

**Canutillo Independent School District**  
**Gonzalo & Sofia Garcia Elementary School**  
**2020-2021 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 506 students attending Garcia Elementary School. The student population is 279 males and 241 females. A total of 476 students are Hispanic (91.54%). Twenty-eight students are white (5.38%). 2 students are two or more races (.38%). We have a total of 80 students in special education which has increased from 62 from last year.

Other current demographic information is as follows:

- Title I-520 students (schoolwide Title I program)
- Campus LEP-256 students total
- GT=63 students total
- Migrant=4 students
- At-Risk=227 total students
- Homeless= total students
- Military= total students

All data noted above was found in On Data Suite \_\_\_\_\_ Report

The attendance rate for \_\_\_\_\_ was 96.66%. Our campus goal for 2019-2020 is 98%.

Staff demographics are as follows:

- 2 Full Day Pre-K Teachers(1 Mono, 1 Two-way Dual), 4 Kindergarten Teachers (2 Two-way Dual Language and 2 monolingual)
- 5 First Grade Teachers (2 Two-way dual language, 3 monolingual)
- 5 Second Grade Teachers (2 two-way dual language, 3 monolingual)
- 5 Third Grade Teachers (2 two-way dual language, 3 monolingual )
- 5 Fourth Grade Teachers (2 two-way dual language, 3 monolingual)
- 4 Fifth Grade Teachers (2 two-way dual language, 2 monolingual)
- 1 Music Teacher
- 2 PE Teachers
- 1 At-Risk/RTI Teachers
- 3 At-Risk Aides
- 4 SPED Teacher
- 5 SPED Aides
- 1 Speech Therapist
- .5 Diagnostician
- .5 Occupational Therapist
- 1 Librarian
- 1 Library Aide

- 1 Receptionist
- 1 Office Manager
- 1 Attendance Clerk
- 1 Nurse
- 1 Parent Liaison
- .5 Bilingual Aide
- 4 custodians
- 5 cafeteria staff members
- .5 GT Teacher
- Total 59 female staff members; 7 male staff members
- All teachers at Garcia Elementary School are certified teachers. One teacher completed her Master's Degree in Counseling and one received her Master's Degree in Curriculum and Instruction. Four more teachers are enrolled to receive their teaching certificate. We will continue to encourage our teachers to seek and obtain certification and degrees above and beyond what they already have. We currently have 5 new teachers. They will have support during the year.

The structure of PLCs is undergoing change at Garcia Elementary School. We are restructuring PLCs to put efficient systems in place to implement the backward design model, where teachers will shift their thinking from a content-focused design to a result-focused approach. Utilize & disgregate data to address student needs, track & maximize effectiveness.

### Demographics Strengths

- Good incentives for attendance (ie. popcorn, pizza parties, restaurant coupons, free dress coupons, picnic with the principal)
- Extracurricular activities (academic and non-academic)
- Teacher dedication (low turnover)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

**Problem Statement 2 (Prioritized):** Collaboration between school and home to make learning a priority. **Root Cause:** COVID19 Magnified the low percentage of parental involvement in learning opportunities to provide learning support.

**Problem Statement 3:** Increased absenteeism **Root Cause:** COVID 19

# Student Learning

## Student Learning Summary

The STAAR data for Mathematics during 2018-2019 school year is as follows: 3rd Grade Math -9%, 4th Grade -18%, 5th Grade -4%. As a campus, we did not meet our established goals for mathematics.

Based on last year's common assessments created, data reflected a need for ongoing unit assessments to track data and monitor students progress. Our campus earned a C (70-79) for acceptable performance by serving many students well, but needs to provide additional academic support to many more students.

Students needs will continue to be met with good first instruction and supplemented, as needed, with during the day Interventions, or assistance from RTI Team, WIIN Time, ALS, Migrant, & Homeless Academic Tutors or campus at-risk paraprofessionals.

The data for Reading during 2018-2019 school year is as follows: 3rd Grade Reading=-3%, 4th Grade -12%, 5th Grade -3%. As a campus, we did not meet the progress measure for Reading. We will continue to address Reading campus wide and will do so with Guided Reading Support, Scholastic Reading Diagnostic, IStation, and A.R. Kinder through 5th grade and deficiencies to be addressed during WINN(including, but not limited to vocabulary development by content area, fluency, comprehension and the use of the writing across the curriculum & Lexia & Spire).

4th Grade English Writing All=+5%, 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, fluency, Guided Reading/Writing, The Writing Academy, comprehension and the use of writing across the curriculum). Reporting Category I for Composition was our lowest percentage and will be addressed through Writing Academy and writing across the content.

5th Grade Science English All=-5%. 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 be given the opportunity to participate in the Science Fair grades K-5.

Garcia Elementary School will implement Structured PLC for data driven instruction, lesson & assesment development using backward design, and work collaboratively to improve teaching skills and student performance.

## Student Learning Strengths

- G.T. 100% passing rates in all content and grades
- Index 1 increase from 60-80%
- Data driven classrooms
- 4<sup>th</sup>-5<sup>th</sup> increase in College Ready (17 and 10 pts.)
- WINN Time
- Academic Tutors (3-5)
- Supplemental Materials
- Bilingual/Migrant Tutors

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** PLC undergoing strategic implementation process **Root Cause:** Lack of training, strategic development, follow-up/monitoring, evaluation of plan.

**Problem Statement 2 (Prioritized):** Low consistency in implementation of Common Assessments to track student data, implementation of Writing Academy, Guided Reading across grade levels. **Root Cause:** Training and follow-through have not been implemented with fidelity.

**Problem Statement 3 (Prioritized):** Low evidence of Backward Design for Lesson & Assessment Planning using Technology. **Root Cause:** Lack of Training

**Problem Statement 4 (Prioritized):** Little opportunity to build self-efficacy among students to build academic vocabulary in reading, writing, math, and science in all grade levels in English and Spanish for Gen. Ed. and Special Populations. . **Root Cause:** Lack of training and implementation, vertical and horizontal alignment.

**Problem Statement 5 (Prioritized):** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

# School Processes & Programs

## School Processes & Programs Summary

Garcia Elementary is an inclusive, multicultural, engaging campus that is geared to develop a well rounded student. Our rigorous instruction challenges and motivates students to achieve their highest academic and social emotional potential.

Curriculum, Instruction and Assessment products are provided by Central Office for PK-5th students. 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.

Special Populations such At-Risk, G.T. Special Education and Bilingual Education programs and services are implemented daily. Multi-age ISC units participate in inclusion, and are provided with curriculum & resources such as Lexia, Spire, and BASN, from the Special Education Department. E.L. students receive support from Bilingual Certified teachers in a Dual Language 50/50 model according to the ALS calendar. ALS Tutors, and ALS Lead Teacher support teachers with best practices in English Language Acquisition to support English language Development. Campus TWD teacher supports district teachers by Modeling Dual Language best literacy practices for EL's.

The structure of PLCs is undergoing change at Garcia Elementary School. We are restructuring PLCs to put efficient systems in place to implement the backward design model, where teachers will shift their thinking from a content-focused design to a result-focused approach & maximize teacher effectiveness. Utilize & disaggregate data to address student needs, track & maximize effectiveness. In addition, GES has created a technology cadre to address the needs of our teachers and students, and increase overall technology integration, student achievement and accountability.

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 WINN (PLC determines this based on student performance data). We will also access our district coordinator for professional development in their prospective areas.

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, CNA 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.

Garcia provides numerous opportunities for extracurricular and special programs for our students to develop artistic, athletic, STEM, and leadership skills, such as Music, Kids Excel, C.A.T.C.H, Student Council, Robotics, U.I.L., Mother/Daughter Father/Son, Spelling Bee in English and Spanish, Science Fair and multicultural and educational performances.

All teachers at Garcia Elementary School are certified teachers. One teacher completed her Master's Degree in Counseling and one received her Master's Degree in Curriculum and Instruction. Four more teachers are enrolled to receive their teaching certificate. We will continue to encourage our teachers to seek and obtain certification and degrees above and beyond what they already have. We currently have 5 new teachers. They will receive support during the year from Veteran Teachers, Instructional Leadership team and District Curriculum and Instruction Department.

## School Processes & Programs Strengths

- Admin. support
- Schedule accommodates teacher/student
- Many opportunities for intervention (WINN, tutoring)
- Opportunities for parent to meet with principal
- Students given opportunity to engage with technology
- Students proficient with technology
- Technology allows for differentiation
- 2 labs for implementation (updated)
- Data driven instruction
- Common Assessments
- YAG alignment
- TEKS Resources-IFD
- Eduphoria for data disaggregation
- Low turnover rates
- Teachers have a voice

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Implementation of new models for remote and face to face instruction still in developmental phase. Teachers need more opportunity to engage with current technology programs. **Root Cause:** Many new (foreign) technology platforms, programs, and applications to overcome and become familiar and fluent in. More training and practice needed.

**Problem Statement 2 (Prioritized):** Students need more opportunity to engage with current technology programs. **Root Cause:** Many new (foreign) technology platforms, programs, and applications to overcome and become familiar and fluent in. More training and practice needed.

**Problem Statement 3 (Prioritized):** PLC's not meeting consistently for PLC specific grade level planning. **Root Cause:** PLC time is often lost to other training or meetings.

# Perceptions

## Perceptions Summary

Parent questions and concerns are heard through meetings with teachers, the principal and participation in monthly coffee with the principal, PTO, CIC, DAC and parent conferences. 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. Effective communication through Social Media, School messenger, flyers, web page, class DoJo, Remind, etc. School counselor's character education lessons and CISD initiatives PBIS & No Place for Hate are implemented.

PBIS framework implementation to address classrooms settings, common areas and on the bus with a focus on the following:

incident report:

- Bullying/teasing/intimidating
- Bus referrals-misconduct,
- Classroom disruption
- Hitting/kicking not fighting
- Horseplay
- Inappropriate language
- Insubordination
- Persistent classroom disruption
- Physical Altercation
- Theft/Stealing-non criminal offense

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 programs provided by student support services. Students participated in the Mother/Daughter and Father/Son Program, which has a focus and emphasis in career and technology. Career Day will be coordinated by the Counselor, all participants will share College and Career advice and experiences. Students will participate in field trip to the Middle School and High School. They will be 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 24 percentile points as per the Spring 2019 OHI results. During 2019-2020 Organizational Health was not conducted due to COVID 19.

## Perceptions Strengths

- PTO
- Parent Volunteer Group
- Various opportunities for parents to participate & connect with school
- Parent University classes
- Extra-Curricular Activities
- Attendance Committee
- Facility is clean, updated and has a good curb side appeal

- Safety/EOP in place
- Rapport between students and staff is good
- PBIS Committee actively participated
- Campus qualified for No Place for Hate endorsement
- Monthly Ravens Pride Ceremonies
- 

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Lack of opportunities for parents to connect with child's academic needs in order to value academics and language development to contribute to child's academic success. **Root Cause:** Low parental involvement, apathy, parent training, low teacher/parent communication.

**Problem Statement 2 (Prioritized):** Safety concerns during COVID19 - drop off, pick up, lunch, restroom breaks. **Root Cause:** Not enough personnel to assist with traffic control and monitor students

**Problem Statement 3 (Prioritized):** Safety concerns with visitors beyond the main foyer entrance without proper authorization and screening. **Root Cause:** Lack of safety vestibule

**Problem Statement 4 (Prioritized):** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

# Priority Problem Statements

**Problem Statement 1:** Students performing below grade level in Reading and Math.

**Root Cause 1:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

**Problem Statement 1 Areas:** Demographics - Student Learning - Perceptions

**Problem Statement 2:** Collaboration between school and home to make learning a priority.

**Root Cause 2:** COVID19 Magnified the low percentage of parental involvement in learning opportunities to provide learning support.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** PLC undergoing strategic implementation process

**Root Cause 3:** Lack of training, strategic development, follow-up/monitoring, evaluation of plan.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Low consistency in implementation of Common Assessments to track student data, implementation of Writing Academy, Guided Reading across grade levels.

**Root Cause 4:** Training and follow-through have not been implemented with fidelity.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Low evidence of Backward Design for Lesson & Assessment Planning using Technology.

**Root Cause 5:** Lack of Training

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Little opportunity to build self-efficacy among students to build academic vocabulary in reading, writing, math, and science in all grade levels in English and Spanish for Gen. Ed. and Special Populations. .

**Root Cause 6:** Lack of training and implementation, vertical and horizontal alignment.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Implementation of new models for remote and face to face instruction still in developmental phase. Teachers need more opportunity to engage with current technology programs.

**Root Cause 7:** Many new (foreign) technology platforms, programs, and applications to overcome and become familiar and fluent in. More training and practice needed.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Students need more opportunity to engage with current technology programs.

**Root Cause 8:** Many new (foreign) technology platforms, programs, and applications to overcome and become familiar and fluent in. More training and practice needed.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** PLC's not meeting consistently for PLC specific grade level planning.

**Root Cause 9:** PLC time is often lost to other training or meetings.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Lack of opportunities for parents to connect with child's academic needs in order to value academics and language development to contribute to child's academic success.

**Root Cause 10:** Low parental involvement, apathy, parent training, low teacher/parent communication.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** Safety concerns during COVID19 - drop off, pick up, lunch, restroom breaks.

**Root Cause 11:** Not enough personnel to assist with traffic control and monitor students

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Safety concerns with visitors beyond the main foyer entrance without proper authorization and screening.

**Root Cause 12:** Lack of safety vestibule

**Problem Statement 12 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

# Goals

Revised/Approved: September 22, 2020

**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 1:** During the 2020-2021 school year, Garcia Elementary will continue creating and supporting a framework (School Wide Positive Behavior Intervention Support-PBIS) 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% and improve in all Tiered Fidelity Inventory Assessment instrument as measured by PBIS rubric.

**Evaluation Data Sources:** PBIS Report, PBIS meetings, Student/parent surveys, OHI and TEAMS discipline reports, bullying reports.

**Summative Evaluation:** Significant progress made toward meeting Objective

<p><b>Strategy 1:</b> The campus will implement the "No Place for Hate" initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase student ownership and increase positive culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> The campus will implement a science-based substance abuse and violence prevention curricula to educate students in 5th grade. Suicide Outcry and train all staff on Suicide prevention and anti-bullying .</p> <p><b>Strategy's Expected Result/Impact:</b> To recognize outcry's and create awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Division, Principal</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 4 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Teachers will reinforce Positive Behavior Support Matrix in the classroom and common areas to reduce the number of in school and out-of-school and will receive staff development to support the needs of the PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower percentage of office referrals and in/out-of-school suspensions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 2:** Collaboration between school and home to make learning a priority. **Root Cause:** COVID19 Magnified the low percentage of parental involvement in learning opportunities to provide learning support.

#### Student Learning

**Problem Statement 4:** Little opportunity to build self-efficacy among students to build academic vocabulary in reading, writing, math, and science in all grade levels in English and Spanish for Gen. Ed. and Special Populations. **Root Cause:** Lack of training and implementation, vertical and horizontal alignment.

#### School Processes & Programs

**Problem Statement 1:** Implementation of new models for remote and face to face instruction still in developmental phase. Teachers need more opportunity to engage with current technology programs. **Root Cause:** Many new (foreign) technology platforms, programs, and applications to overcome and become familiar and fluent in. More training and practice needed.

#### Perceptions

**Problem Statement 1:** Lack of opportunities for parents to connect with child's academic needs in order to value academics and language development to contribute to child's academic success. **Root Cause:** Low parental involvement, apathy, parent training, low teacher/parent communication.

**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 2:** During the 2020-2021 school year, 100% of faculty & staff will review and update our Emergency Operations Plan (EOP) as needed to assure the fidelity of the plan is implemented and executed.

**Evaluation Data Sources:** EOP reports of practice fire drills and lock downs, feedback from our police department, EOP Binder.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 1:** For the 2020-2021 school year, Garcia Elementary will increase performance in all tested core subjects as demonstrated by the state assessment and meet expectations in all areas and raise scores across content areas as follows:

Math-Approaches from 78% to 80%, Meets from 44% to 50%, Masters from 21% to 25%

Reading-Approaches from 81% to 85%, Meets from 52% to 55%, Masters from 27% to 30%

Writing-Approaches from 67% to 75%, Meets from 34% to 38%, Masters from 9% to 12%

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common Assessments, benchmark STAAR Ready and data digs along with STAAR result tests.

<p><b>Strategy 1:</b> Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2, 3, 4, 5 - School Processes &amp; Programs 1 - Perceptions 1, 4</p> <p><b>Funding Sources:</b> Student White boards - 211-Title I-Part A - \$1,291.80, composition books - 211-Title I-Part A - \$1,074.48, Computer accessories support easy access for student learning - 211-Title I-Part A - \$1,186.99, Student portfolios to track core content progress - 211-Title I-Part A - \$445.83</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> PLCs will meet weekly to discuss CISD YAG, IFDs, student assessment data, and instructional planning/Instructional Rounds, to include a minimum of one half day staff development quarterly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1 - Perceptions 1, 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

**Problem Statement 2:** Collaboration between school and home to make learning a priority. **Root Cause:** COVID19 Magnified the low percentage of parental involvement in learning opportunities to provide learning support.

### Student Learning

**Problem Statement 1:** PLC undergoing strategic implementation process **Root Cause:** Lack of training, strategic development, follow-up/monitoring, evaluation of plan.

**Problem Statement 2:** Low consistency in implementation of Common Assessments to track student data, implementation of Writing Academy, Guided Reading across grade levels. **Root Cause:** Training and follow-through have not been implemented with fidelity.

**Problem Statement 3:** Low evidence of Backward Design for Lesson & Assessment Planning using Technology. **Root Cause:** Lack of Training

**Problem Statement 4:** Little opportunity to build self-efficacy among students to build academic vocabulary in reading, writing, math, and science in all grade levels in English and Spanish for Gen. Ed. and Special Populations. **Root Cause:** Lack of training and implementation, vertical and horizontal alignment.

**Problem Statement 5:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

### School Processes & Programs

**Problem Statement 1:** Implementation of new models for remote and face to face instruction still in developmental phase. Teachers need more opportunity to engage with current technology programs. **Root Cause:** Many new (foreign) technology platforms, programs, and applications to overcome and become familiar and fluent in. More training and practice needed.

### Perceptions

**Problem Statement 1:** Lack of opportunities for parents to connect with child's academic needs in order to value academics and language development to contribute to child's academic success. **Root Cause:** Low parental involvement, apathy, parent training, low teacher/parent communication.

**Problem Statement 4:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** 100% of students in grades Pre-K-2nd will meet or exceed grade level reading proficiency levels by June 2021.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Guided Reading Binders, iStation and AR diagnostics

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Increased success on assessments: STAAR reading (2nd-5th) ISIP , unit assessments (per YAG), benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Reading Teacher, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4, 5 - Perceptions 4</p> <p><b>Funding Sources:</b> supplemental materials- hands on - 185-State Compensatory Education - \$489.98, REading A-Z - 211-Title I-Part A - \$692.70, hands on materials - 185-State Compensatory Education - \$171.92</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Conduct fluency and comprehension checks every 9 weeks. Kinder- begin with letter and sound knowledge. 1st and 2nd grade fluency passages and comprehension questions. Conduct BOY, MOY, EOY Guided Reading Assessments in K-5 grade.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that every student is moving forward.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p> <p><b>Funding Sources:</b> supplemental materials - 211-Title I-Part A - \$712.13</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

### Student Learning

**Problem Statement 1:** PLC undergoing strategic implementation process **Root Cause:** Lack of training, strategic development, follow-up/monitoring, evaluation of plan.

**Problem Statement 4:** Little opportunity to build self-efficacy among students to build academic vocabulary in reading, writing, math, and science in all grade levels in English and Spanish for Gen. Ed. and Special Populations. **Root Cause:** Lack of training and implementation, vertical and horizontal alignment.

**Problem Statement 5:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

### Perceptions

**Problem Statement 4:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 3:** 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 2021.

**HB3 Goal**

**Evaluation Data Sources:** CABs, STAAR Ready, Data Digs and STAAR test results.

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> GES campus will work with the Academic Language Services (ALS) Department to develop a K-2 Rubric to benchmark the Dual Language Program</p> <p><b>Strategy's Expected Result/Impact:</b> Develop an effective K-2 rubric to measure student growth meeting high expectations for student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5 - Perceptions 4</p> <p><b>Funding Sources:</b> STEMSCOPES-SCIENCE - 185-State Compensatory Education - \$1,580</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress                      Accomplished                      Continue/Modify                      Discontinue				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students performing below grade level in Reading and Math. <b>Root Cause:</b> Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction &amp; intervention.</p> <p><b>Problem Statement 2:</b> Collaboration between school and home to make learning a priority. <b>Root Cause:</b> COVID19 Magnified the low percentage of parental involvement in learning opportunities to provide learning support.</p>
Student Learning
<p><b>Problem Statement 1:</b> PLC undergoing strategic implementation process <b>Root Cause:</b> Lack of training, strategic development, follow-up/monitoring, evaluation of plan.</p> <p><b>Problem Statement 2:</b> Low consistency in implementation of Common Assessments to track student data, implementation of Writing Academy, Guided Reading across grade levels. <b>Root Cause:</b> Training and follow-through have not been implemented with fidelity.</p> <p><b>Problem Statement 3:</b> Low evidence of Backward Design for Lesson &amp; Assessment Planning using Technology. <b>Root Cause:</b> Lack of Training</p> <p><b>Problem Statement 4:</b> Little opportunity to build self-efficacy among students to build academic vocabulary in reading, writing, math, and science in all grade levels in English and Spanish for Gen. Ed. and Special Populations. <b>Root Cause:</b> Lack of training and implementation, vertical and horizontal alignment.</p>

### Student Learning

**Problem Statement 5:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

### Perceptions

**Problem Statement 4:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 4:** GES student attendance will increase from 96.42% to 96.8% for 2020-2021 school year.

**Evaluation Data Sources:** Attendance reports and monitoring of Attendance action plan

**Summative Evaluation:** Some progress made toward meeting Objective

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 5:** BY June 2021, GES will provide professional development for all campus employees on teaching and learning, using technology, social emotional skills and customer service towards CISD students, as well as Instructional leadership training for administration to monitor the implementation of instructional strategies.

**Evaluation Data Sources:** professional development, walkthroughs  
PO's

**Summative Evaluation:** Significant progress made toward meeting Objective

<p><b>Strategy 1:</b> Campus will have access to high quality research based professional development. We will provide innovative teaching methods and classroom environments necessary for growth. Participate in various training to expand teacher knowledge, progress monitoring and overall growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores in Reading, Writing, Science, Math</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Recruit, support, retain teachers and principals. Provide teachers and administrators with a robust professional development agenda in the 20-21 school year to include out-of-town and in-town PD opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher's pedagogy, increase student performance through effective processes, procedures, feedback and collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership team, Department chairs,</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue				

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from PK-12.

**Performance Objective 1:** All students will be offered opportunities to participate in programs during the 2020-2021 school year that emphasize the importance of staying in school, graduating from high school to attend post secondary education.

**Evaluation Data Sources:** Counselor reports, calendar events,

<p><b>Strategy 1:</b> All students will be provided opportunities to participate in programs such as UIL, Robotics, student council and college visits on and off the campus as well as Career Day and College Awareness week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and enthusiasm towards college readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> All students will receive lessons on Social Emotional Learning and Good Character Development (PBIS, Raven's Pride, No Place for Hate, Red Ribbon Program, Wonders Adoption).</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school, Kind, Bully &amp; Drug Free Environment</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Admin Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> All fifth grade students will be given the opportunity to visit Canutillo High School CTE Career and Technology Engineering classes</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop interest in Technology and Engineering Careers</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Admin 5th Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** During 2020-2021 school year, GES will increase parental support for student academic success providing a minimum of three activities linked to student learning.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Parent Liaison reports and log in sheets.

<p><b>Strategy 1:</b> All Parents will sign the Campus Parent Compact during parent/teacher Conferences in the fall. School messenger will be used to communicate with parents. A family engagement title review will be presented twice a year.</p> <p><b>Strategy's Expected Result/Impact:</b> To inform parents and create opportunities for parents to engage in various activities throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Teachers, Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Parents will be invited each month to presentations that are directly linked to their child's education and needs.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase their knowledge of how to support the health education, social and emotional needs of their children. Decrease number of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2, 3, 4, 5 - Perceptions 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Parents will be provided written materials to support learning in math and reading. A mini workshop will be provided on the use of materials for home. Flexible hours on the meetings will be offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on math and reading assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                      Accomplished                      Continue/Modify                      Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Students performing below grade level in Reading and Math. <b>Root Cause:</b> Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction &amp; intervention.</p>

### Demographics

**Problem Statement 2:** Collaboration between school and home to make learning a priority. **Root Cause:** COVID19 Magnified the low percentage of parental involvement in learning opportunities to provide learning support.

### Student Learning

**Problem Statement 2:** Low consistency in implementation of Common Assessments to track student data, implementation of Writing Academy, Guided Reading across grade levels. **Root Cause:** Training and follow-through have not been implemented with fidelity.

**Problem Statement 3:** Low evidence of Backward Design for Lesson & Assessment Planning using Technology. **Root Cause:** Lack of Training

**Problem Statement 4:** Little opportunity to build self-efficacy among students to build academic vocabulary in reading, writing, math, and science in all grade levels in English and Spanish for Gen. Ed. and Special Populations. **Root Cause:** Lack of training and implementation, vertical and horizontal alignment.

**Problem Statement 5:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

### Perceptions

**Problem Statement 4:** Students performing below grade level in Reading and Math. **Root Cause:** Remote Instruction due to COVID19, Technology issues, Lack of teacher best practice implementation, progress monitoring, prescribed instruction & intervention.

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

**Performance Objective 2:** 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 2020-2021.

**Evaluation Data Sources:** Counselor Reports and Calendar events, flyers and school messenger reports

<p><b>Strategy 1:</b> All 5th grade students will be given the opportunity to participate in a field trip to the Canutillo Middle School in the Spring</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a smooth transition from Elementary to Middle school for all 5th grade students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, 5th grade teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Parents of PreK students transitioning to Kindergarten will be invited to an instructional orientation and tour in cooperation with Region 19 headstart in the Spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide tours and information to new PreK students and parent for a smooth transition.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Administration</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Lack of opportunities for parents to connect with child's academic needs in order to value academics and language development to contribute to child's academic success. <b>Root Cause:</b> Low parental involvement, apathy, parent training, low teacher/parent communication.</p>

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

**Performance Objective 1:** GES will provide a minimum of three ways for parents to receive information regarding campus activities and the progress monitoring of students throughout the 2020-2021 school year.

**Evaluation Data Sources:** Parent Sign In sheets and school messenger. Teacher parent records.

<p><b>Strategy 1:</b> Information will be sent to parents in a timely manner regarding campus activities and attendance progress monitoring through various venues in English and Spanish. The campus website will be updated weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Using multiple avenues to communicate with our parents and community is a priority to increase participation and active involvement with their child's learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Receptionist, Librarian, Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> A Parent Teacher Organization (PTO) will continue providing information to parents and involving parent in campus activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular meetings of the PTO, copy of sign in sheets. Increase Parent engagement to work hand in hand with campus.</p> <p><b>Staff Responsible for Monitoring:</b> PTO Board, Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue				

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Students need more opportunity to engage with current technology programs. <b>Root Cause:</b> Many new (foreign) technology platforms, programs, and applications to overcome and become familiar and fluent in. More training and practice needed.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Lack of opportunities for parents to connect with child's academic needs in order to value academics and language development to contribute to child's academic success. <b>Root Cause:</b> Low parental involvement, apathy, parent training, low teacher/parent communication.</p>

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

**Performance Objective 2:** GES will spend 95% of federal funds by the end of the 2020-2021 School Year.

**Evaluation Data Sources:** Budget Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

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

**Performance Objective 3:** Throughout 2020-2021, GES will maintain and update monthly our campus website with current and relevant information to promote and campaign by highlighting campus programs and achievements.

**Evaluation Data Sources:** MOU's, calendar events, websites

# State Compensatory

## Budget for Gonzalo & Sofia Garcia Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6118.35.105.30	6118 Extra Duty Stipend - Locally Defined	\$3,300.00
185.11.6119.35.105.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,880.00
185.11.6129.00.105.30	6129 Salaries or Wages for Support Personnel	\$63,234.00
185.11.6141.00.105.30	6141 Social Security/Medicare	\$917.00
185.11.6141.35.105.30	6141 Social Security/Medicare	\$858.00
185.11.6142.00.105.30	6142 Group Health and Life Insurance	\$22,461.00
185.11.6142.35.105.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.105.30	6143 Workers' Compensation	\$297.00
185.11.6143.35.105.30	6143 Workers' Compensation	\$278.00
185.11.6145.00.105.30	6145 Unemployment Compensation	\$58.00
185.11.6145.35.105.30	6145 Unemployment Compensation	\$54.00
185.11.6146.00.105.30	6146 Teacher Retirement/TRS Care	\$474.00
185.11.6146.35.105.30	6146 Teacher Retirement/TRS Care	\$1,460.00
185.11.6149.00.105.30	6149 Employee Benefits	\$1,012.00
185.11.6149.35.105.30	6149 Employee Benefits	\$730.00
<b>6100 Subtotal:</b>		<b>\$158,500.00</b>
6300 Supplies and Services		
185.11.6399.00.103.30	6399 General Supplies	\$2,361.00
<b>6300 Subtotal:</b>		<b>\$2,361.00</b>

## Personnel for Gonzalo & Sofia Garcia Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lilia Sotelo	At-Risk Aide	Intervention Program	1
Maria M Castillo	Teacher - At Risk	Intervention Program	1
Martha Ornelas	At-Risk Aide	Intervention Program	1
Natalie Nayarez-Fierro	At-Risk Aide	Intervention Program	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

For the 2018-2019 school year, performance on the state assessment indicated an overall decline in performance particularly within subgroups. Performance is indicated in the table below:

Gonzalo & Sofia Garcia Elementary	2019 STAAR Performance	All Subjects 2017-2018			All Subjects 2018-2019			
	Total	Approaches	Meets	Masters	Total	Approaches	Meets	Masters
Economic Disadvantage	63.50%	81%	48%	18%	350	76%	45%	22%
LEP	25.50%	82%	54%	20%	189	80%	51%	23%
Special Ed Indicator	12.20%	58%	34%	14%	78	67%	53%	13%

Multiple data sources are taken into account based on their individual academic achievement. By utilizing the Comprehensive Needs Assessment process it provided us with various data points that included but not limited to students that are failing and students that were identified as at risk of failing using a tier approach. This critical process is the preparation in the development of our campus improvement plan. Stakeholders from multiple areas of the school and community were active participants of this needs assessment. Multiple data sources include but are not limited to the following:

- STAAR results
- common assessments
- benchmarks
- TELPAS
- Imagine Math
- Professional Development and the outcome of implementing programs/strategies.

Currently, there are 493 students attending Garcia Elementary School. The student population is 265 males and 228 females. A total of 453 students are Hispanic (91.8%). Twenty-six students are white (5.27%). 7 students are two or more races (1.41%). There are a total of 21 students in Speech Therapy (4.09%). We have a total of ----- students in special education which has increased from ---- from last year.

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.

We will continue to focus on Reading & Mathematics during the 2019-2020 school year. Students' needs will be met with good first instruction and supplemented, as needed, with during the day & after school interventions and/or assistance from an Academic Tutor or campus at-risk paraprofessionals. As a campus, we did not meet our established

goals for reading or mathematics.

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.

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 adoption resources to meet campus needs in Social Studies.

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 certified teachers.

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, CNA and SHAC. Teachers use Guided Reading Assessments, fluency checks, observations, common assessments and district-made assessments with students. Parent 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.

We will also access our district coordinator for professional development in their perspective areas.

Parent questions and concerns are heard through meetings with teachers, the principal and participation in monthly coffee with the principal, 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 classroom, common areas and on the bus with a focus on the following:

- Bullying/teasing/intimidating
- Bus referrals-misconduct,
- Classroom disruption
- Hitting/kicking not fighting
- Horseplay
- Inappropriate language
- Insubordination
- Persistent classroom disruption
- Physical Altercation
- Theft/Stealing-non criminal offense
- incident report

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 programs provided by student support services. 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.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

GES uses the Campus Needs Assessment to build the Campus Improvement Plan compiled by a Campus Improvement Committee. The committee is comprised of a teacher from every grade level, special program, parents, and non teaching personnel such as Librarian, Counselor, and district representative. The committee meets monthly to review if all the needs of the campus are being met and will collaborate with their departments when having to discuss certain decisions that will effect the campus. The CIC also has two representatives that serve on the District Advisory Council and they act as the liaison between the campus and the district in the important decision making that will impact all stakeholders in the district. The 2109-2020 Committee is as follows:

Teresa Heimer-Principal

Ruben Aguirre-Assistant Principal

Sonia Cisneros-Parent Liaison

Kaleb Venalanzo-Parent

Oscar Acosta-Parent

Deborah Coppenbarger-Librarian

Martha Bueno-Counselor

Susana Salcedo-Prek

Bertha Grijalva-Kinder

Christina Gonzalez - First Grade

Monica Cereceres-Second Grade

Kristi Soforo Grelier-Third Grade

Myriam Vega-Fourth Grade

Patricia Pinon-Fifth Grade

## 2.2: Regular monitoring and revision

GES CIC Comprehensive Needs Assessments process is initialized with the CNA development in the spring. After its completion of the process the objectives and strategies are placed in the campus improvement plan with input from the campus improvement team which includes teachers, administrators, parents and community members. Once the CNA is developed the CIC is created addressing the needs of the campus and the CIC committee reviews and updates it monthly throughout the year. The principal uses the CIP to guide the budget and spending and along with a monthly review will create a quarterly assessment of the goals in the plan and if GES is progressing to meet those goals. The review occurs in November, January, March, May/June at the end of year. The first meeting will be held September 9, 2019 and the October meeting is scheduled October 14, 2019.

The campus revisits through monitoring and provides revisions on a regular basis. Updates are provided on a minimum for the following months:

November 2019 - January 2020 - March 2020 - May/June 2020

Improvement plan is monitored quarterly at a minimum. Attached and uploaded into the program are other dates, agendas and minutes that illustrate meetings that address revisions of the campus improvement plan. Improvement plan is provided to all members of the campus improvement team for initial approval and changes recommended by stakeholders are presented to improvement team for approval and ratification.

## 2.3: Available to parents and community in an understandable format and language

Our Campus Improvement Plan is available to parents and our community. It is created by all Stakeholders, based on our Campus Needs Assessment. We collaborate to list Our Campus Needs, at this time improving our Math and Reading scores by following a Data Driven Instruction model, Increasing effectiveness of our first teach, Providing training and resources to all teachers, Implementing backward design lesson and assessment planning.

The Location of the Improvement Plan will be strategically placed where there may be a high traffic of parent and/or community members. If a translation is needed an interpreter is available. The Campus Improvement Plan (CIP) for Garcia Elementary School is available in the following areas:

- GES parent resource center
- Principal Office
- At the campus Library
- PTO meetings
- Parent Advisory Council (PAC) binder which is available for viewing during every PAC meeting
- On the campus website
- On the district website

## 2.4: Opportunities for all children to meet State standards

Garcia Elementary School's focus is to ensure student growth in academic performance by providing various opportunities for all children which includes all sub populations to meet the challenging State academic standards. The following indicates targeted opportunities for all our students to meet high achievement based on their individual needs:

- PLC's target all student subpopulation by collaborating and analyzing and track data to create opportunities that target students' specific needs
- Guided Reading & Scholastic Diagnostic Assessments

- Guided Math
- The Writing Academy to support the learning across all grade levels
- Quality Tier 1 instruction
- Utilization of resources for every classroom (Textbook Adoption)
- At Risk Teacher for Reading/At Risk Aides for Reading & Math
- Academic Tutors for General Ed, Special Pop
- Special Education Teacher & Aides
- Structured tutoring programs across all core subjects that occurs before, during and after school
- Implementing a Response to Intervention period by providing strategies for students (WINN – What I Need Now)
- Professional Development to ensure high quality instruction through effective and appropriate opportunities to ensure a high impact on student growth. Train and implement the instructional methodologies to effectively support all students to include SPED, ELL, and migrant students.
- Through research based and best practices selected programs and instructional methods will be used providing differentiate approach for students to meet state standards. (Example: Imagine Math, tutoring programs, and computer assisted programs by utilizing computer lab)
- Guidance from counselors and presentations with opportunities to apply to real world experiences.
- Celebration and recognizing students for their academic achievement.
- Classroom libraries
- Attendance initiatives
- PBIS / Raven's Pride

## 2.5: Increased learning time and well-rounded education

A master schedule has been created which has allocated minutes that are essential to the needs of the students to learn and essential for the teachers to teach using research based instructional strategies. 90-minute blocks are required for Reading and Math to allow for the Guided Reading and Math and implementation of the Literacy Framework. 45 minutes are allocated for Writing and additional time is allocated for Science and Social Studies. Students are required to use the Science Lab at least once a week in the upper grades.

Increased learning time has been a priority for GES, by streamlining and ensuring that targeted time and best used strategies are highly effective to ensure student success. We've embedded a well-rounded education into our campus courses, activities and/or programming in subjects is a priority, with the purpose of providing all students access to an enriched curriculum and educational experience.

Our comprehensive plan that is described within our campus improvement plan on utilizing methods and instructional strategies to strengthen the academic programs, which would increase the amount and quality of learning time that is necessary to provide a well-rounded education.

Listed are several of courses, programs, activities that provide a well-rounded education:

- Building Citizenship through PBIS Ravens' Pride
- Fine Arts program
- New computer lab.
- iPads for hands-on technology application
- PLC efficacy
- Imagine Math
- STEM scopes
- New Textbook Adoption
- Mentoring Minds (Math, Reading, Science)
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.

## 2.6: Address needs of all students, particularly at-risk

All students' and subpopulations' needs are addressed specifically through the Needs Assessments and within the strategies of the Campus improvement plan. GES is focused on students' priorities based on individual needs particularly for students that are at risk of not meeting the State Academic standards.

To meet student needs, GES focused on a variety of methods to address support, particularly for students that may be at risk of failing however not limited to only the following methods:

- Effective Professional Learning Communities (PLC's) that focus on student data that review, identify, analyze and plan a course of action for students identified as potentially who may not meet the state academic standards.
  - Review, analyze and plan a course of action for students that have been retained
  - Review, analyze and plan a course of action for students specifically that are at risk of failing for sub-populations: SPED, ELL, migrant
  - Review, analyze and plan a course of action for students that have been identified as students that are in need for Response to Intervention (RTI).
  - Create a plan for students that have already been retained by providing an accelerated intervention plan.
  - Counseling for students that may be at risk of failing to provide additional support at school and home.
  - Providing specific resources for students and teachers to utilize effectively for intervention at school and/or home.
  - Computer labs are to be updated in allowing easy access for struggling students and providing support utilizing computer programs effectively to ensure student growth.
  - Professional development and follow-up to trainings are detrimental for teacher and student success.
  - Social-Emotional Support, Behavior Contracts, Family and School Collaboration for at risk students.
- Garcia has implemented the Guided Reading, Guided Math and The Writing Academy to support the learning across all grade levels. Along with this Tier 1 instruction there are additional supports in place for intervention which include an At-Risk Teacher for Reading, At-Risk Aides for Reading and Math, academic tutors for general ed and special pops as well as a SPED department.

## ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

### 3.1: Develop and distribute Parent and Family Engagement Policy

Parent involvement and student support is crucial at Garcia. The addition of a full time parent liaison this year, will enable us to begin our parent university monthly classes, organize monthly coffee with the principal information sessions, organize parent involvement amongst the grade levels, and effectively communicate the different state and federal required elements such as parent compact, entitlement reviews, advisory committees, in a timely and effective manner. **Please see uploaded documents in Crate.**

#### Gonzalo & Sofia Garcia Elementary School

#### Title I Parent and Family Engagement Policy

2019-2020

Parents and staff at Gonzalo & Sofia Garcia Elementary have developed and agreed on the following Parent Involvement Policy. The Policy will be posted on the school website and given out at the Annual Title I meeting. It will also be available in the Gonzalo & Sofia Garcia Elementary office for any parent who requests it.

In order to build a dynamic home-school partnership, Gonzalo & Sofia Garcia Elementary will provide the following:

An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's

education. The annual meeting will be in the first semester. A letter will be sent to each child's parent informing them of the date and time. The information will also be posted on the school's website and in the calendar.

- Parent-Teacher conferences will be held twice a year, one in the fall and one in the spring. Parents can request an individual Parent –Teacher conference at any time during the school year. Communication with parents will be in a format and language that they can understand. Title 1 funds may be used to pay for any expenses to enable parents to participate in school-related meetings and training sessions.
- Information regarding curriculum, assessments, progress, and scholar expectations based on STAAR (State of Texas Assessment of Academic Readiness) will be provided to parents. STAAR results will be sent home in the summer when the district receives them. Parents can also visit the Texas Education Agency website at <https://tea.texas.gov/> to get view or print STAAR results.
  
- A School-Parent Compact designed by parents and school staff that outlines how parents, teachers, and scholars will share the responsibility for improvement in student academic achievement.
- Information related to school and parent programs, meetings and other activities will be sent to parents in a timely manner. Information will be given to parents through newsletters from the school and classroom teachers. In addition, the school marquee will be used to inform parents of meeting dates.
- Materials and specific trainings to help parents work with their children to improve achievement are in progress.

Parents and community members are always welcome to make suggestions to improve our schools. By working together we can make the students successful learners. Some of the opportunities that parents may participate in Gonzalo & Sofia Elementary are listed here:

### **Canutillo ISD Programs/Services**

- Computer Classes
- Small Group tutorials
- Counseling: Individual/Group/Classroom
- UIL (University Interscholastic League) Competitions
- Special Education Services
  - Speech Therapy
  - Physical Therapy
  - Occupational Therapy
  - Special Education Resource
  - Response to intervention Support Teams
  - Computer intervention programs with school to home access
  - Dyslexia Services
  - Health Services (Vision/hearing

### **Extra things that make Gonzalo & Sofia Elementary School Special**

- Wireless networking to classrooms with computer access
- Language Proficiency Acquisition Committee (LPAC) Meetings
- Professional Learning Communities (PLC) (Groups of teachers collaborating, planning and learning together)
- School Website, Facebook, Twitter
- Kids Excel (4<sup>th</sup> Grade only)
- Young Rembrandts (\$66 per semester)

- Garcia's Ballet Folklórico (\$30 a month)
- Most important.... A staff that cares about the welfare and education of your child!

### **Student Involvement Opportunities**

- Band
- Choir
- Student Council
- Mother/Daughter and Father/Son
- Monthly Raven's Rally
- Recognitions: A and A/B Honor Roll, Perfect attendance, AR (Accelerated Reader), Raven Coins
- Robotics (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grades only)

### **Parent Involvement Opportunities**

- PTO (Parent Teacher Organization)
- Volunteer Opportunities
- Campus Improvement Committee (CIC)
- Lunch visits (Parents are welcome to join their child during lunch after signing-in at our front office)
- Book Fair (Held twice a year in our library)
- Volunteer Appreciation Day
- Breast Cancer Awareness Walk

### **Parent/School Communication**

- District Newsletter
- Student-Class Agenda
- School marquee
- School Calendar
- Call Outs/School Messenger
- Social Media, Facebook, Twitter
- Class Dojo, Remind

## **3.2: Offer flexible number of parent involvement meetings**

Parent involvement and student support is crucial at Garcia. The addition of a full time parent liaison this year, will enable us to begin our parent university monthly classes,

organize monthly coffee with the principal information sessions, organize parent involvement amongst the grade levels, and effectively communicate the different state and federal required elements such as parent compact, entitlement reviews, advisory committees, in a timely and effective manner. Please see uploaded documents in Crate. All classes are offered in both morning and evening to encourage parent engagement.

<b>Topic</b>	<b>Date</b>	<b>Event</b>	<b>Presenter</b>	<b># of Parents</b>
Academics	9/12/2018	Back to School Basics	El Paso Parent to Parent	13
Academics	1/09/2019	Coffee w/Principal Effective Parent-Teacher Conferences	El Paso Parent to Parent	13
Academics	2/28/2019	Dual Language Parent Forum	Academic Language Services, Gabriela Hajir	6
Academics	3/14/2019	Coffee w/Principal Learning Styles	El Paso Parent to Parent/CMS Principal, Daniel Medina	9
Academics	5/08/2019	Coffee w/Principal Preventing the Summer Slide	EL Paso Parent to Parent	13
Technology	4/26/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	3
Technology	5/01/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	6
Technology	5/07/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	1
Technology	5/23/2019	Online Student Registration Parent Assistance Session	Parent Liaison and Registrar	7
Social Services	1/14/2019	Book Binding Repair Class	GES Librarian, Debra Coppenbarger	7
Wellness Physical & Nutrition	2/19/2019	Coffee w/ Principal Sleep Disturbances in Children and Adults	Dr. Gonzalo Diaz	10
Wellness Physical & Nutrition	4/25/2019	Food Handler's Safety Class	CISD Director of Child Nutrition, Marco Macias	10
Prevention	10/09/2018	Raven's Eye Watch Security Training	CISD Police Chief, Carlos Carrillo	16
Prevention	12/06/2018	Discipline for Kids	Deputy, Jorge Alvillar El Paso County Sheriff's Office	9
Prevention	2/07/2019	Parent Lokdown/Lock Down Training	CISD Officer, Juana Moncivaiz	8
Prevention	4/16/2019	Coffee w/Counselor How to Raise Resilient Kids	GES Counselor, Martha Bueno	11
Social & Mental Development	11/28/2018	Coffee w/Principal Time Management for Kids	El Paso Parent to Parent	11
Social & Mental Development	12/11/2018	Coping Skills	CISD School Health Coordinator, Nancy Torres	7
Social & Mental Development	2/12/2019	Youth Mental Health/first Aid Training	CISD School Health Coordinator, Nancy Torres & CISD Social Worker, Veronica Andujo	10
Legal	10/24/2019	Coffee w/Principal El Paso County Attorney Services	El Paso Co Attorney	14

Gonzalo & Sofia Garcia Elementary School

School-Wide Events

2018-2019

<b>Date</b>	<b>Event</b>	<b># Parents</b>	<b>Hosted</b>
8/23/2018	Open House	271	Teachers
8/27/2018	1st Day of School Drop Off	370	Teachers
8/28/2018	2nd Day of School Drop Off	206	Teachers
9/07/2018	Goodies w/Grandparents	98	Principal/Parent Liaison
10/05/2018	Draggin Dads Book Fair Event	119	Librarian
10/10/2018	Fall Parent-Teacher Conferences	421	Teachers
11/09/2018	Veteran's Day Celebration	70	Music Teacher/Principal
11/09/2018	Thanksgiving Luncheon	487	Cafeteria Staff/Principals
10/25/2018	Cancer Awareness Walk	149	P.E. Teachers
12/18/2018	Pajamas, Parents and Pancakes	90	Principal/Parent Liaison
1/22/2019	English Spelling Bee	19	Mrs. Castillo
2/15/2019	Science Fair Parent Viewing	28	Mrs. Cruz
2/22/2019	Book Fair Grand Event	48	Librarian
2/28/2019	Spring Parent Teacher Conference	387	Teachers
3/14/2019	Spanish Spelling Bee	11	Mrs. Pinon
5/03/2019	Kids Excel	62	Fourth Grade Students/Teachers
5/10/2019	Muffins w/Mom	178	Principal/Parent Liaison
5/20/2019	Volunteer Appreciation Breakfast	16	Principal/Parent Liaison
5/23/2019	GT Showcase	48	Mrs. Shenk
5/28/2019	First Grade Awards Assembly	164	Principal/First Grade Teachers
5/28/2019	Second Grade Awards Assembly	105	Principal/Second Grade Teachers
5/28/2019	ISC Awards Assembly	22	Principal/ISC Teachers
5/29/2019	Third Grade Awards Assembly	123	Principal/Third Grade Teacher
5/29/2019	Fourth Grade Awards Assembly	94	Principal/Fourth Grade Teachers
5/30/2018	Kinder Awards Assembly	253	Principal/Kinder Teachers
5/30/2018	Pre-Kinder AM & PM Awards Assembly	82	Principal/Pre-K Teacher
5/30/2019	Pre-K and Kinder Parent Orientation	44	Jesus Juarez/Veronica Andujo/Gabriela Hajir

<b>Date</b>	<b>Event</b>	<b># Parents</b>	<b>Hosted</b>
5/31/2019	Fifth Grade Awards Assembly	209	Principal/Fifth Grade Teachers

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christy Villareal	Library Aide	Title 1	1
Sonia Cisneros	Parent Liaison	Title 1	1