

**Canutillo Independent School District
Gonzalo & Sofia Garcia Elementary School
2017-2018 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

Currently, there are 454 students attending Garcia Elementary School. The student population is 224 males and 230 females. A total of 430 students are Hispanic (94.63%). Twenty-two students are white (4.92%). Two students are two or more races (.45%). There are a total of 21 students in Speech Therapy. We have a total of 28 students in special education which has increased from the year before.

Other current demographic information is as follows:

- Title I-447 students (schoolwide Title I program)
- Campus LEP-117 students total
- GT=55 students total
- Migrant=3 students
- At-Risk=242 total:

All data noted above was found in On Data Suite 2016-17 Report

The attendance rate for 2016-2017 was 96.72%. Our campus goal for 2017-2018 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)
- 3 First Grade Teachers (2 two-way dual language, 2 monolingual)
- 3 Second Grade Teachers (2 two-way dual language, 2 monolingual)
- 4 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 RTI Teachers
- 2 At-Risk Aides

- 3 SPED Teacher
- 1 SPED Aide
- 1 Librarian
- 1 Library Aide
- .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
- All teachers at Garcia Elementary School are now certified teachers. One teacher completed her Master's Degree in Counseling and another received her Master's Degree in Curriculum and Instruction. One more teacher is enrolled to receive her Masters in Curriculum & 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 (One with 7 years experience and one with 1 year experience). 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.

Demographics Strengths

- Low mobility rate
- Good teacher student ratio..20-1 in most classes
- Low SPED Population
- Special programs are not under/over represented
- 90% attendance
- Low turnover rates

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers work in isolation and are not given time to visit other classrooms for instructional collaboration. **Root Cause:** Time and money was not assigned for staff development and PLC substitutes for rounds and instructional strategies training.

Problem Statement 2: New teachers work in isolation and need a consistent mentor and PLC time. **Root Cause:** Not assigning a teacher mentor per TxBess.

Student Academic Achievement

Student Academic Achievement Summary

The STAAR data for Mathematics during 2016-2017 school year is as follows: 3rd Grade Math 87%, 4th Grade 77%, 5th Grade 85%.

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, after school intervention 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 2016-2017 school year is as follows: 3rd Grade Reading English All=82%, 4th Grade 80%, 5th Grade 85%. 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 writing across the curriculum).

We will continue to use I-Station and other online resources to support reading improvement for students. We are also implementing the Guided Reading and Guided Math to help guide instruction and raise their lexiles and Math skills.

4th Grade English Writing All=58%, 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, The Writing Academy, comprehension and the use of writing across the curriculum).

5th Grade Science English All=73%, 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). This school year, we plan to Celebrate Mexican Independence Day , 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 Academic Achievement Strengths

- Literacy Learning Centers
- Guided Reading Resources
- Guided Math Resources

- WINN Time
- After School tutoring
- Academic Tutors
- Supplemental Materials
- Bilingual/Migrant Tutors

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All student population Writing and Science scores are 14% and 7% lower than the previous year. **Root Cause:** Not enough professional development on instructional strategies for teachers to target these areas.

Problem Statement 2: Current students that receive a "Masters" rating is at average 35%. Need to increase the number of students at "Masters" level. **Root Cause:** Teachers not utilizing and or aligning enough rigorous research based strategies and curriculum in their classrooms.

School Processes & Programs

School Processes & Programs Summary

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.

All teachers at Garcia Elementary School are now certified teachers. 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 (One with 7 years experience and one with 1 year experience). 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 2017. 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.

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.

Teachers at Garcia Elementary School attended Technology training with the CISD Technology Lead Teacher and the Instructional Technologist. 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 2017-2018 school year. We will also access our district math coordinator for professional development in this area.

School Processes & Programs Strengths

- Admin support
- Schedule accommodates teacher/student
- Many opportunities for intervention (WINN, tutoring)

- Good communication with C and I
- Opportunities for parent to meet with principal
- Parent Involvement
- Many software resources
- Students given opportunity to engage with technology
- Students proficient with technology
- Technology allows for differentiation
- Data driven instruction
- Common Assessments
- YAG alignment
- TEKS Resources-IFD
- Eduphoria for data disaggregation
- 90% attendance
- Low turnover rates
- TxTess support
- TxBess support
- Professional Development
- Surveys to monitor teacher expectations

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The At Risk population is 50% of the student population and students need on time support in all areas. **Root Cause:** No RTI teacher to coordinate students' needs (SST, Tiers, 504, etc) in a timely manner so other personnel addressing RTI needs.

Perceptions

Perceptions 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.

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=3, Bus referrals-misconduct=4, Classroom disruption=4, Hitting/kicking not fighting=5, Horseplay=18, Inappropriate, Cheating - 1, language/profanity=2, Insubordination=10, Persistent classroom disruption=5, Physical Altercation(not fighting)=5, Refusing to follow instructions=1, Theft/Stealing-non criminal offense=1.

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 by 65% as per the Spring 2017 OHI results.

Perceptions Strengths

- Various opportunities for parents to participate & connect with school
- Extra-Curricular Activities
- Attendance
- Facility is clean
- Safety/EOP in place
- Rapport between students and staff is good

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low percentage of parent involvement, parent volunteers, and parent awareness in child's education. **Root Cause:** No full time parent liaison to coordinate and offer classes and support to 498 potential parents to increase awareness on how to get involved in child's education.

Problem Statement 2: Recurring students continue to have behavior issues. **Root Cause:** Implementing PBIS to its fidelity and clearly communicate to parents and all stake holders the daily expectations for all daily activities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals







Goal 1: Provide a Safe and Secure Environment

Performance Objective 1: During the 2017-2018 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. We will decrease discipline referrals by 5%.

Evaluation Data Source(s) 1: Student/parent surveys, OHI and TEAMS discipline reports.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All staff will participate in a Comprehensive Needs Assessment for the campus for 2017-18 from August 2017-June 2018 (on-going and living document)</p>		Administration Instructional Leadership Team	Completion of Needs Assessment Sign in sheets participation of ILT and CIC.				
<p>Critical Success Factors CSF 6</p> <p>2) 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.</p>	1, 2	Assistant Principal Counselor	Meeting agendas, minutes and sign-in sheets				
<p>Critical Success Factors CSF 6</p> <p>3) The campus will implement the "No Place for Hate" initiative.</p>		Principal, Counselor, Assistant Principal	Campus being designated as a No Place for Hate School as a result of fulfilling requirements of the ADL.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) The campus will implement a science-based substance abuse and violence prevention curricula to educate students in 5th grade.</p>		Student Support Division, Principal	Classroom rosters Prevention schedules Red Ribbon Week in October 2016				

<p align="center">Critical Success Factors CSF 5</p> <p>5) Parents will be educated on substance abuse and violence prevention at parent meetings or events.</p>	6	Parent Liaison/Nurse	Sign-in sheets					
<p align="center">Problem Statements: Perceptions 1</p>								
<p align="center">Critical Success Factors CSF 6</p> <p>6) During the 2017-2018 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.</p>		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.					
<p align="center">Critical Success Factors CSF 6</p> <p>7) 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. Teachers will receive staff development to support the needs of the PBIS.</p>	4	Teachers, Counselor and Administrators	Lower percentage of office referrals and in/out-of-school suspensions.					
<p align="center">Problem Statements: Perceptions 2</p>								
<p align="center">Critical Success Factors CSF 6</p> <p>8) 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.</p>		Administrators, Office Manager	*Improved attendance rates of teachers to 96%					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

Performance Objective 1 Problem Statements:

<p>Perceptions</p>
<p>Problem Statement 1: Low percentage of parent involvement, parent volunteers, and parent awareness in child's education. Root Cause 1: No full time parent liaison to coordinate and offer classes and support to 498 potential parents to increase awareness on how to get involved in child's education.</p>
<p>Problem Statement 2: Recurring students continue to have behavior issues. Root Cause 2: Implementing PBIS to its fidelity and clearly communicate to parents and all stake holders the daily expectations for all daily activities.</p>

Goal 2: Increase Student Academic Achievement







Performance Objective 1: By June 2018, students will meet or master standards in mathematics as measured by STAAR as follows: Grade 3: Increase from 87% in 2017 to 90% in June 2018 for a total of 3% points of growth. Grade 4: Increase from 77% in 2017 to 80% in June 201 for a total of 3% points of growth in mathematics on STAAR. Grade 5: Increase from 85% in 2017 to 89% in June 2018 for a total of 4% points of growth in mathematics on STAAR. Increase the percentage of students who score at the masters level in mathematics for 3rd, 4th, and 5th grade from 35% in 2017 to 40% in 2018 for a gain of 5% points. GES students will demonstrate exemplary performance in State designation distinction.

Evaluation Data Source(s) 1: CABs, benchmark STAAR Ready and data digs along with STAAR result tests.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>1) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards.</p>		Teachers, Administration	Common assessments (end of unit) TEKS Resource, istation, Renaissance Learning (AR), English in a Flash, Star Math and Star Reading), walk-throughs				
Problem Statements: Student Academic Achievement 2							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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 half day staff development quarterly.</p>	2, 4, 8	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				
Problem Statements: Demographics 1							
<p>Critical Success Factors CSF 1</p> <p>3) Student supplies and materials will be purchased to support mathematics instruction aligned to STAAR in English and Spanish.</p>	1, 9	Principal	Completed warehouse requisition				
Problem Statements: Student Academic Achievement 2							
<p>Critical Success Factors CSF 1</p> <p>4) Students in 3-5 will use Think Through Math (TTM) or Reasoning Minds 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.</p>	9	Classroom Teachers, Administration	Reports from TTM program				
Problem Statements: Student Academic Achievement 2							

<p align="center">Critical Success Factors CSF 1</p> <p>5) Teachers in grades 2-5 will use mimeo lessons and StemScopes for interactive lessons in mathematics. 4th and 5th Grade teachers will also use Ignite Learning.</p>	9	Teachers, Administration	Lesson Plans, Walk-throughs, usage reports				
	Problem Statements: Student Academic Achievement 1						
<p align="center">Critical Success Factors CSF 1</p> <p>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.</p>	9	Teachers, Academic Tutors	Formative/common assessment results				
	Problem Statements: School Processes & Programs 1						
<p align="center">System Safeguard Strategy</p> <p>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.</p>	9	RTI Teacher, Administration	Report cards, progress reports, SST minutes.				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>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 RTI training for teachers.</p>	2, 4, 10	Administration, teachers	Increased performance on assessments by students; attendance verification sheets for training				
	Problem Statements: Demographics 1 - School Processes & Programs 1						
<p>9) All teachers will use Every Day Counts Calendar Math on a daily basis.</p>	2	Administrators, Classroom Teachers	Notations in lesson plans of instructional focus on calendar math tied to TEKS; Classroom observations, calendar math bulletin boards.				
<p>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.</p>	9, 10	Administration	Increased success on mathematics assessments: Star Math, unit assessments, benchmarks, STAAR				
	Problem Statements: School Processes & Programs 1						
<p>11) Students who do not meet standards on STAAR in grade 5 will be required to attend summer school.</p>	9	Administration	Increased success on assessments during summer school and STAAR.				

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>12) All staff will be provided with any necessary materials and or resources such as but not limited to laptops, technology software, books and instructional materials, to provide an effective learning environment for all struggling students.</p>	1, 2, 9, 10	Administration	Increased success on formative and summative assessments, classroom observations.				
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: Teachers work in isolation and are not given time to visit other classrooms for instructional collaboration. Root Cause 1: Time and money was not assigned for staff development and PLC substitutes for rounds and instructional strategies training.</p>
<p>Student Academic Achievement</p>
<p>Problem Statement 1: All student population Writing and Science scores are 14% and 7% lower than the previous year. Root Cause 1: Not enough professional development on instructional strategies for teachers to target these areas.</p>
<p>Problem Statement 2: Current students that receive a "Masters" rating is at average 35%. Need to increase the number of students at "Masters" level. Root Cause 2: Teachers not utilizing and or aligning enough rigorous research based strategies and curriculum in their classrooms.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: The At Risk population is 50% of the student population and students need on time support in all areas. Root Cause 1: No RTI teacher to coordinate students' needs (SST, Tiers, 504, etc) in a timely manner so other personnel addressing RTI needs.</p>

Goal 2: Increase Student Academic Achievement







Performance Objective 2: By June 2018, students will meet or master standards in reading as measured by STAAR as follows: Grade 3: Increase from 82% in 2017 to 85% in June 2018 for a total of 3% points of growth. Grade 4: Increase from 80% in 2017 to 85% in June 2018 for a total of 5% points of growth in reading on STAAR. Grade 5: Increase from 86% in 2017 to 89% in June 2018 for a total of 3% points of growth in reading on STAAR. Increase the percentage of students who score at the masters level in reading for 3rd, 4th, and 5th grade from 30% in 2017 to 35% in 2018. GES students will demonstrate exemplary performance in State designation distinction.

Evaluation Data Source(s) 2: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Oral open-ended questions, written-common assessments, summaries, journal writing, AR reading logs, istation, and Guided Reading 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.</p>		Teachers, Administrators	<p>Increased scores on reading and writing assessments. Increase in level on istation. Increase in success on AR (meeting goals, percentage passing).</p> <p>Review of what is being targeted during the intervention period.</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>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 during school or after school tutoring.</p>	9	Principal, Teachers, RTI Teacher, At-Risk Aides, Academic Tutors.	Increased success on ISIP, reading & math assessments				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 1</p> <p>3) PreK students will meet or exceed academic guidelines in reading by June 2018 to prepare for Kinder.</p>	7	PreK Teacher, Administration	ISIP results, PreK assessments; Circle assessment results				

<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>4) Special Education students will achieve at or above minimum requirements during the 2017-2018 school year.</p>		Special Education Teacher, Administration	Meeting annual goals. Meet state standards on math and reading assessments.				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Librarian will identify reading materials in English and Spanish needed for instruction in the core areas.</p>		Teacher, Librarian	Increased circulation of reading materials.				
<p align="center">Critical Success Factors CSF 1</p> <p>6) All students will use iStation two-three times per week for 60-120 minutes based on need.</p>	9	Teacher, Instructional Coach, Administration	Student Summary Report and usage data; access to Priority Report information				
	<p>Problem Statements: School Processes & Programs 1 Funding Sources: 211-Title I-Part A - \$2,000.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>7) 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.</p>	4, 9, 10	Teachers, Administration	Increased performance on assessments by students Attendance verification sheets for training (sheltered instruction and GT training).				
	<p>Problem Statements: School Processes & Programs 1 Funding Sources: 211-Title I-Part A - \$400.00</p>						
<p>8) 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.</p>		Grade Levels, Administration	Increased performance in istation vocabulary assessments.				
<p align="center">PBMAS Critical Success Factors CSF 7</p> <p>9) Teachers who have not completed the ESL certification will be encouraged to earn their ESL certification during the 2017-2018 school year to support student acquisition of reading skills in English.</p>	4	Administration, ALS	ELC certification completed Increased levels in TELPAS				
<p>10) ELL students will have daily access to performance-based programs such as FLRT, iStation, Bookflix, Quick Reads in grades K-5.</p>		Teachers, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				
<p>11) Students will be provided access to English in A Flash, iStation, and the 5 components of reading instruction in the classroom.</p>	9	PLCs, Administration	Increased success in reading as measured by running records, isip, benchmark assessments.				

System Safeguard Strategy 12) 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.				
13) 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.				
Critical Success Factors CSF 1		Instructional Coach, Administration	Increased scores and number of students passing STAAR on 3rd administration.				
14) 5th grade students who do not pass STAAR assessment in reading will be required to attend summer school.	Problem Statements: School Processes & Programs 1						
15) 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.				
16) 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.	9	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.				
Critical Success Factors CSF 1 CSF 3 CSF 7	9	Administration	Increased success on formative and summative assessments, classroom observations.				
17) All staff will be provided with any necessary materials and or resources such as but not limited to laptops, technology software, books and instructional materials, to provide an effective learning environment on the campus.	Problem Statements: Student Academic Achievement 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Current students that receive a "Masters" rating is at average 35%. Need to increase the number of students at "Masters" level. Root Cause 2: Teachers not utilizing and or aligning enough rigorous research based strategies and curriculum in their classrooms.
School Processes & Programs
Problem Statement 1: The At Risk population is 50% of the student population and students need on time support in all areas. Root Cause 1: No RTI teacher to coordinate students' needs (SST, Tiers, 504, etc) in a timely manner so other personnel addressing RTI needs.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2018, students will meet or master standards in writing as measured by STAAR as follows: Grade 4: Increase from 58% in 2017 to 70% in June 2018 for a total of 12% points of growth in writing on STAAR. Increase the percentage of students who score at the masters level in writing for 4th grade from 6% in 2017 to 15% in 2018 for a total of 7% points gain. GES students will demonstrate exemplary performance in State designation distinction.

Evaluation Data Source(s) 3: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) 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.	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.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185-State Compensatory Education - \$2,500.00						
Critical Success Factors CSF 1 2) Student supplies and materials will be purchased to support writing instruction aligned to STAAR in English and Spanish.	2, 4	Principal and Assistant Principal	Writing STAAR Results in English and Spanish				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211-Title I-Part A - \$2,000.00						
Critical Success Factors CSF 1 CSF 3 CSF 7 3) All staff will be provided with any necessary materials and or resources such as but not limited to laptops, technology software, books and instructional materials, to provide an effective learning environment on the campus.	9	Administration	Increased success on formative and summative assessments, classroom observations.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211-Title I-Part A - \$1,000.00						

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: All student population Writing and Science scores are 14% and 7% lower than the previous year. **Root Cause 1:** Not enough professional development on instructional strategies for teachers to target these areas.

Problem Statement 2: Current students that receive a "Masters" rating is at average 35%. Need to increase the number of students at "Masters" level. **Root Cause 2:** Teachers not utilizing and or aligning enough rigorous research based strategies and curriculum in their classrooms.







Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2018, students will meet or master standards in science as measured by STAAR as follows: Grade 5: Increase from 73% in 2017 to 78% in June 2018 for a total of 6% points of growth in science on STAAR. Increase the percentage of students who score at the masters level in science for 5th grade from 18% in 2017 to 22% in 2018 for a total of 5% points gain.

Evaluation Data Source(s) 4: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) 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.</p>		Teachers, Administration	90% passing on Science benchmarks and STAAR assessment.				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185-State Compensatory Education - \$1,000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) 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.</p>	4	Teachers, Administration	Increased performance on assessments by students; attendance verification sheets for training (sheltered instruction and GT training).				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185-State Compensatory Education - \$500.00</p>							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will monitor student progress in Science by SE during each six weeks.</p>		Administration, Teachers	Increased success on unit assessments, benchmarks, STAAR				
<p>Funding Sources: 185-State Compensatory Education - \$300.00</p>							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) By participating in the Science Fair, students in grades K-5 will be encouraged to demonstrate their knowledge of the scientific process.</p> <p>Funds will come from student activity.</p>		All Teachers Science Fair Committee	Completed Science Fair Projects Ribbons and awards Permission slips				
<p>Funding Sources: 199-Local Funds - \$500.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>5) Student supplies and materials will be purchased to support science instruction aligned to STAAR in English and Spanish.</p>	4, 9	Principal, Assistant Principal	STAAR Results in English and Spanish				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211-Title I-Part A - \$700.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) All staff will be provided with any necessary materials and or resources such as but not limited to laptops, technology software, books and instructional materials, to provide an effective learning environment on the campus.</p>	9	Administration	Increased success on formative and summative assessments, classroom observations.				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185-State Compensatory Education - \$500.00, 211-Title I-Part A - \$500.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

<p>Student Academic Achievement</p>	
<p>Problem Statement 1: All student population Writing and Science scores are 14% and 7% lower than the previous year. Root Cause 1: Not enough professional development on instructional strategies for teachers to target these areas.</p>	
<p>Problem Statement 2: Current students that receive a "Masters" rating is at average 35%. Need to increase the number of students at "Masters" level. Root Cause 2: Teachers not utilizing and or aligning enough rigorous research based strategies and curriculum in their classrooms.</p>	

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2018, all students will meet or exceed knowledge of social studies content utilizing beginning , middle and end of year diagnostics by grade level. This will be a baseline year for these results.

Evaluation Data Source(s) 5: Results

Summative Evaluation 5:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.		Principal, AP, Teachers	Student work demonstrating knowledge of other cultures, common assessment results Participating in Winter Holidays Around the World, No Place for Hate Creation and use of an Instructional Calendar to address low performance over common standards.				

Goal 2: Increase Student Academic Achievement

Performance Objective 6: 100% of students in grades Pre-K-2 will meet or exceed grade level reading proficiency levels by June 2018.

Evaluation Data Source(s) 6: I station and AR diagnostics

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>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. 8. Incorporate the Writing Academy</p>	2, 10	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				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 Funding Sources: 185-State Compensatory Education - \$200.00</p>							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will monitor student progress in reading by SE during each 9 weeks and provide appropriate intervention (fluency and comprehension rate using Accelerated Reader).</p>		Administration, Reading Teacher, Teachers	Increased success on assessments: STAR Reading (2nd through 5th), ISIP (all grade levels), unit assessments (per YAG), benchmarks.				
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: 185-State Compensatory Education - \$200.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Conduct fluency and comprehension checks every 9 weeks. kinder- begin with letter sound knowledge. 1st and 2nd grade fluency passages and comprehension questions.</p>		Teachers, Administration	Fluency probes and results				
<p>Funding Sources: 185-State Compensatory Education - \$200.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Teachers work in isolation and are not given time to visit other classrooms for instructional collaboration. Root Cause 1: Time and money was not assigned for staff development and PLC substitutes for rounds and instructional strategies training.
Problem Statement 2: New teachers work in isolation and need a consistent mentor and PLC time. Root Cause 2: Not assigning a teacher mentor per TxBess.
Student Academic Achievement
Problem Statement 1: All student population Writing and Science scores are 14% and 7% lower than the previous year. Root Cause 1: Not enough professional development on instructional strategies for teachers to target these areas.
Problem Statement 2: Current students that receive a "Masters" rating is at average 35%. Need to increase the number of students at "Masters" level. Root Cause 2: Teachers not utilizing and or aligning enough rigorous research based strategies and curriculum in their classrooms.







Goal 2: Increase Student Academic Achievement

Performance Objective 7: The gaps between ELL/ non-ELL students, at-risk/non-at-risk students in each student group at each grade level and each content area will close by at least 5% points by May 2018.

Evaluation Data Source(s) 7: CABs, STAAR Ready, Data Digs and STAAR test results.

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 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						







 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 8: GES will implement and monitor 100% of the Technology Plan correlated to the CISD Board-Approved Technology Education Plan during the 2017-2018 school year (a minimum of three tasks will be met).

Evaluation Data Source(s) 8: Work order History on School Dude
PO's

Summative Evaluation 8:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Ensure that all software by the District and Campus is loaded on all computers. and computers, printers, and projectors etc. are maintained.</p>		IT	Software updated and maintenance performed as needed.				
<p>Critical Success Factors CSF 1</p> <p>2) Library computers and Computer Lab will be scheduled to ensure equitable access by all students.</p>		Librarian, Administration, Instructional Coordinator	Schedule is provided for library and computer lab accessibility.				
<p>Critical Success Factors CSF 1</p> <p>3) Continue to expand the Robotics and Coding Team to more students across the campus. This will align with STEM initiative and support upcoming endorsements and competition.</p>	2, 9	Assistant Principal and Principal and Debbie Coppenberger	Increased scores in Science, Math				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: GES student attendance will increase from 96.6% to 97.6% for 17-18 school year.

Evaluation Data Source(s) 9: attendance reports and monitoring of Attendance action plan

Summative Evaluation 9:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Activities will be planned throughout the year to address student attendance and on time arrival. Activities include distribution of Raven coins, Health Snack parties, pizza parties and certificates.</p>		Attendance Review Committee	Improved attendance to campus goal of 98%.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: All students will be offered five opportunities to participate in programs during the 2017-2018 school year that emphasize the importance of staying in school and graduating from high school.

Evaluation Data Source(s) 1: Counselor reports, calendar events,

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) All students will be provided opportunities to participate in programs such as UIL, Robotics, student council and college visits on and off the campus.</p>		Administration, Counselor	Sign-in sheets for activities, Participation rosters submitted to UTEP and District oversight personnel				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: By Spring 2018, all students will participate in programs (at minimum 3), field trips and events supporting character, education, social skills development and behavior management.

Evaluation Data Source(s) 2: Counselor Reports and Calendar events

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p>		Counselor, Teachers, Administrators	<p>*Students will reflect and write on their experiences</p> <p>*Fewer incidents/behavior reports on such trips</p> <p>*Photographs and video of students on trips</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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 2017-18 school year (minimum of three activities).

Evaluation Data Source(s) 1: Parent Liaison reports and log in sheets.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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, other technology APPS and post cards.</p>	6	Teachers. Others involved are: Parent Liaison, Administration	Agendas, behavior calendars/plans, parent/teacher contact logs, discipline referrals, SSTs				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) All Parents will sign the Campus Parent Compact during Parent/Teacher Conferences in November 2017 (School Messenger).</p>	6	Parent Liaison, Teachers	Signed compacts				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) All parents will be notified of opportunities during the 2017-18 school year to participate in the Parent Advisory Committee (PAC) and to obtain information for parents from the Parent Liaison.</p>	6	Parent Liaison	Flyers, Sign-in Sheets Parent Liaison to attend professional development and share findings with staff and parents				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p>	6	Parent Liaison	Sign-in sheets; decreased number of discipline referrals				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>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 2017-2018 school year. Parents will be invited to participate in the field trips and share learning experiences with students.</p>	6	Parent Liaison, Administration, Reading Committee, Math Committee, Science Committee, Science Fair Committee, PTO	Flyers Sign-in sheets School Messengers Emails				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) The Ravens Eye Watch Team will continue on the campus to promote safety and family members to serve as role models for students.</p>	6	Principal; Parent Liaison, Top D.O.G.S.	Watch D.O.G.S. Schedules				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p>	6	Administration, Parent Liaison	sign-in sheets				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) Parents will be provided written materials to support learning in math and reading.</p>	6	Parent Liaison, Administration	Increased scores on math and reading assessments.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Parents will be offered the opportunity to attend the BEEMS Conference in 10/2017.</p>	6	ALS	LPAC Parent will attend; certificate of sessions attended				
<p>Critical Success Factors CSF 6</p> <p>10) Activities such as Grandparents Day (Sep 8th), Muffins with Mom (May), and Donuts with Dad (May) will be held to promote parental involvement.</p>	5, 6	Parent Liaison, Administration	Sign-in sheets showing # of grandparents and mothers attending.				
<p>11) Will continue to implement the Coordinated School Health Program for 17-18</p>	6	Administration team Student Support Services	Sign in sheets / Agendas and members of SHAC				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

Performance Objective 2: GES will enable all students to participate in Fine Arts activities by offering music, band, choir, UIL, Robotics, El Paso community events, Kids Excel, Spelling Bee, and end-of-year fine arts showcase during the 2017-2018 school year (a minimum of 3 events).

Evaluation Data Source(s) 2: Parent Log ins, flyers, parent liaison reports, school messenger reports.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>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.</p>		Teachers, Music Teacher	Presentations Student participation rosters				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Students will be encouraged to participate in enrichment programs, such as UIL and Young Rembrandts.</p>		Administration, Parents, Young Rembrandts staff, UIL Coordinator and Coaches	Sign-in sheets and students placing in UIL events.				







 = Accomplished
  = Continue/Modify
  = 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: All Headstart PreK and 5th grade students will be provided at minimum two opportunities to participate in transition activities to facilitate a successful transition into the next grade level by May 2018.

Evaluation Data Source(s) 3: Counselor Reports and Calendar events, flyers and school messenger reports

Summative Evaluation 3:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) All 5th grade students will be given the opportunity to participate in a field trip to the Canutillo Middle School in the Spring.</p>	7	Counselor, 5th Grade Teachers	<p>Field trip will take place in May 2018.</p> <p>Student survey to be developed and given to 5th grade students concerning middle school and expectations.</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) All 5th grade students will complete registration paperwork to select courses and electives for the middle school in February.</p>		Counselor, 5th Grade Teachers	Completed forms and schedules				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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 2018.</p>	7	Parent Liaison, Administration	Orientation Sign-in sheet and flyers				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Provide a minimum of three ways for parents to receive information regarding campus activities and the progress monitoring of students throughout the 2017-2018 school year.

Evaluation Data Source(s) 1: Parent Sign In sheets and school messenger. Teacher parent records.

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p>		Principal, Receptionist, Librarian, Teachers	<p>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</p> <p>*Feedback on surveys</p>				
<p>Critical Success Factors CSF 5</p> <p>2) A PTO will continue providing information to parents and involving parents in campus activities.</p>	6	PTO Board, Principal	Regular meetings of the PTO; copy of sign in sheets				
<p>Critical Success Factors CSF 5</p> <p>3) Campus will establish a FACEBOOK page to provide the community with information about the campus.</p>	6	Administrator, Office Manager	Number of likes from teachers, parents and community about the website.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: We will spend 100% of federal funds by the end of the 2017-2018 School Year.

Evaluation Data Source(s) 2: Budget Reports

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 2</p> <p>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.</p>		Office Manager, Principal, Assistant Principal, Campus Improvement Committee	Increase in spending up to 95% by December 18, 2017				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) We will submit purchase orders/requisitions that are aligned with the campus improvement plan.</p>		Principal, Office Manager	Deadlines met and materials received from purchase orders				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 3: We will have a minimum of two Partners in Education for the 2017-2018.

Evaluation Data Source(s) 3: MOU's, calendar events

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) We will partner and build relationships with the Border Patrol to provide services of safety and to read to our students.</p>		Principal, Counselor	*Pictures/video of student interactions with law enforcement				
<p>Critical Success Factors CSF 5</p> <p>2) We will partner and build relationships with local book authors to promote literacy, compassion and awareness of differences in students (special needs).</p>		Librarian, Counselor, Administration	*Pictures/video of student interactions with book author and how student interact with each other				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	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 half day staff development quarterly.
2	1	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.
2	1	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 RTI training for teachers.
2	2	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 during school or after school tutoring.
2	2	12	All teachers will use ELPS and display Language Objective integrated within lessons.
2	4	3	Teachers will monitor student progress in Science by SE during each six weeks.
2	6	2	Teachers will monitor student progress in reading by SE during each 9 weeks and provide appropriate intervention (fluency and comprehension rate using Accelerated Reader).
2	7	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.

State Compensatory

Budget for Gonzalo & Sofia Garcia Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,939.00
185.11.6117.05.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,817.00
185.11.6118.35.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,400.00
185.11.6119.35.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$64,586.00
185.11.6126.03.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,640.00
185.11.6129.00.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$41,326.00
185.11.6129.00.105.34	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$16,971.00
185.11.6299.00.105.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$16,860.00
6100 Subtotal:		\$173,539.00
6300 Supplies and Services		
185.11.6399.00.105.30	6399 General Supplies	\$10,441.00
6300 Subtotal:		\$10,441.00

Personnel for Gonzalo & Sofia Garcia Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Castaneda	At Risk Aide		1
Consuelo Rios	At Risk Teacher		1
Lilia Sotelo	At- Risk Aide		1
Vacant	PK Aide		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. The campus has an enrollment of 497 students with a grade span of PK-5th. 59.69 % of the students are Economically Disadvantaged and 25.7% are English Language Learners. During the 2016-2017 school year Garcia Elementary met standards on all four Index, Student Achievement, Student Progress, Closing the Performance Gaps and Postsecondary Readiness.

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 2017 for the 2017-2018 academic year.

2: Schoolwide Reform Strategies

During the 2017-2018 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.

Station was used by all students in PreK through 5th grade to address needs in reading. Teachers in grades K-5 will use The Writing Academy curriculum to improve writing. Teachers in grades k-5 will use Guided Reading and Guided Math along with Learning Centers to target small group instruction and to differentiate throughout the lessons. 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.

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 were given The Writing Academy training. Some also attended the Lead 4ward math professional development session (grades PK-5th). Administrators and teachers attended the T-TESS and T-PESS professional development refresher during the August of 2017. They also attended the Leadership Academy sponsored by Canutillo ISD. This year in an efforts by all elementary schools, we will incorporate Guided Reading and Guided Math accross all grade levels. 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 half day 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 Ravens EyeWatch Program to involve fathers and mothers 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 2017 to orient them to the campus.

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

*Career Day at Garcia Elementary School in March, 2018. 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 station to address weekly needs of students in reading. Guided Reading and Guided Math is also a great strategy for small group instruction and assessment.

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>
Christy Villarreal	Library Aide	Library	1

Campus Improvement Committee

Committee Role	Name	Position
Administration	Jesica Arellano	Principal
Administrator	Magdalena Valdez	Assistant Principal
Counselor	Martha Bueno	Counselor
Non-classroom Professional	Debbie Coppenbarger	Librarian
Special Education Teacher	Perla Livengood	Special Education Teacher
Classroom Teacher	Carla Acevedo	Kindergarten Teacher
Classroom Teacher	Brisa Clary	1st grade Teacher
Classroom Teacher	Irene DeLaCruz	3rd grade Teacher
Classroom Teacher	Jon Serrano	4th grade Teacher
Classroom Teacher	Heather Covarrubio	5th grade Teacher
Paraprofessional	Carmen Castaneda	Paraprofessional
Parent	Christine Salazar	Parent