruption-=10, Destruction of school property=2, Excessive tardies=2, Hitting/kicking not fighting=22, Horseplay=22, Inappropriate language/profanity=14, Inappropriate language/profanity=14, Instigating a fight=3, Insubordination=26, Intimidating/Teasing=1, Persistent failure to complete assignment=7, Persistent failure to complete assignment=7, Persistent classroom disruption=2, Physical Altercation(not fighting)=15, Refusing to follow instructions=4, Theft/Stealing-non criminal offense=3.

The Counselor and Administration, planned activities such as Character Education, Fire Prevention, Drug Free, No Place for Hate, Bullying and Gang Awareness and Being Respectful Lessons. In addition, students participated in the Ears and Eyes program student patrol with focus on responsibility, caring, respect and good citizenship. In addition, students participated in the Mother/Daughter and Father/Son Program, which has a focus and emphasis in career and technology. Career Day was coordinated by the Counselor, all who participated shared College and Career advice and experiences. Students participated in field trip to the Middle School and High School. They were informed of the Career Pathways and Courses offered. This year we plan to continue with the activities mentioned and monitor the success of the different programs offered.

The Organizational Health of GES has improved as per the Spring 2015 OHI results. Our area of focus this year is Communication Adequacy. GES saw increases in all 10 dimensions. GES also experience a increase from having "lift" in one area and "drag" to having all "lift" and no "drag".

School Culture and Climate Strengths

- School Climate is Safe and Secure
- No Issues With Gangs or Weapons
- Campus Security Has Been Increased
- Implementation of Cultural Activities
- Staff Development Has Improved
- Increase in Teacher Morale
- Student Recognition
- Administration/Communication/Office Staff Very Helpful

School Culture and Climate Needs

- Improved Attendance Rate
- We will review and address the Organizational Health Inventory results for GES and will work as a campus to improve each year.
- We will address operational issues on campus by way of PBIS in the areas of lockdown procedures, schoolwide expectations, addressing student behavior and expectations in common areas, bus referral consequences, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

G2,O2,S12; G2,O3,S2; G2,O8,S4

All teachers at Garcia Elementary School are now certified teachers. One additional teacher obtained her ESL certification (5th grade) during the 2014-2015 school year. We currently have one teacher working on a Master's Degree in Counseling and one working towards a Master's Degree in Curriculum and Instruction. We will continue to encourage our teachers to seek and obtain certification and degrees above and beyond what they already have. We currently have two new teachers (teachers with 2 years of experience or less). Each will be assigned to a grade level mentor and will be a part of the campus mentoring program to begin during the month of October 2015. They will meet once monthly.

The structure of PLCs is undergoing change at Garcia Elementary School. We are reviewing the structure of PLCs and will put efficient systems in place to maximize effectiveness.

Staff Quality, Recruitment, and Retention Strengths

- Good Rapport With Office Staff
- Higher Education
- High Percent of Bilingual/ESL Certified Teachers
- Teacher Involvement for Recruitment (Interviewing)
- Teacher Retention

Staff Quality, Recruitment, and Retention Needs

- We will review the structure of PLCs and will put efficient systems in place to maximize effectiveness.
- We will continue to offer on-going professional development for teachers in needs areas.
- We will build capacity in our teachers by way of encouraging them to return to college for additional degrees, certifications and life-long learning.
- We will create an internal mentoring program for new teachers (will meet once monthly).
- We will utilize some of our PLC time to reflect on best practices, what is working, and what we need to adjust throughout the 2015-2016 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

(G2, O5,S1; G2,O6,S4; G2,O7,S2; G2,O9,S1; G2,O11,S1; G4,O1,S1; G2,O1,S2; G2,O1,S9; G2,O2,S1; G2,O7,S1)

Curriculum, Instruction and Assessment products are provided by Central Office. Some materials are purchased through campus general, Title I and State Compensatory Education funds. These purchases are made in the best interest of students and for the professional development of teachers serving our students.

Curriculum, Instruction, and Assessment Strengths

- GT Training-Differentiation of Instruction
- PLCs
- Vertical Alignment
- Use of Online Textbooks-Reading, Math, Science and Social Studies
- Posting of learning goals and use of proficiency scales
- UIL-Practicing Skills for All Students
- Data used to reinforce reteach material, mastered or not mastered
- Cross-level meetings

Curriculum, Instruction, and Assessment Needs

- We will receive training on fluency and comprehension running records and will become consistent as a campus on its calculations.
- Kinder-Second Grade will have a mandatory assessment to gauge academic progress.
- Materials will continue to be requested/ordered on behalf of the SPED teacher and students.
- We will work with the Curriculum and Instruction Department to ensure the receipt of materials early and to ensure the proper numbers that will be made available to students.
- Teachers will have on-going training on Figure 19 and how to use strategies to teach students cause and effect, inferencing, summarization, etc.

Family and Community Involvement

Family and Community Involvement Summary

Parents questions and concerns are heard through meetings with teachers, the principal and participation in PTO, CIC and DAC. Parents and families are also supported by parent trainings offered by the campus Parent Liaison. Parents are considered Partners in Education at Garcia Elementary School. (G4,O2, S3-S9)

Family and Community Involvement Strengths

Parenting Programs, parent involvement has increased.

- School PTO/ Volunteers
- Family engagement
- Community Partnerships

Family and Community Involvement Needs

- We will continue efforts to reach parents by way of written and verbal communications (will add newsletter for 2015-2016 school year).
- We will continue to inform parents of school resources made available to them by way of written and verbal communications.
- We will have Math Night and Reading Nights for students and parents which will require teacher, parent and student presentations.
- We will offer healthy living classes for parents (collaboration between the nurse and parent liaison).

School Context and Organization

School Context and Organization Summary

(G1,O1,S1-S4; G1,O2,S1-S3; G1,O3,S1-S2; G1,O4,S1-S7; G1,O5,S1; G1,O6,S1)

GES receives support from the district in terms of professional development opportunities for staff and administration as well as planning forward. In terms of scheduling classes and interventions, teachers have the flexibility to schedule their content classes as they see fit. Interventions during the day is at a set time; however, teachers/grade levels determine which days to tutor in math and reading and determine flexible grouping (PLC determines this based on student performance data).

Teachers have a voice in decision making by way of participating in school committees responsible for campus wide decision making. This is communicated through CIC, PBIS, STAAR, LPAC, DAC and SHAC. Teachers use fluency checks, observations, common assessments and district-made assessments with students. Parents questions and concerns are heard through meetings with teachers, the principal and participation in PTO, CIC and DAC. In general, Garcia Elementary is perceived as a good school. Parents will complete surveys to help gauge and monitor the campus climate.

School Context and Organization Strengths

- Plan for whole day each six weeks for PLC grade level and/or vertical planning (this may also require extra-duty pay on a Saturday).
- Improve the delivery of instruction in the dual language program
- Monthly calendar will be shared with all faculty and staff.
- Add extra-curricular activities to enhance whole-child engagement.

School Context and Organization Needs

- Social Committee Funds
- Community Services (211)

Technology

Technology Summary

(G2,O1,S2; G2,O1,S8; G2,O2; G2,O2,S7; G2,O2,S14; G2,O6,S1-S4)

Teachers at Garcia Elementary School attended Technology training with the CISD Technology Lead Teacher and the Instructional Technologist on how to use the Mimeo Boards and use of the tablets to enhance classroom instruction. We will continue technology professional development and monitoring its use in the classrooms with students and through discussions and sharing by way of PLCs during the 2015-2016 school year. We will also access our district math coordinator for professional development in this area.

Technology Strengths

- Better Wifi
- Student Access to Tablets
- Databases/Available Programs
- Classroom Computers
- Quick Response to Work Orders
- Ceiling Projectors
- Laptop Computers for Student Use Updated and Replaced

Technology Needs

- We will offer professional development for teachers in the areas of on-going Mimeo training, use of the tablets with students in the classroom and hands-on training with computer programs.
- We will have laptop computers for student use updated/replaced as need to create a viable "mobile" computer lab.
- We will purchase additional headphones for use in the library, computer lab, mobile lab and in classrooms.
- We will contact central staff Technology Department for assistance with incomplete work orders.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Provide a Safe and Secure Environment

Performance Objective 1: All students will have access to highly qualified Registered Nurse to render first aid and necessary healthcare as well as to conduct the required state, local and district health screenings throughout the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Nurse will ensure that health screening equipment (i.e. audiometer) is functional, serviced and maintained		Nurse	Functional AED, audiometer, oto-opthalmoscope, thermometer and other screening equipment (Printer).				
Funding Sources: 199-Local Funds							
2) Nurse will attend professional development as needed to provide appropriate support of student health needs.	10	Administrator/ Nurse	Report of training and how Nurse will use the information to support student needs.				
3) Students will be provided with the necessary first aid/healthcare throughout the 2015-2016 school year.		Nurse, Nurse substitute, Administrator appointed staff member	Appropriate care is provided for students as evidenced by the documented in health records.				
Funding Sources: 199-Local Funds - \$1400.00							
4) Nurse will review student's health history information upon student registration, maintain records (charts/ database) and update as needed.		Nurse	Up to date health records/ SNAP database.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 1: Provide a Safe and Secure Environment

Performance Objective 2: All teachers, staff and administration will enforce district and school safety policies and guidelines with all students throughout the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All staff will participate in a Comprehensive Needs Assessment for the campus for 2015-16 from August 2015-June 2016 (on-going and living document)	1, 8	Administration Instructional Leadership Team	Completion of Needs Assessment Sign in sheets participation of ILT and CIC.				
		Funding Sources: 211-Title I-Part A					
2) 3 B's Campus wide rules: Be Respectful, Be Responsible & Be Safe.		PBIS Team, Administration, Teachers, Staff	Use of terminology by all staff and students. This will be announced at the end of the daily announcements. We will use referral data each 6 weeks; Fewer referrals than last year.				
3) Office staff will provide high quality customer service to all community stakeholders.		Administration	Feedback from community in the form of a survey to be taken in the Spring 2016.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 1: Provide a Safe and Secure Environment

Performance Objective 3: All students will have access to facilities that are maintained to ensure student/staff safety and hygiene throughout the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Custodial staff will provide support for instruction by maintaining campus in exemplary condition.		Custodial staff, AP	Monthly evaluations by CO Staff				
	Funding Sources: 199-Local Funds - \$4755.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide a Safe and Secure Environment















Performance Objective 4: All parents will be surveyed during the 2015-2016 school year with regard to school safety, bullying, drug-free environment and school climate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Parents will be provided access to a survey through Survey Monkey and hard copy regarding school safety, bullying, drug-free environment and school climate at the end of each semester. Parents will also be provided a copy of the results.	7	District Student Support Staff, Administration, PBIS Team	Survey Reports Feedback from Parents				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By June 2016, students will meet or exceed Level II Phase in II Satisfactory standards in mathematics as measured by STAAR as follows: Grade 3: Increase from 68% in 2015 to 75% in June 2016 for a total of 7 %age points of growth. Grade 4: Increase from 78% in 2015 to 85% in June 2016 for a total of 7 %age points of growth in mathematics on STAAR. Grade 5: Increase from 86% in 2015 to 91% in June 2016 for a total of 5 %age points of growth in mathematics on STAAR. Increase the percentage of students who score at the advanced level in mathematics for 3rd, 4th, and 5th grade from 17% in 2015 to 22% in 2016 for a gain of 5 %age points. GES students will demonstrate exemplary performance in State designation distinction.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards.	3, 9	Teachers, Administration	Common assessments (end of unit) TEKS Resource, istation, Renaissance Learning (AR), English in a Flash, Star Math and Star Reading), walk-throughs				
2) PLCs will meet weekly to discuss CISD YAG, IFDs, student assessment data, and instructional planning/Instructional Rounds (all content areas) to address student needs and enhance student achievement, including at least one 90 minute block per six weeks. The creation and use of an Instructional Calendar to address low performance over common standards is an expectation.	3, 9	Principal, Assistant Principal, Classroom Teachers	PLC Agenda and Minutes to include students identified by standards who are struggling. Creation and use of an Instructional Calendar to address low performance over common standards. Instructional Rounds Feedback by teachers				
3) Student supplies and materials will be purchased to support mathematics instruction aligned to STAAR in English and Spanish.	2	Principal	Completed warehouse requisition				
Funding Sources: 185-State Compensatory Education - \$2120.00							
4) Students in 3-5 will use Think Through Math (TTM) a minimum of 90 minutes each week. We will be moving funds from Controlled Assets-Technology to a line code to pay for this resource.	2, 3	Classroom Teachers, Administration	Reports from TTM program				
5) Teachers in grades 3-5 will use mimeo lessons and StemScopes for interactive lessons in mathematics. 4th and 5th Grade teachers will also use Ignite Learning.	2, 3	Teachers, Administration	Lesson Plans, Walk-throughs, usage reports				
6) Students who are struggling in mathematics will be provided additional support through intervention by the teacher, At-Risk Teachers, At Risk Aide and/or the Academic Tutors. ELLs and other At-Risk students will be monitored due to performance in mathematics.	2, 9	Teachers, Academic Tutors	Formative/common assessment results				
Funding Sources: 185-State Compensatory Education - \$20750.00, 185-State Compensatory Education - \$61257.00, 185-State Compensatory Education - \$47763.00							
7) Students not meeting benchmarks in mathematics will be referred for an SST; students not meeting benchmarks on SSTs will be referred to 504 for assessment for additional services.	3, 9	RTI Teacher, Administration	Report cards, progress reports, SST minutes.				
8) Teachers/Administrators will attend training on/off campus or district in mathematics (and other areas of specialty) and be provided on campus support to provide instruction that enables students to meet performance standards. This includes sheltered instruction, GT and Lead4ward training for teachers.	2, 3, 4	Administration, teachers	Increased performance on assessments by students; attendance verification sheets for training				
Funding Sources: 199-Local Funds - \$1000.00, 199-Local Funds - \$150.00							

9) All teachers will use Every Day Counts Calendar Math on a daily basis.	2	Administrators, Classroom Teachers	Notations in lesson plans of instructional focus on calendar math tied to TEKS; Classroom observations, calendar math bulletin boards.				
10) Teachers will provide tutoring in mathematics for students as necessary during small group instruction/intervention time. Teachers will set intervention days for math by grade level.	9	Administration, Instructional Coach	Increased success on mathematics assessments: Star Math, unit assessments, benchmarks, STAAR				
11) Students who do not meet standards on STAAR in grade 5 will be required to attend summer school.	9	Administration	Increased success on assessments during summer school and STAAR.				
Funding Sources: 185-State Compensatory Education - \$3809.00, 185-State Compensatory Education - \$546.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 2: By June 2016, students will meet or exceed Level II Phase in II standards in reading as measured by STAAR as follows: Grade 3: Increase from 72% in 2015 to 80% in June 2016 for a total of 8 %age points of growth. Grade 4: Increase from 74% in 2015 to 80% in June 2016 for a total of 6 %age points of growth in reading on STAAR. Grade 5: Increase from 91% in 2015 to 96% in June 2016 for a total of 5 %age points of growth in reading on STAAR. Increase the percentage of students who score at the advanced level in reading for 3rd, 4th, and 5th grade from 15% in 2015 to 25% in 2016. GES students will demonstrate exemplary performance in State designation distinction.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Oral open-ended questions, written-common assessments, summaries, journal writing, AR reading logs, istation, and English in a Flash will be used by students in Grades K-5 to enhance student mastery of standards. The creation and use of an intervention period will be used to address low performance over common standards is an expectation.	2, 3, 9	Teachers, Administrators	Increased scores on reading and writing assessments. Increase in level on istation. Increase in success on AR (meeting goals, percentage passing). Review of what is being targeted during the intervention period.				
2) Students who are identified as struggling in literacy will be provided additional instructional support by teacher, the RTI teacher, at-risk aide, and academic tutors through during school or Saturday school tutoring.	1, 9	Principal, Teachers, RTI Teacher, At-Risk Aides, Academic Tutors.	Increased success on ISIP, reading & math assessments				
Funding Sources: 185-State Compensatory Education - \$20750.00, 185-State Compensatory Education - \$61257.00, 185-State Compensatory Education - \$47763.00, 211-Title I-Part A - \$1086.00, 185-State Compensatory Education - \$1526.00							
3) PreK students will meet or exceed academic guidelines in the reading by June 2016.	2, 9	PreK Teacher, Administration	ISIP results, PreK assessments; Circle assessment results				
4) Students who are identified 504 will receive additional support from the classroom teacher, At-Risk Aides, Academic Tutors and/or RTI Teacher. See strategy 2 for funding information.	2, 9	Teacher, At-Risk Aides, RTI Teacher, Administrators	Increased success in math and Reading as evidenced by ISIP and math diagnostics				
5) Special Education students will achieve at or above minimum requirements during the 2015-2016 school year.	3, 9, 10	Special Education Teacher, Administration	Meeting annual goals. Meet state standards on math and reading assessments.				
6) Librarian will identify reading materials in English and Spanish needed for instruction in the core areas.		Teacher, Librarian	Increased circulation of reading materials.				
Funding Sources: 185-State Compensatory Education							
7) All students will use iStation two-three times per week for 60-120 minutes based on need.	2, 9	Teacher, Instructional Coach, Administration	Student Summary Report and usage data; access to Priority Report information				
Funding Sources: 185-State Compensatory Education							

8) Teachers (and aides) will attend training on/off campus in reading strategies or be provided on campus support to provide instruction that enables students to meet literacy performance standards. This includes, RTI, sheltered instruction, and GT training.	2, 3, 4	Teachers, Administration	Increased performance on assessments by students Attendance verification sheets for training (sheltered instruction and GT training).				
Funding Sources: 185-State Compensatory Education							
9) All Teachers will display vocabulary word walls in the classroom with words from the core areas. Pocket charts, stands and sentence strips will be purchased for each core content teacher to provide a variety of interactive word walls.		Grade Levels, Administration	Increased performance in istation vocabulary assessments.				
10) Students will know appropriate sight words by the end of each grade level.		Teachers, Administrators	Assessments that indicate mastery of grade level sight words				
11) Teachers who have not completed the ESL certification will be encouraged to earn their ESL certification during the 2015-2016 school year to support student acquisition of reading skills in English.	4	Administration, ALS	ELS certification completed Increased levels in TELPAS				
12) All teachers and paraprofessionals will receive training to assist them in providing instructional accommodations and modifications for special populations, such as: RTI, At-Risk, Economically Disadvantaged, 504, Special Education, Migrant education, ELLs, and Advanced Academics in 5 components of reading during the 2015-2016 school year.	2, 3, 4, 8, 9	Administration, Special Program Teachers	Increased success in reading as measured by Star Reading, isip, benchmark assessments, STAAR * Teacher and paraprofessional presentations to staff; sharing of professional development learning				
Funding Sources: 211-Title I-Part A							
13) ELL students will have daily access to performance-based programs such as FLRT, iStation, English in a Flash, Bookflix, Quick Reads in grades K-5.		Teachers, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				
14) Students will be provided access to English in A Flash, iStation, and the 5 components of reading instruction in the classroom.	3, 9	PLCs, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				
15) All teachers will use ELPS and display Language Objective integrated within lessons.	2, 9	Teachers, Administration	Increased success on TELPAS reading, writing, speaking and listening.				
16) Students will have access daily to ESL strategies such as more visuals, partnering L1 and L2 students, total physical response, songs and chants, word walls and dramatization.	3, 9	Teachers, Administration	Increased achievement on English in a Flash and TELPAS reading, writing, speaking and listening.				
17) 5th grade students who do not pass STAAR assessment in reading will be required to attend summer school.	9	Instructional Coach, Administration	Increased scores and number of students passing STAAR on 3rd administration.				
Funding Sources: 185-State Compensatory Education - \$3809.00, 185-State Compensatory Education - \$546.00							
18) 5th grade students will use dictionaries to identify words with Greek and Latin origins as required by TEKS.	9	Teachers	Increased ability of students to use dictionaries to identify Language or origin of words.				
19) Student supplies and materials/on-line resources will be purchased to support reading instruction aligned to STAAR in English and Spanish, as well as purchased to support grades PK-2.	1, 2	Principal, Assistant Principal	STAAR Results in English and Spanish Fluency rates of students K-2 Usage of BrainPop and BrainPop, Jr. Usage of TumbleBook Library resource.				
Funding Sources: 185-State Compensatory Education - \$5941.00							
20) Teachers will attend professional development on the Instructional Framework. This includes professional development on Proficiency Scales and Learning Goals (Art and Science of Teaching).	1	Administration, Instructional Leadership Team, Curriculum Writers					

21) We will refine our performance management system (T-TESS) linked to measuring outcomes by enhancing student success.	1, 2	Principal, Assistant Principal, Teachers	Improved Student Academic Achievement and Proficient or better rating on T-TESS				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement










Performance Objective 3: By June 2016, students will meet or exceed Level II Phase in II standards in writing as measured by STAAR as follows: Grade 4: Increase from 70% in 2015 to 75% in June 2016 for a total of 5 %age points of growth in writing on STAAR. Increase the percentage of students who score at the advanced level in writing for 4th grade from 8 % in 2015 to 15% in 2016 for a total of 7 %age points gain. GES students will demonstrate exemplary performance in State designation distinction.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students in grades K-2 will receive daily instruction using a handwriting program to improve letter formation and manuscript.	2, 3, 9	Teachers, Administration	Lesson plans, walkthroughs, Journals, examples of student writing				
2) Teachers (and aides) will attend training on/off campus on effective writing strategies to provide instruction that enables students to meet performance standards. Teachers will return and present strategies to other teachers in an effort to build capacity. This includes sheltered instruction and GT trainings. The creation and use of the Instructional Calendar over common standards is an expectation.	2, 3, 4	Teachers, Administration	Lesson plans, walkthroughs, journals, examples of student writing Increased performance on assessments by students; attendance verification sheets for training (sheltered instruction and GT training). Creation and use of an Instructional Calendar.				
Funding Sources: 185-State Compensatory Education, 199-Local Funds							
3) Student supplies and materials will be purchased to support writing instruction aligned to STAAR in English and Spanish.	1	Principal and Assistant Principal	Writing STAAR Results in English and Spanish				
Funding Sources: 185-State Compensatory Education - \$1164.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2016, students will meet or exceed Level II Phase in II standards in science as measured by STAAR as follows: Grade 5: Increase from 78% in 2015 to 85% in June 2016 for a total of 7 %age points of growth in science on STAAR. Increase the percentage of students who score at the advanced level in science for 5th grade from 7% in 2015 to 15% in 2016 for a total of 8 %age points gain.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students in Grades 3-5 will be provided instruction by the teacher in the Science Lab at least once each week.	3, 8, 9	Teachers, Administration 4th Grade Teachers	Increased success on unit assessments, benchmarks, 90% passing STAAR in 5th grade. Kids Excel will focus on Reading this academic year; pictures of the performances.				
2) Teachers in grades 4-5 will use mimeo lessons, ignite learning and StemScopes for interactive lessons in science. Teacher in grades 3-5 will use StemScopes to support instruction for at-risk students in Science. Order for product pending CIC meeting on 10-5-2015	2, 3	Teachers, Administration	90% passing on Science benchmarks and STAAR assessment.				
3) Teachers will attend training in Science or be provided on campus support to provide instruction that enables students to meet performance standards. This includes sheltered instruction and GT training.	2, 3, 4	Teachers, Administration	Increased performance on assessments by students; attendance verification sheets for training (sheltered instruction and GT training).				
4) Teachers will monitor student progress in Science by SE during each six weeks.	8, 9	Administration, Teachers	Increased success on unit assessments, benchmarks, STAAR				
5) By participating in the Science Fair, students in grades K-5 will be encouraged to demonstrate their knowledge of the scientific process. Funds will come from student activity.		All Teachers Science Fair Committee	Completed Science Fair Projects Ribbons and awards Permission slips				
6) Student supplies and materials will be purchased to support science instruction aligned to STAAR in English and Spanish.	1	Principal, Assistant Principal	STAAR Results in English and Spanish				
Funding Sources: 185-State Compensatory Education - \$971.00							

<p>7) Students will participate in an integrated program of mathematics, science, English language arts and technology which will provide an interdisciplinary approach to content delivery. Through this program, students will accelerate their learning of knowledge and skills in the areas of language arts, mathematics, science and technology. They will also develop effective academic and study skills, as well as develop socially. The name of the summer enrichment program is Garcia Voyage. Ninety students will be able to participate: 30 third graders, 30 4th graders and 30 5th graders.</p> <p>This program depends on funds left over at the end of the year.</p>	Principal, Assistant Principal	Pre-test and Post-test results for students related to science, technology, engineering and mathematics.				
Funding Sources: 211-Title I-Part A, 185-State Compensatory Education						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Increase Student Academic Achievement

Performance Objective 5: 100% of students in grades PreK-2 will meet or exceed grade level reading proficiency levels by June 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All students in PreK-5 will use manipulatives: 1. Touch Phonics, reading rods, I-Station, Reading A-Z (Pre-K through 2) 2. Lexia (Pre-K through 5) 3. Lunch Bunch (4th and 5th grades) 4. Guided Reading (all grade levels) 5. Accelerated Reader(K-5th) 6. Centers to increase reading skills (All grade levels). 7. Improve student vocabulary by content area.	2, 3, 7, 9	Administration, Teachers	Increased success on reading assessments: Texas School Ready (TSR) ,I-SIP, benchmarks, Star Reading (2nd); Identification and use of appropriate vocabulary by content area; AR results for fluency and comprehension				
				Funding Sources: 199-Local Funds - \$1156.00			
2) Teachers will monitor student progress in reading by SE during each six weeks and provide appropriate intervention (fluency and comprehension rate using Accelerated Reader).	7, 9	Administration, Reading Teacher, Teachers	Increased success on assessments: STAR Reading (2nd through 5th), ISIP (all grade levels), unit assessments (per YAG), benchmarks.				
3) Conduct fluency and comprehension checks every 6 weeks. kinder- begin with letter sound knowledge. 1st and 2nd grade fluency passages and comprehension questions.		Teachers, Administration	Fluency probes and results				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							


















Goal 2: Increase Student Academic Achievement

Performance Objective 6: GES will implement and monitor 100% of the Technology Plan correlated to the CISD Board-Approved Technology Education Plan during the 2015-2016 school year (a minimum of three tasks will be met).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Evaluate quarterly GES Technology Plan for correlation with CISD Board plan.	2	Administration, Technology Committee	Revised Technology Committee Quarterly Report to meet campus technology needs based on CISD Board plan.				
2) Ensure that all software by the District and Campus is loaded on all computers. and computers, printers, etc. are maintained.	2	IT	Software updated and maintenance performed as needed.				
3) Library computers and Computer Lab will be scheduled to ensure equitable access by all students.	2	Librarian, Administration, Instructional Coordinator	Schedule is provided for library and computer lab accessibility.				
4) Provide tablets for use by students to increase access to technology and 21st century technology skills.	9	Administration, Teachers, Insatructional Coach					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: All students will be taught by highly qualified teachers, and where applicable, qualified instructional aides in schools led and supported by highly qualified administrators, able to meet the needs of diverse learners.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Principal will attend professional development to maintain certification and provide appropriate services for students and staff.	1, 4, 10	Superintendent	Certificates from training				
2) Assistant Principal will attend professional development to maintain certification and provide appropriate services for students and staff.	1, 4, 10	Principal	Certificates from training				
3) Teachers and instructional aides will attend professional development to maintain certification and provide appropriate services for students and staff.	1, 4, 10	Principal	Certificates from training				
4) Staff will recruit, hire and build capacity in teachers to meet the diverse needs of the campus. Campus will attempt to increase the number of male teachers on campus (mentors for young male students). Successful teachers will become mentors for new teachers. New teachers will be assigned a campus mentor as part of the new teacher induction program (teachers with 2 years of experience or less).	1, 3	Principal Assistant Principal Adrian Flores Brisa Clary	Diversity in staff Mentoring logs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: The gaps between ELL/ non-ELL students, at-risk/non-at-risk, and ED/non-ED students in each student group at each grade level and each content area will close by at least 5 %age points by May 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The appropriate time and treatment based on guidelines from ALS will be ensured in dual language classrooms as well as materials and instruction delivered in English and Spanish.	2, 9	Teachers, Administration	Increased performance on TELPAS reading, writing, speaking and listening. Use of resources in English and Spanish				
2) Migrant Tutor will provide support for students in K-2 in mathematics	9	Assistant Principal	Increased success on common assessments, benchmark assessments, TELPAS and STAAR reading and mathematics				
3) Bilingual Aide will provide support to Dual Language teachers and students through LPAC, assessments, and keeping of ELL records.	2, 9	Ruth Garcia	Increased number of students in grades 2-5 scoring one level higher on TELPAS				
4) GES campus will work with the Academic Language Services (ALS) Department to develop a K-2 Rubric to benchmark the Dual Language Program.	1, 2, 8, 9						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 2: Increase Student Academic Achievement

Performance Objective 9: Create two new paths that will bring leadership and 21st-Century life skills to the classroom for 100% of GES students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will be trained by the Instructional Technology Department on how to use Mimeo Boards to enhance classroom instruction.	1	Principal	Number of teachers using Mimeo Boards during classroom instruction and planning (lesson plans).				
2) Teachers will be trained by the Curriculum and Supervision Department on how to access online instructional resources to effectively deliver classroom instruction for students at all grade levels.	1	Principal, Assistant Principal	Teacher use of online instructional resources.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 2: Increase Student Academic Achievement

Performance Objective 10: By June 2016, students will meet or exceed knowledge of social studies content by grade level. This will be a baseline year for these results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students will learn about others and the cultures of others by receiving instruction from classroom teachers and participating in multicultural activities. The creation and use of an Instructional Calendar to address low performance over common standards will also be a part of the instructional plan.	1, 2	Principal, AP, Teachers	<p>Student work demonstrating knowledge of other cultures, common assessment results</p> <p>Participating in Winter Holidays Around the World, No Place for Hate</p> <p>Creation and use of an Instructional Calendar to address low performance over common standards.</p>				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							












Goal 2: Increase Student Academic Achievement

Performance Objective 11: Provide homebound services for students, as needed.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide homebound services to at-risk student for the remainder of the 2015-2016 school year. There has not yet been a need for this service during this academic year.	1	Homebound Teacher, Principal, Classroom Teacher	Student will submit work given to her by classroom teacher by way of the homebound teacher for grading. Student work will consist of math, reading, science and social studies.				
Funding Sources: 211-Title I-Part A							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 12: The Student Study Team (SST) consisting of an Administrator, Teaching Staff, Nurse (where appropriate), Counselor, and Parents will identify 100% of students needing additional support in reading, mathematics and/or behavior during the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All paperwork (forms, student work samples, assessment results, report cards) will be submitted in a timely manner.	6, 8, 9	Administration and Teachers	SST Packets completed and submitted in a timely manner.				
2) Student Study Team will meet as needed to ensure academic and behavioral success for each child.	6, 8, 9	Administration, RTI Teacher, classroom teachers.	Timely documentation of SST meetings.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							













Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 1: Counselor will provide instruction and activities to enhance student character formation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Counselor and Administration will implement instruction for all students in Character Counts.	2	Principal, Counselor and AP	Lesson Plans Summary of contact with students addressing character by administration				
2) Counselor and administrator will plan activities such as Character Education, Fire Prevention, Drug Free, No Place for Hate, Bullying and Gang Awareness and Being Respectful Lessons (Etiquette).		Counselor, Teachers, Administration	Completed activities as reported in Counselor report with pictures of activities and performances.				
3) Counselor will participate in professional development as necessary during the 2015-16 school year to maintain appropriate services for students and staff.		Counselor and Principal	Certificates of training.				
Funding Sources: 199-Local Funds - \$900.00							
4) All students will participate in Destination College through activities such as; adopting a college/university, attending college/university presentations, and completing college applications (5th grade only).		Counselor, Teachers, Administration	Presence at Parent/Teacher conferences, activities, fieldtrips, and completed college applications. Students will visit universities such as UTEP, NMSU and EPCC in grades 3rd through 5th.				
5) Career education will include classroom instruction in all content areas and a "Career Day" with various presenters from the community.		Counselor, Teachers, Administration	Lesson Plans and Career Day Planned for November (will screen presentations)				
Funding Sources: 199-Local Funds - \$1183.00							
6) Generation TX will be celebrated for one week in November at GES by all students with various activities (college readiness).		Counselor, Teachers	Completed activities third week in Nov. 2014.				
7) Campus will develop the Eyes and Ears Program with 4th and 5th graders; student patrol with focus on responsibility, caring, respect and good citizenship.		Counselor	Student notes, sign-in sheets				
8) Campus will support the election of Student Council members and support subsequent activities.		Ms. Coppenbarger, Ms. Denny and Ms. Bueno	Sign-in sheets, agendas for activities, pictures				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 2: All students will be offered opportunities to participate in programs during the 2015-2016 school year that emphasize the importance of staying in school and graduating from high school.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All 5th Grade students will be provided opportunities to participate in Mother/Daughter, Father/Son activities throughout the year, and Life Skills lessons provided by the District.	9	Mother/Daughter, Father/Son Sponsors, Prevention Specialist	Sign-in sheets for activities, Participation rosters submitted to UTEP and District oversight personnel				
2) Students in grades 4 and 5 will be provided the opportunity to participate in Student Council as a member.	9	Student Council Sponsors	Roster of StuCo officers/Representatives; Activities submitted by Student Council sponsors				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 3: By Spring, GES will provide the opportunity for all students to participate in programs, field trips and events supporting character, education, social skills development and behavior management.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All students will have the opportunity to attend field trips such as the Farm and Ranch Museum, literature-based theatre and the Mesilla Maze. Students will learn how to comport themselves properly in these surroundings. Bus etiquette will be modeled for students before attending field trips.		Counselor, Teachers, Administrators	*Students will reflect and write on their experiences *Fewer incidents/behavior reports on such trips *Photographs and video of students on trips				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 4: During the 2015-2016 school year, 100% of Garcia Elementary staff will continue creating a framework (School Wide Positive Behavior Intervention Support) for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Various members of PBIS campus team consisting of a teacher from each grade level and additional staff will attend a minimum of 3 local PBIS trainings per year and one regional conference.	1, 2, 6, 9	Assistant Principal Counselor	Meeting agendas, minutes and sign-in sheets				
2) The campus will implement the "No Place for Hate" initiative.	8, 10	Principal, Counselor, Assistant Principal	Campus being designated as a No Place for Hate School as a result of fulfilling requirements of the ADL.				
3) The campus will implement a science-based substance abuse and violence prevention curricula to educate students in 5th grade.	1, 2	Student Support Division, Principal	Classroom rosters Prevention schedules Red Ribbon Week in October 2015				
4) Activities will be planned throughout the year to address student attendance and on time arrival. Activities include distribution of Raven Bucks, Health Snack parties, and certificates.	2	Attendance Review Committee	Improved attendance to campus goal of 98%.				
5) All staff will receive training regarding the Emergency Operation Plan and school safety throughout the 2015-2016 school year.	10	District At-Risk Coordinator, Administration	Sign-in sheets from training				
6) Parents will be educated on substance abuse and violence prevention at parent meetings or events.	6	Parent Liaison/Nurse	Sign-in sheets				
7) During the 2015-2016 school year, Garcia Elementary School teachers and staff will study the Organizational Health Inventory results and will focus on Communication Adequacy. Teachers and staff members will be a part of the decision-making process throughout the year.		Administration Instructional Leadership Team CIC	*More teacher observations of each other. Communication written and verbal between administration and staff member. Communication and staff input taken into consideration concerning campus resources, student needs and campus wide initiatives.				
8) Teachers will reinforce Positive Behavior Support Matrix in the classroom and common areas to reduce the number of in school and out-of-school suspensions. Teachers will acknowledge the positive behaviors that students are exhibiting and model those behaviors themselves.	1	Teachers, Counselor and Administrators	Lower percentage of office referrals and in/out-of-school suspensions.				
9) Activities will be planned throughout the year to address teacher attendance and on time arrival. Activities include distribution of certificates and treats. PTO may provide treats for teachers.		Administrators, Office Manager	*Improved attendance rates of teachers to 96%				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 5: During the 2015-2016 school year, 100% of Garcia Elementary staff will continue to implement the Coordinated School Health (CSH) Program to develop students' mental, emotional, learning, physical and social aspects.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct state required FITNESSGRAM testing for students in PE classes.	2, 3	Administrators, PE Teachers	Testing schedules, FITNESSGRAM Reports				
2) Students will participate in Moderate to Vigorous Physical Activity (MVPA) for a minimum of 30 minutes per day or 135 minutes per week with instruction from CATCH and TEKS.	3, 5	Physical Education Teachers, Administrators, Coordinated School Health Committee- (PE teachers, Health teachers, Nurses, Cafeteria managers, Wellness coordinators, Parent Liaisons, Classroom teachers, Counselor, Healthy and safe school personnel)	Lesson plans (PE TEKS), Classroom walkthroughs, CATCH reports, FITNESSGRAM reports				
3) Safety plan will be established if the student/teacher ratio is greater than 45 to 1 in a physical education class	2	Campus Administrators, PE Teachers (2), Coordinated School Health Committee	Safety plan to address a teacher student ratio higher 45 to 1.				
4) Provide instruction on Health Education at least once every two weeks K-5 (TEKS), in addition to healthy bodies presentations.	3	PE Teachers, Coordinated School Health Committee	Lesson plans noting materials used, presentations				
5) Provide one representative for the district School Health Advisory Committee (SHAC),	2, 4, 10	Coordinated School Health Team Victor Luces and Adrian Flores	Sign-in sheets of SHAC meetings, meeting agendas, PLC agendas and minutes, CSH Team agenda and minutes				

6) Meet quarterly as a campus Coordinated School Health team to monitor and implement the necessary strategies and tools as outlined by the School Health Index, FITNESSGRAM and other local assessments.	2, 6	Administrators, Nurses, PE teachers, Health teachers, Parents, Cafeteria managers, Safe and healthy personnel	Sign-in sheets, Meeting Agendas and minutes				
7) Appropriate personnel will receive necessary training on CPR, AED, First Aid and UDCA.	2, 4	Administrator, Coordinated School Health Committee	Sign in sheets, Certificates				
8) 5th grade students will be provided Growth and Development/ puberty presentation "Always Changing" or other District approved curriculum.	2	Coordinated School Health Committee, Nurse, PE teachers, Other Approved Presenter	Class rosters, Returned parent permission forms				
9) Campus will recruit two Wellness Coordinators to invite staff to participate in wellness activities during the year to foster positive attitudes and healthier living.	5	Administrator, Two Wellness Coordinators per campus	Rosters of participation in activities.				
10) Pk-5th grade students will learn about food and nutrition during the week of April 11-15, 2016.		Nurse	Informational materials sent home to provided information to families about the need to eat healthy foods. Tokens for vegetables and fruit consumed at lunch given during the target week; the class with the most tokens will be given a fruit and vegetable party.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 1: Increase parental support for student academic success through parental activities during the 2015-16 school year (minimum of three activities).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase the number of ways to communicate with parents through various venues, such as daily agendas, behavior calendars/plans, phone calls (school messenger), parent/teacher conferences, district web page, FACEBOOK page and post cards.	2, 6, 9	Teachers. Others involved are: Parent Liaison, Administration	Agendas, behavior calendars/plans, parent/teacher contact logs, discipline referrals, SSTs				
Funding Sources: 211-Title I-Part A, 211-Title I-Part A, 211-Title I-Part A							
2) All Parents will sign the Campus Parent Compact during Parent/Teacher Conferences in October 2015 (School Messenger).	6	Parent Liaison, Teachers	Signed compacts				
3) All parents will be notified of opportunities during the 2015-16 school year to participate in the Parent Advisory Committee (PAC) and to obtain information for parents from the Parent Liaison.	7	Parent Liaison	Flyers, Sign-in Sheets Parent Liaison to attend professional development and share findings with staff and parents				
4) Parents will be invited each month to presentations to increase their knowledge of how to support the health, education, social and emotional needs of their children.	7	Parent Liaison	Sign-in sheets; decreased number of discipline referrals				
5) All parents will be invited to events, such as math, science, reading activities, Father/Daughter Dance, Mother/Daughter Tea, Mother/Son Challenge, Father/Son Field Day, during the 2015-2016 school year. Parents will be invited to participate in the field trips and share learning experiences with students.	6	Parent Liaison, Administration, Reading Committee, Math Committee, Science Committee, Science Fair Committee, PTO	Flyers Sign-in sheets School Messengers Emails				
6) Watch D.O.G.S. (Dads of Great Students) will continue on the campus to promote safety and Dads serving as role models for students.	6	Principal; Parent Liaison, Top D.O.G.S.	Watch D.O.G.S. Schedules				
7) Activities, such as Movie Night and Coffee with the Principal, will be held throughout the year to build a bridge between parents and the school.	6	Administration, Parent Liaison	sign-in sheets				
8) Parents will be provided written materials to support learning in math and reading.	6	Parent Liaison, Administration	Increased scores on math and reading assessments.				
9) Parents will be offered the opportunity to attend the BEEMS Conference in 10/2015.	6, 9	ALS	LPAC Parent will attend; certificate of sessions attended				
10) Activities such as Grandparents Day (Sep 19th), Muffins with Mom (May 9), and Donuts with Dad (May 30) will be held to promote parental involvement.	6	Parent Liaison, Administration	Sign-in sheets showing # of grandparents and mothers attending.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue










Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 2: Improve upon and create a positive campus climate as will be measured by the Organizational Health Inventory taken by 100% of teachers and the Parent Survey taken by a majority of parents in May 2015.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All staff will be invited to participate in activities throughout the year to improve morale and communication.	5	Social Committee	Participation in activities sponsored by the social committee				
2) All staff will be provided a campus shirt to promote unity and a positive campus environment (UIL shirt).	5	Administration, CIC Representatives, CCC Representatives	Participation of All Staff in UIL Host Activities				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 3: GES will enable all students to participate in Fine Arts activities such as music, band, choir, UIL, El Paso community events, Kids Excel, Spelling Bee, and end-of-year fine arts showcase during the 2015-2016 school year(a minimum of 3 events).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each grade level will present a musical presentation at least once during the year. Honor band and choir will present twice, for school community and/or parents.	2	Teachers, Music Teacher	Presentations Student participation rosters				
2) Students will be encouraged to participate in enrichment programs, such as UIL and Young Rembrandts.		Administration, Parents, Young Rembrandts staff, UIL Coordinator and Coaches	Sign-in sheets and students placing in UIL events.				
Funding Sources: 199-Local Funds - \$1400.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 1: GES students will maintain cohort classification limiting the number of students retained to no more than 5 students campus wide by June 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Identify students who are in need of support through early intervention and provide needed assistance. Please see support funds in Goal 2.	1, 2, 9	Instructional Coach, Teachers, Administration, Academic Tutors, Reading teacher and At-Risk Facilitators	Maintain number of students retained at 0.				
2) Parents of students with failing grades will be contacted each six weeks by the Parent Liaison. All students/parents will receive 3 week progress reports.	2, 9	Parent Liaison. Teachers	Parent/Teacher Contact Logs, Parent Liaison checklist				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 2: All Headstart PreK and 5th grade students will be provided the opportunity to participate in transition activities to facilitate a successful transition into the next grade level by May 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All 5th grade students will be given the opportunity to participate in a field trip to the Canutillo Middle School in the Spring.	7	Counselor, 5th Grade Teachers	Field trip will take place in May 2016. Student survey to be developed and given to 5th grade students concerning middle school and expectations.				
2) All 5th grade students will complete registration paperwork to select courses and electives for the middle school in February.	7	Counselor, 5th Grade Teachers	Completed forms and schedules				
3) Parents of PreK students transitioning to Kindergarten will be invited to an instructional orientation and tour in cooperation with Region 19 Headstart in April 2016.	1, 2, 4, 6, 7	Parent Liaison, Administration	Orientation Sign-in sheet and flyers				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 3: Provide a minimum of three ways for parents to receive information regarding campus activities and the progress monitoring of students throughout the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Information will be sent to parents in a timely manner regarding campus activities and attendance progress monitoring through venues such as, district campus website, the marquee, FACEBOOK, classroom/school website, monthly newsletter, calendar, flyers, student agendas, School Messenger and Parent Link in English and Spanish. The campus website will be updated weekly.	2, 7	Principal, Receptionist, Librarian, Teachers	Copies of information sent to parents-Parents received information through flyers, monthly newsletters, calendars, website, student agendas, School Messenger and Parent Link in English and Spanish *Feedback on surveys				
2) A PTO will continue providing information to parents and involving parents in campus activities.		PTO Board, Principal	Regular meetings of the PTO; copy of sign in sheets				
3) Campus will establish a FACEBOOK page to provide the community with information about the campus.	6	Administrator, Office Manager	Number of likes from teachers, parents and community about the website.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							













Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 4: We will spend 95% of federal funds by the end of December 2015.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) We will monitor the spending of funds once monthly to ensure that we are meeting the spending deadlines and movement of funds from one line code to another. This includes spending for Special Education, RTI, GT, 504, Bilingual Ed, etc.	10	Office Manager, Principal, Assistant Principal, Campus Improvement Committee	Increase in spending up to 95% by December 18, 2015				
2) We will submit purchase orders/requisitions that are aligned with the campus improvement plan.	10	Principal, Office Manager	Deadlines met and materials received from purchase orders				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 5: We will have a minimum of two Partners in Education for the 2015-2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) We will partner and build relationships with the Border Patrol to provide services of safety and to read to our students.	3, 10	Principal, Counselor	*Pictures/video of student interactions with law enforcement				
2) We will partner and build relationships with local book authors to promote literacy, compassion and awareness of differences in students (special needs).		Librarian, Counselor, Administration	*Pictures/video of student interactions with book author and how student interact with each other				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State Compensatory

Budget for Gonzalo & Sofia Garcia Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6118.05.105.30	6118 Extra Duty Stipend - Locally Defined	\$9,451.00
185.11.6118.40.105.30	6118 Extra Duty Stipend - Locally Defined	\$3,809.00
185.11.6143.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28.00
185.11.6149.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.13.6499.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,447.00
185.11.6143.13.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6149.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$756.00
185.11.6119.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,612.00
185.11.6143.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$323.00
185.11.6149.40.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6126.03.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20,750.00
185.11.6143.40.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20.00
185.11.6398.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$7,860.00
185.11.6128.40.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$546.00
185.11.6145.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47.00
185.11.6398.01.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6129.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,543.00
185.11.6145.03.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$24.00
185.11.6399.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$14,034.00
185.11.6141.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$718.00
185.11.6145.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6.00

185.11.6399.01.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6141.03.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$294.00
185.11.6145.13.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6494.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,526.00
185.11.6141.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71.00
185.11.6145.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75.00
185.12.6141.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6141.13.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6145.40.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4.00
185.12.6141.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6141.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$937.00
185.11.6146.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$272.00
185.12.6143.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6141.40.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50.00
185.11.6146.02.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.12.6145.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6142.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$16,557.00
185.11.6146.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.12.6146.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6142.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,519.00
185.11.6146.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,320.00
185.12.6146.05.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6143.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,744.00
185.11.6146.40.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.12.6329.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,910.00
185.11.6143.03.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$118.00
185.11.6149.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$743.00
185.13.6411.00.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,684.00

	6100 Subtotal:
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\$206,798.00

Personnel for Gonzalo & Sofia Garcia Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Villalva	Academic Tutor	State Comp. Ed.	.5
Carmen Castaneda	At-Risk Aide	SPED	1
Consuelo Rios	At-Risk Teacher	SPED	1
Cynthia Carbajal Vasquez	Academic Tutor	State Comp Ed.	.5
Laura Nayeli Chanez	Academic Tutor	State Comp Ed.	.5
Lilia Sotelo	At-Risk Aide	SPED	1

Title I

Schoolwide Program Plan

Garcia Elementary School's Schoolwide Title I Program is developed through a campus-wide planning process that begins with a lengthy and on-going Comprehensive Needs Assessment (CNA) process. Critical to developing our Title I program the campus CNA process reveals the priority areas for required focus, suggests benchmarks for the plan's evaluation and links all aspects of the schoolwide program's implementation. The academic performance information about all students is included in the CNA process, which included teachers, staff, and parents.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Teachers, paraprofessionals, and parents evaluated each of the areas through the eight CNA components in committees. They identified strengths and needs in each of the areas during the Spring of 2015 for the 2015-2016 academic year.

2: Schoolwide Reform Strategies

During the 2015-2016 academic year, teachers and support personnel will be providing interventions for students during the instructional day. Teachers will review assessment data of students in the core content areas of reading and math and will address the needs of students in the grade level as a team. The team includes grade level teachers, academic tutors (available for 14 weeks on Monday, Tuesday and Wednesday), the RTI teachers and At-Risk Aides. The students with the greatest need will be assigned to the teacher and all other support staff will address students' needs at the instruction of the classroom teacher.

Istation was used by all students in PreK through 5th grade to address needs in reading. Students in grades K-2 will use JiJi from Mind Research Institute and Zaner-Bloser Handwriting. Students in grades 3-5 will use Motivation Math from Mentoring Minds and Curriculum Associates from Pearson to increase critical thinking and problem solving abilities. Students in grades 1-5 will continuously read books and take assessments in Reading Renaissance (AR). Teachers will work in PLCs to address instruction, assessments, and needs of students. Teachers in grades 3-5 will use STEMscopes in math and science for instructional support. All students will continue to have access to the Science Lab. Teachers will prepare lessons and materials for the lab prior to its utilization.

All teachers with the exception of 5th grade teachers were trained in Empowering Writers during the 2014-2015 school year. Fourth grade teachers will attend a refresher training through Curriculum and Instruction during the fall of 2015. Additional training for Empowering Writers is pending at this time.

3: Instruction by highly qualified professional teachers

All teachers are teaching in areas in which they are certified. Teachers will participate in the required professional development (30 hours) and 6 hour GT update. All ELL students are being served by teachers who are bilingual certified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers attended the Art and Science of Teaching professional development with a focus on learning goals and proficiency scales. They also attended the Lead 4ward math professional development session (grades PK-5th). Administrators attended the T-TESS and T-PESS professional development training during the summer of 2015. They also attended the Leadership Academy sponsored by Canutillo ISD. The PBIS team attended the Border Conference; focus was on developing practices to promote positive behavior (PBIS). More professional development will be offered and attended by all mentioned throughout the academic year.

5: Strategies to attract highly qualified teachers

Teachers participate in PLCs on a weekly basis. Teachers are able to attend professional development to support their classroom instruction. New teachers are supported through on campus mentors who help them during their first two years in the classroom. Postive climate with fun and relaxing activities sponsored by the wellness and social committees will contribute to a positive culture (OHI). Teachers will participate in 90-minute planning blocks at least once each six weeks throughout the year.

6: Strategies to increase parental involvement

Campus has an established Parent Teacher Organization, which involves different parents in activities that support students, such as Father/Daughter Dance, Mother/Son Challenge, Mother/Daughter Tea, Field Days. Volunteers served in classrooms, in the cafeteria, and in other ways to support students. Campus also has a Watch D.O.G.S. (Dads of Great Students) Program to involve fathers and father figures in their child's education. They served as increased security and male role models in classrooms, on the playground and in the cafeteria.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Pre-K to Kindergarten transition: An orientation and tour of the school was held (and will be held) for Headstart PreK parents and students in May 2015 to orient them to the campus.

Transition from 5th grade to 6th grade for general education, 504, RtI SPED and ELLs: Daily Intervention provided by teachers, tutors, at-risk aides and at-risk Teachers. Students will received 45 minutes of daily intervention to transition from below grade level to at or above grade level, preparing them for the next grade level.

Transition and Preparation exposing students to higher level education opportunities-UTEP:

*5th Grade field trip to UTEP on 11/18/15

*Fifth Grade visit to Canutillo MS and Canutillo HS during the week of May 23-May 27, 2016.

*Fourth Grade visit to EPCC during the week of May 16-May 20, 2016 (will add to strategies).

*Career Day at Garcia Elementary School on March 2, 2016. Students will have the opportunity to explore various career and technology options and the chance to discuss with people who actually work in their respective professions.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers are involved in decisions regarding the use of academic assessments to improve instruction, such as CIC, Instructional Leadership Team (ILT), and the science fair committee.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

During the day interventions provided by teachers, academic tutors, at-risk aides and RTI teachers are utilizing strategies to address individual student needs. Teachers use the interventions in instruction to address weekly needs of students in reading.

10: Coordination and integration of federal, state and local services and programs

Local, state and federal funds, such as Title I, Title II, Compensatory Ed, Migrant, bilingual, and Special Education, are used to support the instructional programs on the campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Torres	Parent Liaison	Student Support Services	.5
vacant	Pre-K/Kinder Aide	Early Childhood	1
vacant	Library Aide	Media Services	1

2015-2016 Campus Improvement Team

Committee Role	Name	Position
Administration	Tangela L. Carter	Principal
Administration	Magdalena Valdez	Assistant Principal
Business Representative	Annette Gallardo Sanders	Business
Classroom Teacher	Brisa Clary	1st Grade Dual Language Teacher
Classroom Teacher	Heather Covarrubio	5th Grade Teacher
Classroom Teacher	Irene De la Cruz	2nd Grade Teacher
Classroom Teacher	Patricia Gutierrez	Kindergarten Teacher
Classroom Teacher	Jon Serrano	4th Grade Teacher
Classroom Teacher	Mike Rudy Torres	3rd Grade Teacher
Community Representative	Maria Elena Aguirre	Community Representative
Counselor	Martha Bueno	Counselor
Non-classroom Professional	Deborah Coppenbarger	Librarian
Parent	Robin Benavidez	Parent
Parent	Karen Reyes	Parent
Special Education Teacher	Perla Livengood	Special Education Teacher