

Canutillo Independent School District Gonzalo & Sofia Garcia Elementary School 2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: February 22, 2022
Public Presentation Date: September 9, 2021

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.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently, there are 497 students attending Garcia Elementary School. The student population is 281 males and 216 females. A total of 459 students are Hispanic (92.35%). Twenty-two students are white (4.43%). Four students are two or more races (.80%). We have a total of 82 students in special education.

Other current demographic information is as follows:

- Title I-497 students (schoolwide Title I program)
- Campus EL-154 students total
- Gifted & Talented (GT)= 53 students total
- Migrant= 3 students
- At-Risk=320 total students,
- Homeless=13 total students

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)

3 First Grade Teachers (1 Two-way dual language, 2 monolingual)

- 5 Second Grade Teachers (2 two-way dual language, 3 monolingual)
- 4 Third Grade Teachers (2 two-way dual language, 2 monolingual)
- 4 Fourth Grade Teachers (2 two-way dual language, 2 monolingual)
- 5 Fifth Grade Teachers (2 two-way dual language, 3 monolingual)
- 1 Music Teacher
- 2 PE Teachers
- 1 At-Risk/RTI Teacher

- 3 At-Risk Aides (1 being vacant)
- 4 Special Education Teachers
- 5 Special Education Aides
- 1 Speech Therapist
- .5 Diagnostician
- .5 Occupational Therapist
- 1 Librarian
- 1 Receptionist
- 1 Office Manager
- 1 Attendance Clerk (vacant)
- 1 Nurse
- 1 Parent Liaison
- .5 Bilingual Aide
- 4 custodians
- 6 cafeteria staff members
- .5 Gifted & Talented (GT) Teacher
- 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. Multi-age ISC units are served by Special Ed/ESL Certified teachers and are provided with curriculum & resources such as Lexia, ISpire, 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 Academic Language Services (ALS) calendar. ALS Tutors, and ALS Lead Teacher support teachers with best practices in English Language Acquisition to support English language Development. Campus Two Way Dual (TWD) teacher supports district teachers by Modeling Dual Language best literacy practices for English Language Learners (ELL's).
- Teachers use Professional Learning Communities (PLC's) to data dig. They utilize & disaggregate data to address student needs, track & maximize effectiveness.

Garia Elementary School 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 What I Need Now (WINN) (PLC determines this based on student performance data). We will also access our district coordinator for professional development in teachers' perspective 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, Attendance Committee, Dual Language Committee, Literacy Committee, Technology Cadre, EOP, 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 safe, proactive and inclusive school. Parents will complete surveys to help gauge and monitor the campus climate. Parents are provided with guidance lessons, informational meetings through coffee with the principal, coffee with the counselor and other sessions coordinated by our parent liaison.

- All teachers at Garcia Elementary School are certified teachers. One teacher received her Master's Degree in Curriculum and Instruction as well as administration certification. 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 4 new teachers. They have been receiving support from New Teacher Center and have been appointed a mentor for yearly support. They receive feedback from coaches from UTEP as well.

Demographics Strengths

Garcia has a good student to teacher ratio that allows for individualized and differentiated instruction. Garcia Elementary consists of high quality teachers that receive ongoing support and many are seeking higher education. In addition, Garcia has highly motivated students that participate in extracurricular activities led by faculty members.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Attendance decreased **Root Cause:** Student attendance has decreased due to students that result in quarantine due to the current pandemic.

Problem Statement 2 (Prioritized): We have increase in our at risk population. **Root Cause:** Due to the COVID 19 slide, students lost instruction in the latter part of the 2019/2020 school year causing academic gaps in a high percentage of our students.

Problem Statement 3: High Faculty and Staff Turn Over **Root Cause:** Principals are not in the position long enough to establish norms, classroom practices and are unable to build relationships to effectively strengthen teacher data driven classrooms.

Student Learning

Student Learning Summary

No STAAR Data available for 2019-2020 due to COVID 19. Statewide assessment was waived. State Accountability Rating of C (78) was received and continues to be the rating for our school according to TEA. The STAAR data for 2018-2019 school year is as follows (reflects growth or regression from previous year:

Math

3rd Grade -9%

4th Grade -18%

5th Grade -4%.

As a campus, we did not meet our established goals for mathematics.

Reading

3rd Grade -3%

4th Grade -12%

5th Grade -3%.

As a campus, we did not meet the progress measure for reading.

4th Grade Writing +5%

5th Grade Science English All=-5%

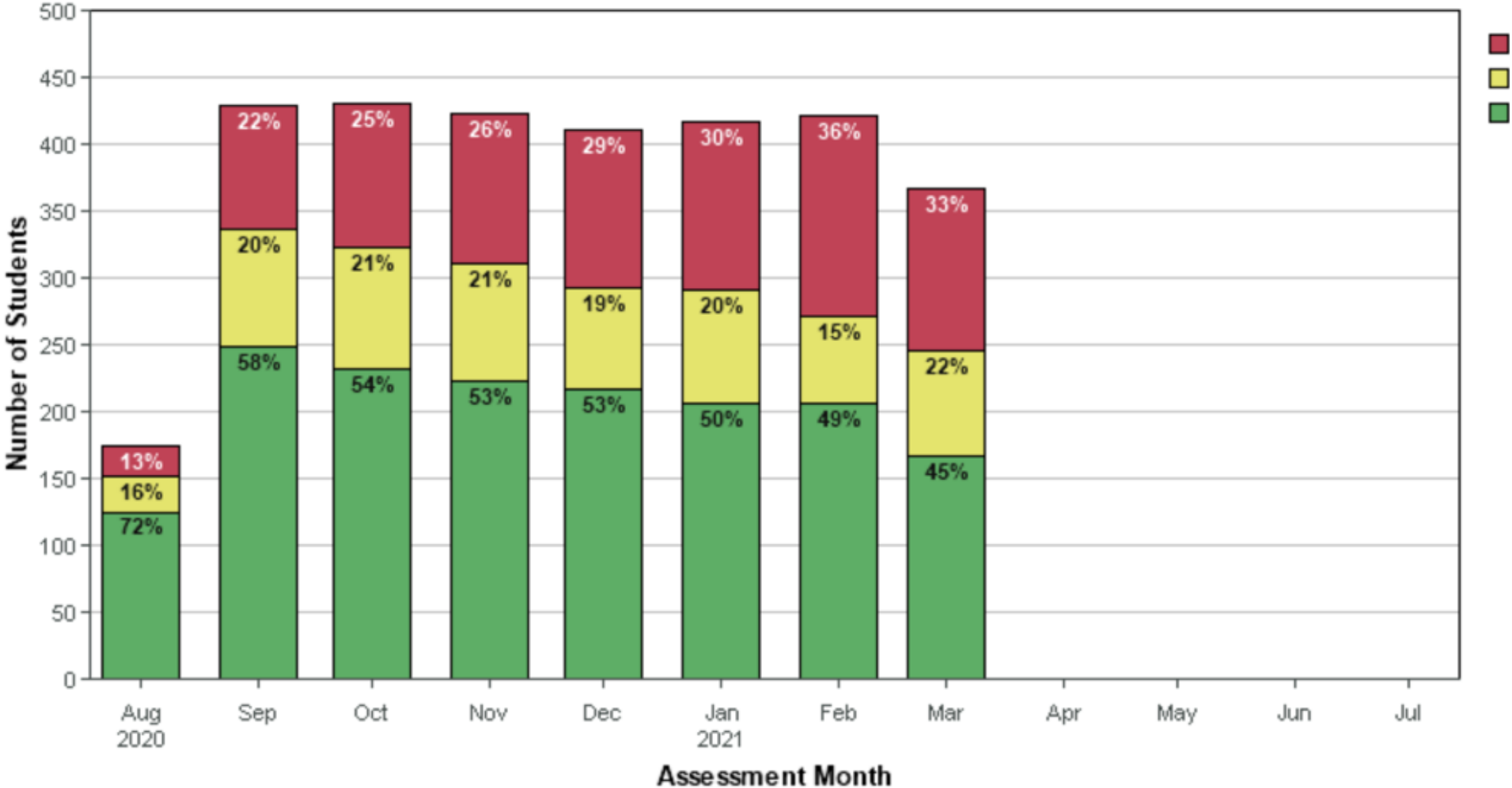
As per our District all students completed a Beginning Of the Year (BOY) assessment in math and reading as indicated by TEA to determine the level of achievement and create interventions that support specifically students academic needs.

Campus has adopted to consistently assess students with Beginning Of Year (BOY), Middle Of Year (MOY), and End Of Year (EOY) assessments to guide instruction create instructional plans to specifically address student's academic needs. Some of the data points include iStation, Student Data Analysis forms to compile CIRCLE, Imagine Math STAR Reading, ESTAR, Interim Assessments, Lexia and Spire.

ISIP™ Reading results for Gonzalo & Sofia Garcia Elementary School

Canutillo ISD - 2020/2021

All Grades - Overall Reading



PK-2 Math and Reading Data

Percentages

Percentages

PK

Subject	DNM	Approaches	Meets	Masters
Reading	26%	33%	41%	
Math	7%	46%	46%	

K

Subject	DNM	Approaches	Meets	Masters
Reading	14%	31%	34%	
Math	18%	22%	42%	

1st

Subject	DNM	Approaches	Meets	Masters
Reading	31%	20%	22%	26%
Math	45%	24%	24%	5%

2nd

Subject	DNM	Approaches	Meets	Masters
Reading	20%	19%	27%	
Math	16%	26%	22%	

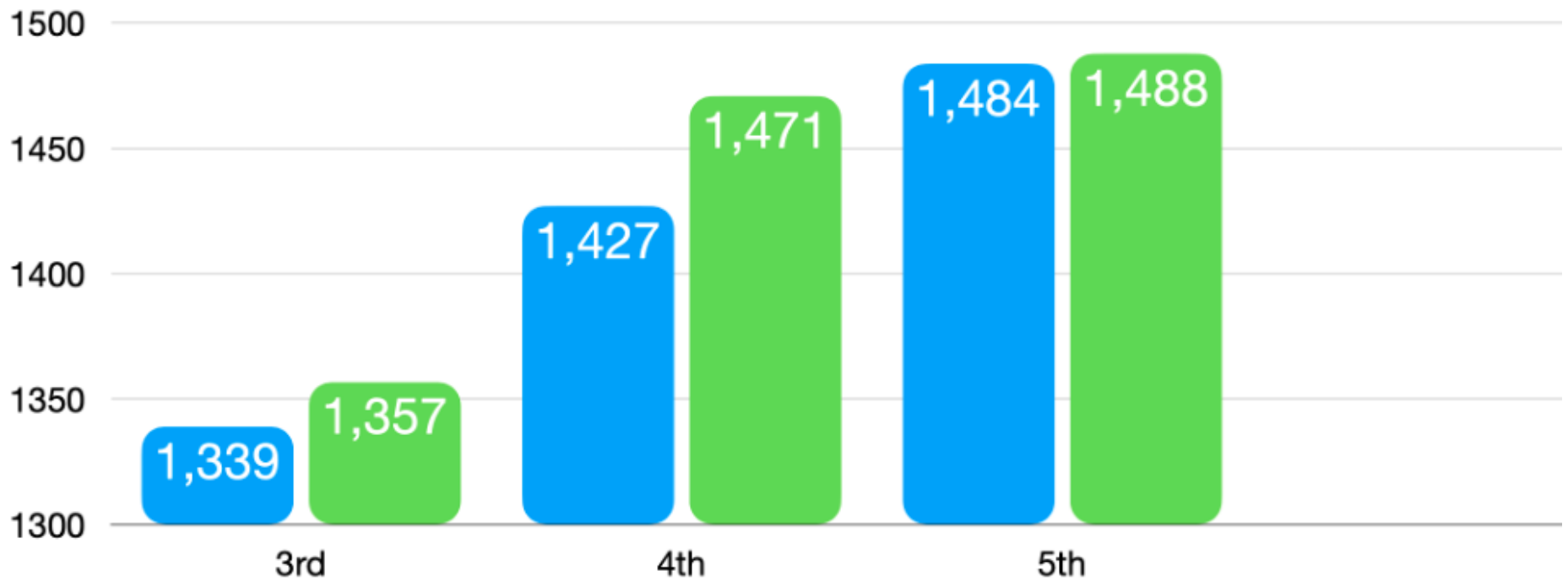
Reading Interim Assessments

3-5 Fall and Spring Data

- GES

 Interim 1

 Interim 2



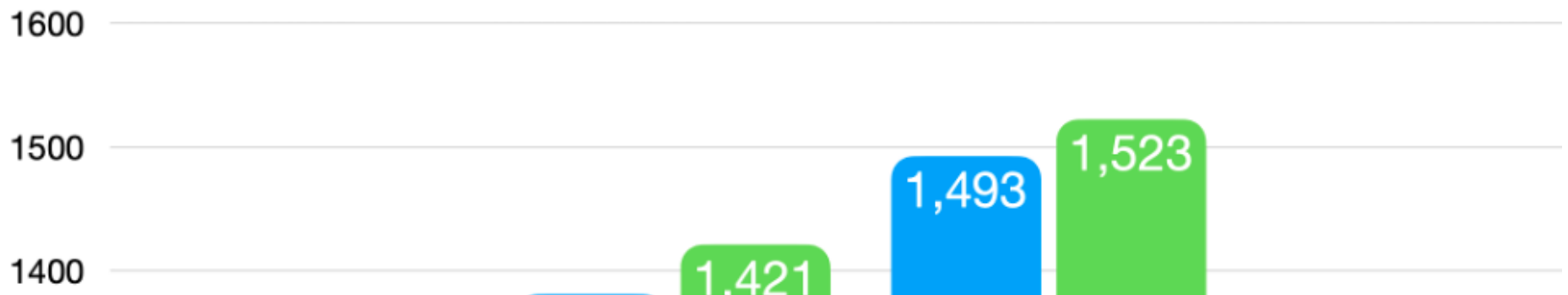
Math Interim Assessments

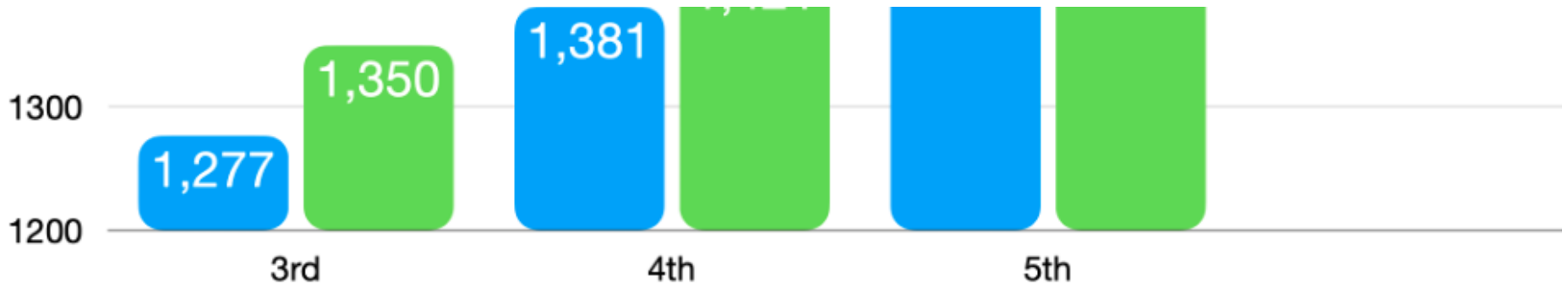
3-5 Fall and Spring Data

GES

■ Interim 1

■ Interim 2



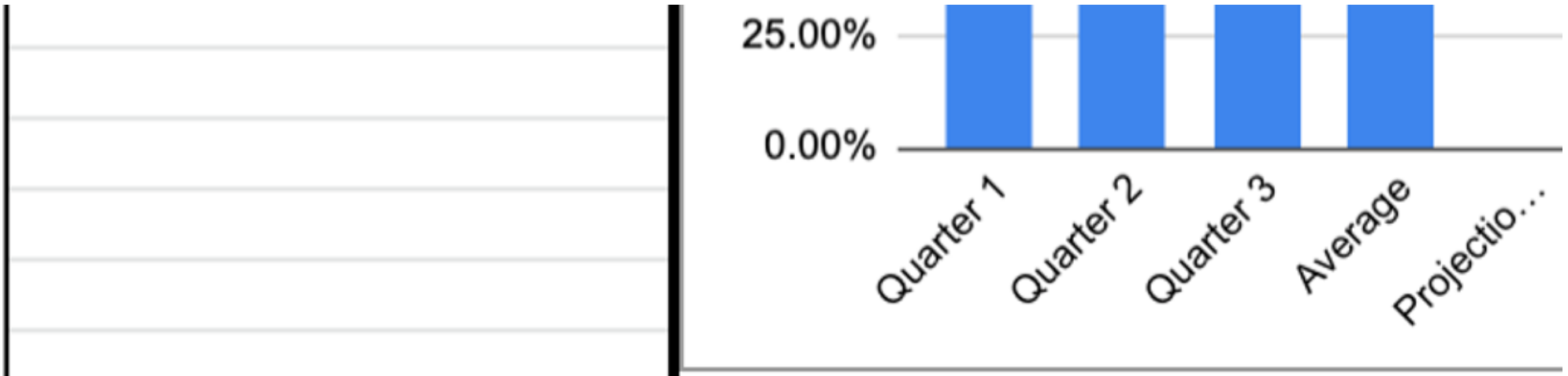


2020-2021 Campus Percentage Attendance

Quarter	Percentage
Quarter 1	96.78%
Quarter 2	95.94%
Quarter 3	97.12%
Average	96.61%

Projection for Quarter 4





Student Learning Strengths

Students' strengths can be accredited to high quality instruction. Lesson plans are well designed and mirror the data analysis teachers produce prior to writing the lesson. More so, spiraling, collaboration and best practices have been implemented. For example, decoding/foundational skills are being implemented consistently, differentiated instruction and ability grouping. Last but not least sentence memorization and listening comprehension is an additional strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An increase in tier 3 since the beginning of the year is evident in the I-station report. **Root Cause:** Teachers lack the foundations and/or expertise in certain content areas.

Problem Statement 2 (Prioritized): Low student performance in the area of problem solving. **Root Cause:** Lack of reading comprehension is a prerequisite to problem solving in mathematics.

Problem Statement 3 (Prioritized): We have increase in our at-risk population. **Root Cause:** Due to the COVID 19 slide, students lost instruction in the latter part of the 2019/2020 school year causing academic gaps in a high percentage of students.

School Processes & Programs

School Processes & Programs Summary

Garcia Elementary is an engaging hybrid 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.

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 and or surveys, the principal and participation in PTO, CIC and DAC.

Due to pandemic, Garcia provided limited opportunities for extracurricular and special programs for our students to develop artistic, athletic, STEM, and leadership skills. Only the following were available Music, Kids Excel, Mother/Daughter Father/Son, Science Fair, Spanish Spelling bee. In the future, the following will be implemented as well: C.A.T.C.H, Student Council, Robotics, U.I.L., Spelling Bee in English, and multicultural and educational performances.

All teachers at Garcia Elementary School are certified teachers. All teachers are proficiently certified in many technology programs such as: Google, Apple, NearPod, and Seesaw among others. We will continue to encourage our teachers to seek and obtain certification and degrees above and beyond what they already have. We currently have 4 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

- Staff Development: received lots of support and opportunities to become proficient with technology, including high quality dialogue and collaboration within PLCs.
- Individual Professional Teacher Growth: Teachers rose to the occasion to immerse and engage in the acquisition of technology proficiency.
- Accessibility to Devices: All students and staff were provided with the necessary tools (Ipads, Macbooks and internet access) to facilitate online learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Gaps in academic learning are occurring across all grade levels in all subjects. **Root Cause:** Lack of hands on materials, dual language and Special Education resources.

Problem Statement 2: Students and teachers are unable to efficiently teach and learn. **Root Cause:** Technology is often not functional due to lack of support from TECH department

Perceptions

Perceptions Summary

Social emotional learning (SEL) lessons were created by the counselor and delivered by the classroom teachers to all students pre-k through 5th grade for the first four weeks of the school year 2020-2021. Students' social emotional needs are addressed by all faculty and staff members on a daily basis.

Administrators offer an open door policy door to all stakeholders. Effective communication is in place through School messenger, flyers, phone text, web page, class Dojo, Remind, Twitter, Facebook, and school counselor. Parent questions and concerns are heard and addressed through different teacher and parent committees in monthly PTO, CIC, DAC, and monthly principal and quarterly coffee with the counselor. Parents are also supported by parent training offered by the campus parent liaison .

The school counselor has provided guidance lessons to all student population on academic, personal/social, and career development. The counselor and administration planned activities such as Drug Free Awareness (Red Ribbon Week), Kindness Challenge, No Place for Hate (NPFH) Activities, SEL lessons, and Virtual Career Day. Students and parents participated in Middle School transition orientations for Alderete and Canutillo Middle Schools. The students had the opportunity to choose their middle school electives and monitor their academic progress. 5th grade students have participated in Career and Technology Education (CTE) pods in order to be informed of the Career Pathways and courses offered at Canutillo ISD.

Students participated in the Mother/Daughter and Father/Son program empowering students to promote and encourage college readiness. A No Place for Hate coalition was created to promote diversity and a bully free environment.

Perceptions Strengths

- Parent Teacher Organization/PTO (Stayed active remotely)
- Continue monthly parent meeting including parent university sessions and grow parent membership:

Coffee with the principal, Virtual field trips, Coffee with the counselor, Guest Readers, Guest concerts in Music.

- 5th grade band opportunities
- Garcia Elementary School Task Force was created to ensure the safe return of students and staff.
- High student morale
- Attendance increasing during a COVID school year

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: Miscommunication between Administration, staff, parents, and community. **Root Cause:** Lack of continued feedback and training to parents, staff and community.

Problem Statement 3: Lack of school wide extra-curricular activities. **Root Cause:** Most after school clubs have a required fee or canceled due to COVID.

Priority Problem Statements

Problem Statement 2: Our Attendance decreased

Root Cause 2: Student attendance has decreased due to students that result in quarantine due to the current pandemic.

Problem Statement 2 Areas: Demographics

Problem Statement 3: An increase in tier 3 since the beginning of the year is evident in the I-station report.

Root Cause 3: Teachers lack the foundations and/or expertise in certain content areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Gaps in academic learning are occurring across all grade levels in all subjects.

Root Cause 4: Lack of hands on materials, dual language and Special Education resources.

Problem Statement 4 Areas: School Processes & Programs

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 1: Low parental involvement, apathy, parent training, low teacher/parent communication.

Problem Statement 1 Areas: Perceptions

Problem Statement 5: We have increase in our at risk population.

Root Cause 5: Due to the COVID 19 slide, students lost instruction in the latter part of the 2019/2020 school year causing academic gaps in a high percentage of our students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Low student performance in the area of problem solving.

Root Cause 6: Lack of reading comprehension is a prerequisite to problem solving in mathematics.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We have increase in our at-risk population.

Root Cause 7: Due to the COVID 19 slide, students lost instruction in the latter part of the 2019/2020 school year causing academic gaps in a high percentage of students.

Problem Statement 7 Areas: Student Learning

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

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data













Goals

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 1: By May of 2022 GES teachers and staff will receive Emergency Operation Planning (EOP) training covering all areas of emergency protocol, with an emphasis on reunification and Positive Behavior Intervention and Supports (PBIS).

Evaluation Data Sources: Sign-in sheets, Professional Learning Committees

Summative Evaluation: Exceeded Objective





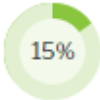







Strategy 1 Details	Reviews			
<p>Strategy 1: The EOP Team will coordinate with district safety officials to optimize and to develop the most efficient and effective EOP for GES campus.</p> <p>Strategy's Expected Result/Impact: With the coordination between campus, district and student's participation in drills will help to ensure preparedness in case of emergencies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, EOP committee</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2022, GES will comply with the School Safety Bill 168 and conduct active shooter exercises with the mental health and wellbeing of students or teachers in mind.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 2: By May 2022 GES with the assistance of the CISD facilities, safety and security team , will take a proactive approach on implementing a safe and learning environment utilizing technology effectively.

Evaluation Data Sources: Annual Safety and Security Audit

Summative Evaluation: Significant progress made toward meeting Objective





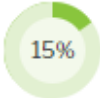







Strategy 1 Details	Reviews			
<p>Strategy 1: GES School Counselor will deliver 2 campus wide targeted anti-bullying lessons and 2 social emotional lessons.</p> <p>Strategy's Expected Result/Impact: Anti-bullying lessons will help to ensure that we provide a safe, positive and secure environment, which will positively impact campus culture, student attendance rates, and performances outcomes.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GES School Counselor will conduct yearly training for faculty and staff on district response procedures to child abuse and trauma.</p> <p>Strategy's Expected Result/Impact: Ensuring that staff understands responsibilities regarding reporting of abuse and neglect will help in ensuring the safety of our students.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 3: By June 2022, GES Assistant Principal will be trained to provide formal training to accurately identify and report bullying in accordance with the Texas Anti-Bullying law.

Evaluation Data Sources: Sign in sheets, agendas, minutes, district safety surveys

Summative Evaluation: Met Objective





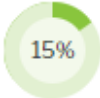



Strategy 1 Details	Reviews			
<p>Strategy 1: GES will implement the district's No Place for Hate/Anti-Bullying Initiative.</p> <p>Strategy's Expected Result/Impact: Provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The GES Counselor will conduct annual training for faculty and staff on district suicide prevention procedures and response to child abuse situation to include David's Law.</p> <p>Strategy's Expected Result/Impact: Increase teacher awareness and to recognize signs. Appropriate response by staff to child abuse procedures will help in ensuring the safety and well-being of students.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 4: Garcia Elementary will implement positive discipline strategies to decrease office referrals from 2020-2021 referrals to 42 office referrals (-15%) for the 2021-2022.

Evaluation Data Sources: PBIS and discipline data.

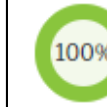
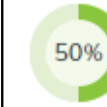
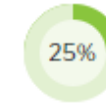
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: GES campus will monitor both in-school and out-of-school suspensions and through professional development; will seek out positive behavior supports as alternatives.</p> <p>Strategy's Expected Result/Impact: Minimizing suspensions of students as a method of consequences/discipline will help to ensure that we provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in 5th grade.</p> <p>Strategy's Expected Result/Impact: 5th grade classroom lessons</p> <p>Staff Responsible for Monitoring: Administration, Student Support Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus wide use of Reflection Sheets K-2nd grade and 3rd-5th grade in order for students to reflect on their own behavior.</p> <p>Strategy's Expected Result/Impact: Students to take ownership of their own behavior. PBIS data to monitor</p>	Formative			Summative
	Nov	Jan	Mar	June

student behavior.

Staff Responsible for Monitoring: Administration, PBIS Team

Schoolwide and Targeted Assistance Title I Elements:
2.4



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.





Performance Objective 1: By May 2022, Garcia Elementary percentage of students achieving approaches or above will increase from 75% to 80% and the percentage of students demonstrating mastery of grade level standards (post secondary readiness performance) will increase from 19% to 24% in all assessed grade levels (3rd, 4th, & 5th) and subjects.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR test results.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated Intervention Plans will be created so that interventions and strategies will be provided for Tier II and Tier III students to incorporate best interventions practices in Math, Reading, Writing/Language Arts, Science and Social Studies. Assessment data and progress monitoring systems will be used and discussed in RtI, Section 504 meetings and BOY, MOY, EOY data analysis progress monitoring.</p> <p>Strategy's Expected Result/Impact: STAAR Assessment, I Station Data</p> <p>Staff Responsible for Monitoring: Teachers, RtI Teacher, At Risk, Instructional Coach, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Stemsscopes-science intervention - 185-State Compensatory Education - \$1,680, Math & Reading interventions & FTE - 185-State Compensatory Education - \$150,780.84</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: During PLCs will evaluate student performance data, instructional programs, and common assessments data, and intervention services weekly and every reporting period to improve student performance data and increase students achievement</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as I Station, Unit Assessments data, TELPAS, STAAR data will provide evidence of a positive impact of on student performance outcomes as a result of PLC's evaluating and monitoring student performance data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, RtI teacher, Instructional Coach, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Garcia Elementary will identify 100% of all students (Child Find) who are exhibiting weaknesses in areas of math, reading, and writing. Garcia Elementary teachers will use RtI process, 504 meetings, and ARD's to include parents in the decision making process, meet the needs of students, determine eligibility for Tier II and Tier III interventions, RtI, 504 or Special Education services as appropriate.</p> <p>Strategy's Expected Result/Impact: Positive impact on student performance</p> <p>Staff Responsible for Monitoring: Classroom Teachers, RtI teacher, Instructional Coach, Administration, SPED teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Gaps in academic learning are occurring across all grade levels in all subjects. Root Cause: Lack of hands on materials, dual language and Special Education resources.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.









Performance Objective 2: By the end of June 2022, 1st grade students' fluency average will fall within the recommended range of 60-90 words per minute and 2nd student's fluency average will fall within the recommended range of 80-120 words per minute.













Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Running Records, Data binders, I Station, DRA

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary Teachers will monitor student fluency rates (1st-5th), letter identification and sound (PK-K), high frequency (Kinder) and enter progress in the data binders every nine weeks.</p> <p>Strategy's Expected Result/Impact: Increase in student fluency rate averages by individual student, classroom, and grade level will positively impact a variety of student-performance indicators and ensure readiness for the next grade level and college readiness.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GES students will participate in the use of supplemental instruction programs. These data points will provide a baseline to identify student progress based on the students' particular levels of performance.</p> <p>Strategy's Expected Result/Impact: Use of supplemental resources and programs such as Accelerated Reader will positively impact a variety of student performance indicators and ensure readiness for the next grade level and college readiness.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Learning A-z Reading intervention - 211-Title I-Part A - \$692.70, Student Practice Reading STAAR - 185-State Compensatory Education - \$1,253.50</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: GES teachers will receive training in Social Emotional Lessons, Guided Math, Guided Reading and Writing Academy with a new lense (COVID-19) and other content-based instructional professional development in order to support students development in Math, Reading, Writing and Science.1</p> <p>Strategy's Expected Result/Impact: Students performance indicators such as but not limited to I Station, TELPAS, STAAR Assessment Data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices being learned and implemented.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Scholastic Leveled materials and at risk/response to intervention room will be centralized to create a smooth and organized way to check out books by teachers. Intervention room will allow uniformity across the grade levels.</p> <p>Strategy's Expected Result/Impact: Fluency rates will increase. TELPAS and STAAR Assessment data.</p> <p>Staff Responsible for Monitoring: Administration, At-Risk Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: An increase in tier 3 since the beginning of the year is evident in the I-station report. Root Cause: Teachers lack the foundations and/or expertise in certain content areas.</p>
<p>Problem Statement 3: We have increase in our at-risk population. Root Cause: Due to the COVID 19 slide, students lost instruction in the latter part of the 2019/2020 school year causing academic gaps in a high percentage of students.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

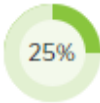







Performance Objective 3: Current English language Learners (ELL) will be monitored for all students' composite score for TELPAS will increase by 5% of the population to Advanced High by June 2022.













Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TELPAS test results.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Language Proficiency Assessment Committee (LPAC) will monitor the progress of 100% of ELL's throughout the school year in order to ensure that students make gains. Effective language accommodations will be provided to students based on data collection and student progress</p> <p>Strategy's Expected Result/Impact: TELPAS Assessment data, common assessments in Spanish and English</p> <p>Staff Responsible for Monitoring: LPAC aide, teachers ,Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 50% of Garcia Elementary Teachers will obtain the English Second language or Bilingual Certification in order to meet that needs of all our ELL's and at-risk/Response to Intervention Students.</p> <p>Strategy's Expected Result/Impact: STAAR and TELPAS data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: 20% of Garcia Elementary English Language Learner students will demonstrate one year's growth as assessed by the Texas English Language Proficiency Assessment System in Listening, Speaking, Reading, and Writing.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as but not limited to TELPAS will provide evidence of student increases across Listening, Speaking, Reading, and Writing domains.</p> <p>Staff Responsible for Monitoring: LPAC aide, ALS Department, teachers, administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will implement processes to ensure language learners are meeting or exceeding proficiency standards of advanced and advanced high on the Texas English Language Proficiency Assessment System.</p> <p>Strategy's Expected Result/Impact: Increase students secondary languages to advance high</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 4: By May 2022, GES staff attendance will increase from 87% to 93% .

Evaluation Data Sources: Attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: GES Teachers, Staff and Administration will collaborate and support one another to build a positive campus morale. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 5: By July 2022, GES will provide professional development for all teachers, administrators and instructional support on differentiated instruction model, RtI and 504 process.

Targeted or ESF High Priority

Evaluation Data Sources: Professional development sign in sheets, agendas, minutes.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary will coordinate with Special Education Department to train teachers in RtI and 504 process. GES teachers and staff will receive professional development on RtI and 504 processes and intervention strategies.</p> <p>Strategy's Expected Result/Impact: Teacher knowledge of the RtI and 504 process will positively impact student performance outcomes by ensuring students receive timely and appropriate interventions to meet varied needs</p> <p>Staff Responsible for Monitoring: Teachers, Principal and Assistant Principal. At-Risk Teacher, Special Education Teachers, Speech Therapist, Diagnostician</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GES teachers will monitor student achievement and document student information in data binders to include at risk students (inclusive of BOY, MOY, and EOY performance data for ISIP, state assessments, and attendance) to ensure vertical alignment and student readiness for subsequent grade level.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as but not limited to I Station, TELPAS, and STAAR Assessment data will provide evidence of a positive impact on student performance outcomes as a result of teacher monitoring student achievement through the use of student profiles and data binders.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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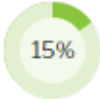

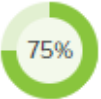





Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 6: By May 2022, Garcia Elementary students in Special Education taking STAAR or STAAR-Online assessments and PK-2 reading and math assessments will show a growth of 5%.

HB3 Goal

Evaluation Data Sources: STAAR, STAAR Online, Strive, Unique Learning, Lexia, ISpire, Esperanza

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education Teachers will monitor the progress of 100% of students in order to ensure that students make academic gains. throughout the school year.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as but not limited to STAAR, STAAR Online, Strive, Unique Learning, Lexia, ISpire, Esperanza will provide evidence of a positive impact on student performance outcomes as a result of monitoring the progress of our special education students throughout the year.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 7: By May 2022, Garcia Elementary will complete a transition process for early Education students transitioning into Pre-K and 100% of the students transitioning to 6th grade (Middle School)

Evaluation Data Sources: Student Enrollment Data

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary will provide a minimum of one orientation meeting for students and parents transitioning from Head Start into Pre-K.</p> <p>Strategy's Expected Result/Impact: Transitioning meeting will promote school readiness fro Pre-K and Kindergarten students</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 10%	 100%	 100%
Strategy 2 Details	Reviews			
<p>Strategy 2: Garcia Elementary counselor will organize a field trip to support 5th grade students transitioning from elementary into middle school (AMS and CMS). The purpose is to encourage our students to continue attending Canutillo ISD Schools and to provide a safe and effective transition.</p> <p>Strategy's Expected Result/Impact: Transition process will promote middle school readiness for elementary students</p> <p>Staff Responsible for Monitoring: Counselor, Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 50%	 100%	 100%
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



Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 8: By June 2022, 100% of teachers, nurse, librarian, counselor, and administrators will be given professional development opportunities that support content, curriculum development, instructional framework, the work of professional learning communities, and special education in population in order to improve student achievement.

Evaluation Data Sources: Sign in sheets, agendas, minutes, STAAR, and iStation data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of Garcia Elementary teachers, nurse, librarian, counselor, and administrators, will participate in professional development opportunities on campus, Region 19, out of town (in person and remote). This supports content, curriculum, the instructional framework, and special populations, in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Students performance indicators such as but not limited to TELPAS, STAAR, unit assessments data will provide evidence of a positive impact on student performance outcome as a result of professional development and research-based instructional practices being learned and implemented.</p> <p>Staff Responsible for Monitoring: Teachers, nurse, librarian, counselor, and administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100 % of teachers and instructional aides will participate in professional development on SST/RtI process, and SPED process</p> <p>Strategy's Expected Result/Impact: Teachers and instructional aides will understand the importance of the identification process and progress monitoring of the At-Risk/Response to Intervention and Special Education students</p> <p>Staff Responsible for Monitoring: At-Risk Teacher, Special Education Teacher, Speech Therapist, Diagnostician, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

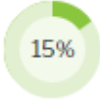







Strategy 3 Details	Reviews			
<p>Strategy 3: Garcia Elementary will continue building a positive school culture to increase morale and teamwork. The Wellness Team will support this strategy by planning activities on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Increase school morale</p> <p>Staff Responsible for Monitoring: Wellness Team and administration.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Current Professional Learning Community will be revisited to better analyze data and support teacher development.</p> <p>Strategy's Expected Result/Impact: Data analysis will continue to be targeted and be effective.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, RtI Teacher, Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 9: By May 2022, technology will be implemented by 100% by teachers and administrators and used to increase effectiveness of teaching practices for in person and remote learners.

Evaluation Data Sources: TTESS walkthroughs and observation data

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary will receive training and support in implementing the use of available technology resources and equipment in daily classroom instruction. Teachers will receive ongoing training in educational platforms and applications to support their daily instruction.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as iStation, Imagine Math, TELPAS, STAAR, unit assessments data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research based instructional practices in technology applications being learned and implemented.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 10: By May 2022, Garcia Elementary students will complete at least two projects as a result of professional development teachers have received in areas of Science, Technology, Engineering, and Mathematics (STEM) and Project Based Learning (PBL) instructional methodologies and approaches to enhance student learning.

Evaluation Data Sources: STEM training, TTESS walkthrough

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary students will participate in STEM instruction, STEM related field trips and STEM activities in order to increase their knowledge of STEM fields and STEM careers.</p> <p>Strategy's Expected Result/Impact: Student participation in STEM instruction, field trips, and activities.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Garcia Elementary teachers and administrators will receive professional development on STEM instruction and best practices for STEM.</p> <p>Strategy's Expected Result/Impact: Student participation in STEM instruction field trips, and activities will positively impact college and career readiness as well as student assessment performance outcomes.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: By June 2022, Garcia Elementary parents will receive training on the use of technological tools and applications available to monitor student's progress. Parents will be guided to effectively navigate Seesaw, Google Classroom, monitor IStation, Lexia, and Imagine Math at home.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as but not limited to iStation TELPAS, and STAAR assessment data will provide evidence of a positive impact of student performance outcomes as a result of parents receiving training on technological tools available to monitor student's progress.</p> <p>Staff Responsible for Monitoring: Parent Liaison, administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 11: During the school year 2021-2022, Garcia Elementary School will increase the monthly student attendance rate from 97.05% to 98.0%.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary will provide intervention, PBIS support, and attendance incentives (certificates, and other motivators) to promote attendance and punctuality. Students will be recognized for attendance accomplishments.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of providing interventions, PBIS supports and attendance incentives to promote attendance and punctuality.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Attendance clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will receive information regarding attendance expectations and Texas Attendance Laws.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of professional development and research-based instructional practices being learned and implemented. Also, the use of Student Attendance Data will be an indicator.</p> <p>Staff Responsible for Monitoring: Administration, Attendance Clerk, District Prevention Specialists.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: GES will implement a Truancy Intervention Plan for students with 3 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Student performance indicators such as but not limited to attendance, TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of implementation of Truancy Intervention Plans to monitor students' absences.</p> <p>Staff Responsible for Monitoring: Administration, Attendance Clerk, Teachers, District Prevention Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 1: By June 2022, 100% of GES classrooms will receive instruction on character development to promote social/emotional development.

Evaluation Data Sources: Counselor Lesson Plans, PBIS Data, Student Discipline Data

Summative Evaluation: Exceeded Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: GES will recognize all students displaying Character Counts traits/Showing Ravens Pride. Student will be recognized every nine weeks.</p> <p>Strategy's Expected Result/Impact: It will enhance students' life skills, provide a whole child/well-rounded</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GES counselor will attend training opportunities that will enhance the counseling program by staying current on latest research, best practices and knowledgeable of strategies to help the social emotional development of students.</p> <p>Strategy's Expected Result/Impact: Counselor's attendance to Professional Development will provide strategies needed to enhance student's life skills, provide a whole child/well rounded educational approach, foster a positive environment conducive to learning, and prepare students for colleges and careers.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 2: By May 2022, GES will provide a safe, positive and secure environment by maintaining or increasing 5% in the Positive Behavior Interventions and Supports (PBIS) utilizing the Tiered Fidelity Inventory assessment instrument.

Evaluation Data Sources: PBIS Data, Discipline Data, Attendance Data

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: The PBIS Team will receive professional development on best and research based practices to maintain a safe and positive environment.</p> <p>Strategy's Expected Result/Impact: It will impact Attendance data and Discipline data.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 3: By Spring 2022, GES will provide a minimum of 3 opportunities for students to participate in programs and events supporting character education, social skills development and behavior management.

Evaluation Data Sources: Counselor lesson plans, student discipline data, PBIS data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: GES students will participate in PBIS strategies such as school wide program that rewards students for following school wide expectations (showing their Ravens pride).</p> <p>Strategy's Expected Result/Impact: The student's participation in the PBIS strategies will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning and prepare students for colleges and careers.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, PBIS Team and Staff.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GES students will have the opportunity to go on virtual and/or face to face field trips that are aligned to instruction as detailed in the Texas Essential Knowledge and Skills (TEKS).</p> <p>Strategy's Expected Result/Impact: The student's participation in field trips will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning and prepare students for colleges and careers.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: GES students in grades 3rd-5th will have the opportunity to participate in Robotics, Student Council, Choir and Band.</p> <p>Strategy's Expected Result/Impact: The student's participation in activities such as robotics, Student Council, Choir and Band will enhance students' life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning and prepare students for colleges and careers.</p> <p>Staff Responsible for Monitoring: Administration, Librarian, Physical Education Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 1: By June 2022, GES will hold an Entitlement and Parent Compact meeting for all stakeholders. Parent compact will be finalized after receiving feedback from parents, teachers, administrators and staff with the purpose to establish expectations in home school connection.

Evaluation Data Sources: Sign in sheets, Agendas, Minutes

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: GES will hold virtual Parent Advisory Committee meetings and monthly "Coffee with the Principal" to provide updates, important information regarding instructional programs and campus procedures.</p> <p>Strategy's Expected Result/Impact: To provide information to parents that is integrated with other content to address the improvement of students' literacy and overall academic performance.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parental Conference - 211-Title I-Part A - \$100, Resources for Parent Meetings - 211-Title I-Part A - 211.61.6499 - \$250, Parent communication products - 211-Title I-Part A - \$969.14, Parent Liaison & Library Aide Salary - 211-Title I-Part A - \$62,129.29</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>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.</p>

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO 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

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Provide a smooth transition from Elementary to Middle school for all 5th grade students.</p> <p>Staff Responsible for Monitoring: Counselor, 5th grade teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Provide tours and information to new PreK students and parent for a smooth transition.</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 3: By June 2022, GES will collect baseline parental engagement data to include but not limited to Google Forms sign-in sheet, Zoom screenshots and recordings.

Evaluation Data Sources: Parent Surveys, Visitor sign-in sheets information entered in database.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: GES will provide multiple parent and community involvement activities, events, and classes to include but not limited to a Hybrid Open House, Virtual Parent Teacher conferences days, Parent University classes, Hybrid PTO meetings, Hybrid "Coffee with the Principal," STEM Literacy nights, Technology Night to encourage parent participation and to establish a positive and conducive learning environment.</p> <p>Strategy's Expected Result/Impact: Positive impact on student performance outcomes as a result of parent and community involvement in campus activities.</p> <p>Staff Responsible for Monitoring: Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GES will work with the PTO to seek out parents for participation on committees and develop Partners in Education to support campus initiatives, participate on CIC, and enrich the student learning environment.</p> <p>Strategy's Expected Result/Impact: Parents' participation as partners will positively impact the learning environment by increasing parental engagement opportunities.</p> <p>Staff Responsible for Monitoring: Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: By June 2022, Garcia Elementary staff will develop weekly internal and external communication outlets and advertising strategies to enhance public awareness of its students, staff, programs, and community such as school messenger, use of campus marquee, Parent Portal, and post to social media.

Evaluation Data Sources: Parent Surveys

Summative Evaluation: Exceeded Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary will use school messenger, emails, school website, social media, parent portal, campus marquee and other communication media in English and Spanish to develop both internal and external methods of communicating information concerning students, staff, programs and the community.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Receptionist, Librarian, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>15%</p>	 <p>40%</p>	 <p>100%</p>	 <p>100%</p>
Strategy 2 Details	Reviews			
<p>Strategy 2: A Parent Teacher Organization (PTO) will continue providing information to parents and involving parent in campus activities.</p> <p>Strategy's Expected Result/Impact: Regular meetings of the PTO, copy of sign in sheets. Increase Parent engagement to work hand in hand with campus.</p> <p>Staff Responsible for Monitoring: PTO Board, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>20%</p>	 <p>50%</p>	 <p>100%</p>	 <p>100%</p>

Strategy 3 Details	Reviews			
<p>Strategy 3: Garcia Elementary will coordinate and publicize, through social media and other venue, staff appreciation events and culture building activities.</p> <p>Strategy's Expected Result/Impact: The purpose is to improve staff morale and positive perception of the workplace</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 40%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 2: By June 2022, Garcia Elementary school will have at least two Partners in Education to promote academic success and motivation for our students

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Elementary projected Career Day will host community business and partners in education to expose students to all educational opportunities in our region.</p> <p>Strategy's Expected Result/Impact: Strategy will encourage and involve parent participation and community partner participation</p> <p>Staff Responsible for Monitoring: Parent liaison, Counselor, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Gonzalo & Sofia Garcia Elementary School

Total SCE Funds: \$188,372.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

• Describe your SCE program to meet the needs of the at-risk students Students requiring interventions in core subjects, math and reading, receive support from the RtI teacher and paraprofessionals. Additionally, the counselor and LPAC personnel collaborate with teachers to support students' social-emotional skills, language, and academic skills. • Provide a description of your process and results for the CNA that's related to SCE. CNA should specifically discuss academic achievement of the at-risk students and how their achievement was determined. Student Learning Problem Statement: An increase in tier 3 since the beginning of the year is evident in the I-station report. Root cause: Teachers lack the foundations and/or expertise in certain content areas. Student Learning Problem Statement: We have an increase in our at-risk population. Root cause: Due to the COVID 19 slide, students lost instruction in the latter part of 2019-2020 school year causing academic gaps in a high percentage of students. Student Learning Problem Statement: Low student performance in the area of problem solving. Root cause: Lack of reading comprehension is a prerequisite to problem solving in Mathematics. During daily intervention blocks, students requiring academic support according to HB 4545, work with their classroom teacher or academic tutor in specific areas of need, such as math or reading. To support instruction and increase student results, teachers attended Lead4ward's Rockin' Review. This virtual professional development opportunity was designed to specially identify standards, skills, and activities that would have a positive impact on student achievement on STAAR. • Allotted funds for specific programs that will be seen in your strategies • FTE's for SCE that are associated with your strategies- their purpose of what intervention they are providing STEMscopes: \$1,680 GES Student Reading Intervention STAAR: \$1,253.50 Learning by Doing: \$1042 Pre-Referral Intervention manual: \$765 Lead4Ward Rockin Review: \$3430 Lake Shore Learning Materials: \$993 Salaries: E. Chiu: \$67,766.65 Y. Quinones: \$27,576.68 A. Gonzalez: \$26,163.64 Vacant: \$29,273.87 • Based on your CNA for SCE focus, include your measurable performance objective that will address the campus needs. Due to our campus' efforts in strengthening reading, STAAR scores reflected an increase in students' progress in 3rd grade reading by 25%. Engaging math manipulatives were purchased from Lakeshore Learning. By incorporating concrete manipulatives into the guided math block, this would address the low student achievement in STAAR Math. Additionally, the campus will consider expanding the Accelerated Learning online program to science and math. This would support the campus in delivering high quality, TEKS targeted instruction to directly impact math and science achievement. 3 and 5 STAAR reading Goals for were achieved. The campus is investing in Pre-Referral Intervention Manuals for each grade level. This resource will be used to identify and assist teachers in identifying students with academic and social emotional needs. The resource will provide tier 1 interventions that can be implemented in the classroom setting by the classroom teacher. • Describe your timelines for monitoring your strategies and reaching your goals, who are part of this monitoring. What will be the process ex: will you have an agenda, sign in sheet, take minutes, and will it be uploaded into Plan4learning . During CIC monthly meetings committee will monitor the progress/ regression of goals included in out plan. Agendas, minutes, and sign in sheets will be created to track and follow through in monitoring academic and social emotional goals. At risk, 504, and SPED students in the RtI program received interventions throughout the year. At risk teacher and at-risk aides collected data on progress made EOY Data: Reading 3rd 80%, 4th 70%, 5th 85%. Math 2nd 80%, 3rd 85%, 4th 70%, 5th 80%. Also, students requiring HB 4545 academic support for math and reading reached the following completion of 30 hours in each subject area: , 4th Math, 4th 88%, Reading 97%, 5th Math 102%, 5th Reading 85%. Will continue supporting student' academic needs with RtI team as well as continue providing interventions during WINN time. AMOUNT EXPECTATIONS AND PURPOSE OF THE PROGRAM GRADE LEVEL PROVISIONS/ RESOURCES USED EVIDENCE BASED ON RESULTS LIST BARRIERS TO MEET EXPECTATIONS? RECOMMENDATIONS (SOLUTION) RECOMMEND FOR 22-23 1 \$23, 795.29 INTERVENTION PROGRAM: To provide support to all students that are at risk of failing core content areas. 1-5 Reading resources for interventions and focus on math and reading At risk, 504, and SPED students in the RtI program received interventions throughout the year. At risk teacher and at risk aides collected data on progress made EOY.: Data: Reading 3rd 80%, 4th 70%, 5th 85%. Math 2nd 80%, 3rd 85%, 4th 70%, 5th 80% Student's absences due to sickness (Pandemic related as well as other illnesses. Short staffed in RtI department, not a full team the entire year. Team pulled out for coverage as there were many teachers absent and shortage of substitutes district-wide. Classes collapsed. Turn over in the department. -Recruit and train more substitute teachers. -Money allocated for substitutes and academic tutors so we do not have to cancel RtI -Recruit and train more substitute teachers. -Money allocated for substitutes and academic tutors so we do not have to cancel RtI 2 \$1042 Learning by Doing. To provide a framework for effective and purposeful PLC's PK-5 Textbook and Online PD Learning Sessions Teachers met with fidelity as a grade level to plan instruction following a framework to design lessons. During PLC met with IC and math teacher to align instruction. Staff members were added to the program late fall. Staff members were utilized for remote conferencing. Offering support to pull teachers' own strengths to focus on best instructional practices. Continue focusing on one initiative at a time. Ex. focusing on multiplication. Focusing specifically on PLC norms. Ex. Open Ended questions: Talk, read, write. PLC having a narrow focus/Vertical Alignment 3 \$765

Pre-Referral Intervention Manual. compare growth K-5 Resource will be used to identify and used by grade level to assist students academic and social emotional support Will be used for SST packets and provide tier 1 interventions. Also, to inform parents of the academic progress. Accessibility: one book for grade level Have a check out system with instructional coach to make it available for all. Fidelity of implementation and provide professional development. 4 \$10,569 Pro Color Interactive flat panel (3 touch screen monitors) and stands PK-5 Interactive Flat Panels will be centrally located in: PLC room, Library, Science Lab Will be used across the board for all subject areas. The device will be mobile and can be utilized in other different areas. Availability. Provide training in how to fully utilize the resources/features. CO to continue supporting the campus with available funds. Create a schedule to provide access. There will be more funds prioritized to acquire more screens. 5 \$3430 Lead4Ward Rockin Review Training/Virtual Conferences. Offered in three subject areas: math, reading, and science. Training was offered to teachers and administrators 3-5 Online Professional Development sessions by subject areas: Math, Reading, Science for teachers and administrators. STAAR Scores reflected an increase in students progress in 3rd grade reading 25% increase Availability. Some sessions were full and limited licenses. Substitute coverage was another barrier. Plan ahead to make sure that staff members are able to register for sessions depending on the need. Attend again to be able to plan for STAAR 2.0 6 \$320 Accelerated Learning 2-5 online subscriptions 2-5 Science Online Resources for students 2-5 STAAR scores indicate that the usage of the program was not implemented with fidelity. STAAR scores decreased by 20% Training as well as knowledge of the positive impact of the resources Training. Continue using science lab aide to promote and utilize lessons. Use program with fidelity. 7 \$993 Lakeshore Learning Materials for reading and math 3-5 Math manipulative STAAR Math scores went down by 20%. The goal is to implement more hands on learning opportunities during math block Student's lack of educational opportunity due to covid, created an academic gap. Will use the Guided Math framework to incorporate the use of manipulative in grades 3-5 BOY Professional development and create a campus expectation to incorporate use of manipulative Here's the link to the program evaluations: https://docs.google.com/document/d/1z6PPCrP_3ngbxAKLS-d_YmOIaVyLwiZHsJEoT-R9x4c/edit?usp=sharing

Personnel for Gonzalo & Sofia Garcia Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandro Gonzalez	Paraprofessional	1
Edna Chiu Rodriguez	At Risk Teacher	1
Yadira Quinones	Paraprofessional	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Currently, there are 497 students attending Garcia Elementary School. The student population is 281 males and 216 females. A total of 459 students are Hispanic (92.35%). Twenty-two students are white (4.43%). Four students are two or more races (.80%). We have a total of 82 students in special education.

Other current demographic information is as follows:

- Title I-497 students (schoolwide Title I program)
- Campus EL-154 students total
- Gifted & Talented (GT)= 53 students total
- Migrant= 3 students
- At-Risk=320 total students,
- Homeless=13 total students

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)

3 First Grade Teachers (1 Two-way dual language, 2 monolingual)

- 5 Second Grade Teachers (2 two-way dual language, 3 monolingual)
- 4 Third Grade Teachers (2 two-way dual language, 2 monolingual)
- 4 Fourth Grade Teachers (2 two-way dual language, 2 monolingual)
- 5 Fifth Grade Teachers (2 two-way dual language, 3 monolingual)
- 1 Music Teacher
- 2 PE Teachers

- 1 At-Risk/RTI Teacher
- 3 At-Risk Aides (1 being vacant)
- 4 Special Education Teachers
- 5 Special Education Aides
- 1 Speech Therapist
- .5 Diagnostician
- .5 Occupational Therapist
- 1 Librarian
- 1 Receptionist
- 1 Office Manager
- 1 Attendance Clerk (vacant)
- 1 Nurse
- 1 Parent Liaison
- .5 Bilingual Aide
- 4 custodians
- 6 cafeteria staff members
- .5 Gifted & Talented (GT) Teacher
- 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. Multi-age ISC units are served by Special Ed/ESL Certified teachers and are provided with curriculum & resources such as Lexia, ISpire, 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 Academic Language Services (ALS) calendar. ALS Tutors, and ALS Lead Teacher support teachers with best practices in English Language Acquisition to support English language Development. Campus Two Way Dual (TWD) teacher supports district teachers

by Modeling Dual Language best literacy practices for English Language Learners (ELL's).

- Teachers use Professional Learning Communities (PLC's) to data dig. They utilize & disaggregate data to address student needs, track & maximize effectiveness.
- Garcia Elementary School 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 What I Need Now (WINN) (PLC determines this based on student performance data). We will also access our district coordinator for professional development in teachers' perspective 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, Attendance Committee, Dual Language Committee, Literacy Committee, Technology Cadre, EOP, 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 safe, proactive and inclusive school. Parents will complete surveys to help gauge and monitor the campus climate.
- Parents are provided with guidance lessons, informational meetings through coffee with the principal, coffee with the counselor and other sessions coordinated by our parent liaison.

All teachers at Garcia Elementary School are certified teachers. One teacher received her Master's Degree in Curriculum and Instruction as well as administration certification. 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 4 new teachers. They have been receiving support from New Teacher Center and have been appointed a mentor for yearly support. They receive feedback from coaches from UTEP as well.

No STAAR Data available for 2019-2020 due to COVID 19. Statewide assessment was waived. State Accountability Rating of C (78) was received and continues to be the rating for our school according to TEA. The STAAR data for 2018-2019 school year is as follows (reflects growth or regression from previous year:

Math

3rd Grade -9%

4th Grade -18%

5th Grade -4%.

As a campus, we did not meet our established goals for mathematics.

Reading

3rd Grade -3%

4th Grade -12%

5th Grade -3%.

As a campus, we did not meet the progress measure for reading.

4th Grade Writing +5%

5th Grade Science English All=-5%

As per our District all students completed a Beginning Of the Year (BOY) assessment in math and reading as indicated by TEA to determine the level of achievement and create interventions that support specifically students academic needs.

Campus has adopted to consistently assess students with Beginning Of Year (BOY), Middle Of Year (MOY), and End Of Year (EOY) assessments to guide instruction create instructional plans to specifically address student's academic needs. Some of the data points include iStation, Student Data Analysis forms to compile CIRCLE, Imagine Math STAR Reading, ESTAR, Interim Assessments, Lexia and Spire.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Needs Assessment started in March of 2021. The Campus Improvement Committee (CIC) leads the process through several meetings with different groups of people. All staff members provide input through a strength and weakness sessions on the measures of data listed: Demographic, Student Academic Achievement, School Processes & Programs, and Perceptions.

Meeting dates:

- Staff Meeting: March 2021
- Parent Meeting: March 2021
- CIC Meeting: March 2021

Information is gathered through the different meetings and prioritized. CIC meets a final time to create problem statements and root causes from the

information collected. Different sources of data are considered.

Data Resources:

- STAAR Data Reports
- TAPR
- PEIMS Reports for Demographics
- TEAMS Reports for Attendance and Behavior
- Parent Surveys
- ESPED Participation Reports
- Referral Data
- On Data Suite Data for Demographics

Problem Statements and Root Causes:

Demographics

Problem Statement:

Our Attendance decreased

Root Cause:

Student engagement/attendance has decreased due to Remote Learning as a result of the current pandemic. Students have family members that become ill or they themselves fall ill. There are also misconceptions of attendance criteria. In addition,there is a lack of wifi access in certain areas.

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Problem Statement:

Student engagement/attendance has decreased due to Remote Learning as a result of the current pandemic.

Root Cause:

2

Due to the COVID 19 slide, students lost instruction in the latter part of the 2019/2020 school year causing academic gaps in a high percentage of our students.

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Problem Statement:

High Faculty and Staff Turn Over

Root Cause:

Principals are not in the position long enough to establish norms, classroom practices and are unable to build relationships to effectively strengthen teacher data driven classrooms.

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Student Academic Achievement

WRITTEN PROBLEM STATEMENTS

PRIORITIZE BY #

BUDGET AMT. TO ADDRESS PROBLEM

Problem Statement: An increase in tier 3 since the beginning of the year is evident in the Istation report.

1

Root Cause: Teachers lack the foundations and/or expertise in certain content areas.

Problem Statement:

Low student performance in the area of problem solving.

Root Cause:

Lack of reading comprehension is a prerequisite to problem solving in mathematics.

Problem Statement:

The district’s STAAR Writing Assessment data shows students are producing mainly 2s in their compositions.

2

Root Cause:

A lack of vertical alignment planning across grade levels.

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Perception

Problem Statement:

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:

MIscommunication between Administration, staff, parents, and community.

Problem Statement:

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:

Lack of continued feedback and training to parents, staff and community.

Problem Statement:

Lack of schoolwide extra-curricular activities.

Root Cause:

Most after school clubs have a required fee or canceled due to COVID.

Processes & Programs

Problem Statement:

Gaps in academic learning are occurring across all grade levels in all subjects.

Root Cause:

Lack of hands on materials, dual language and Special Education resources.

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Problem Statement:

Students and teachers are unable to efficiently teach and learn.

Root Cause:

Technology is often not functional due to lack of support from TECH department

Problem Statement:

Remote students are not engaged to their full potential.

Root Cause:

Lack of parent support with academic needs or technology issues

2

3

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199:\$ Click or tap here to enter text.

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Problem Statement:

Gaps in academic learning are occurring across all grade levels in all subjects.

Root Cause:

Lack of hands on materials, dual language and Special Education resources.

1

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2.2: Regular monitoring and revision

The Campus Improvement Plan is revised throughout the school year to monitor completion of goals and objectives set. Reviews are completed by CIC members with parent and staff input. Updates and deletions are made if necessary.

Formative & Summative Reviews:

- November 2021
- January 2022
- March 2022
- June 2022 Summative Review

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

A copy of the Campus Improvement Plan (CIP) is available in the office, library, and in the Parent Liaison's office. The CIP is also on the web on Plan4Learning (<https://plan4learning.806technologies.com/plan#/Main>).

Username: Garcia

Password: Ravens@8

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

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.
- No Place for Hate Student Coalition
- UIL Competition
- Robotics
- Student Council
- Kids ExCEL
- Mother/Daughter and Father/Son Program
- Folklorico

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

GES offers a variety of programs and personnell to meet the needs of all of our students. Some of these include:

- One RTI teachers to meet the needs of English and Spanish speakers
- Three Paraprofessionals to help with RtI and 504 services
- One Resource/Inclusion Teacher
- One Paraprofessional to help with Resource and Inclusion services
- One Gifted and Talented Teacher
- One Instructional Coach
- One School Counselor
- One LEP Paraprofessional
- One Speech Pathologist
- One Diagnostician that is shared with one other school
- An LPAC Committee
- An English Learner (EL) Tutor
- Accelerated Instruction during Just In Time block
- Tutoring
- All Day Pre-Kinder for those qualifying
- RTI interventions
- WINN intervention daily block

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Gonzalo & Sofia Garcia Elementary School

Title I Parent and Family Engagement Policy

2021-2022

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.
- Parent-Teacher conferences will be held twice a year, one in the fall and one in the spring. They will be held in person and virtually for those parents who request a video or telephone conference. 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 that 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. In addition, the school marquee will be used to inform parents of meeting dates and other school information.
- Materials and specific training 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 and students may participate in at Gonzalo & Sofia Elementary are listed here:

Canutillo ISD Programs/Services

Gonzalo & Sofia Garcia Elementary School
Generated by Plan4Learning.com

- Computer Classes
- Dual Language
- Push in and Small Group tutorials
- Counseling: Individual/Group/Classroom
- UIL (University Interscholastic League) Competitions
- Kids Excel (4th Grade Only)
- 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
- Media Center (Library)

Gonzalo & Sofia Garcia Elementary School Programs/Services

- Computer classes
- Small group tutorials
- Special rotation for music class

- Grade level field trips

Extra things that make Gonzalo & Sofia Elementary School Special

- Wireless networking to classrooms with computer access
- Ipad for students Pre-K-2nd grade/MacBook laptop for students 3rd-5th grade
- Language Proficiency Acquisition Committee (LPAC) Meetings
- Professional Learning Communities (PLC) (Groups of teachers collaborating, planning and learning together)
- School Website, Facebook, Twitter
- Kids Excel (4th Grade only)
- Young Rembrandts \$148 per semester
- Most important... A staff that cares about the welfare and education of your child!

Student Involvement Opportunities

- Band (5th Grade Only)
- Choir
- Student Council
- Science Fair/Planned for Spring 2022
- Red Ribbon Week
- Spirit Days
- Recognitions: A and A/B Honor Roll, Perfect attendance, AR (Accelerated Reader)
- Robotics (3rd, 4th, 5th grades only)

Parent Involvement Opportunities

- PTO (Parent Teacher Organization)
- Migrant/Title I Meetings
- Campus Improvement Committee (CIC)
- Book Fair
- Parent Leadership Team meetings (Held at Student Support Services)
- Volunteer opportunities
- Volunteer Appreciation Day
- UIL (University Interscholastic League Competition)
- Grade level music programs
- Math/Science Night
- Family Literacy Night
- Band/Choir Concerts
- Breast Cancer Awareness Walk

Parent/School Communication

- District Newsletter
- School marquee
- Meet the Teacher/Open House
- Parent University Trainings and Workshops (in person and virtual)
- Call Outs/School Messenger
- Parent Access on Parent Portal
- Translators provided as needed

Escuela Primaria Gonzalo & Sofia Garcia

Póliza de Participación de Padres y Familias del Título I

2021-2022

Los padres y el personal de la Primaria Gonzalo y Sofia García han desarrollado y llegado a un acuerdo con la siguiente Póliza de Participación de Padres. La póliza se publicará en el sitio web de la escuela y se dará a conocer en las conferencias entre padres y maestros y en la reunión anual del Título I. También estará disponible en la oficina de la Escuela Primaria Gonzalo & Sofia Garcia para cualquier padre que lo solicite.

Con el fin de construir una asociación dinámica entre el hogar y la escuela, Gonzalo & Sofia Garcia Elementary proporcionará lo siguiente:

-Una reunión anual donde los padres aprenderán sobre los requisitos del programa Título I de la escuela y se les dará la oportunidad de participar en la educación de sus hijos. La reunión anual será en el primer semestre.

-Las conferencias entre padres y maestros se llevarán a cabo dos veces al año, una en el otoño y otra en la primavera. Se realizarán en persona y virtualmente para aquellos padres que soliciten una videoconferencia o conferencia telefónica. Los padres pueden solicitar una conferencia individual entre padres y maestros en cualquier momento durante el año escolar. La comunicación con los padres se realizará en un formato y en un idioma que puedan comprender. Los fondos del Título 1 pueden usarse para pagar cualquier gasto que permita a los padres participar en reuniones y sesiones de capacitación relacionadas con la escuela.

-Se proporcionará a los padres información sobre el plan de estudios, las evaluaciones, el progreso y las expectativas escolares basadas en STAAR (Evaluación de la preparación académica del estado de Texas). Los resultados de STAAR se enviarán a casa en el verano cuando el distrito los reciba. -Los padres también pueden visitar el sitio web de la Agencia de Educación de Texas en <https://tea.texas.gov/> para ver o imprimir los resultados de STAAR.

-Un compacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, maestros y alumnos compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.

-La información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de manera oportuna. Además, el letrero digital de la escuela se utilizará para informar a los padres sobre las fechas de las reuniones y otra información de la escuela.

-Se están realizando materiales y capacitación específica para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento.

-Los padres y miembros de la comunidad siempre son bienvenidos a hacer sugerencias para mejorar nuestras escuelas. Trabajando juntos podemos hacer que los estudiantes sean aprendices exitosos.

Algunas de las oportunidades en las que los padres y los estudiantes pueden participar en Gonzalo & Sofia Elementary se enumeran aquí:

Programas / servicios del distrito escolar de Canutillo

Clases de computación

Lenguaje dual

Tutoriales de grupo enteros y para grupos pequeños

Asesoramiento: individual / grupo

Competiciones de la UIL (liga interescolar universitaria)

Kids Excel (solo 4to grado)

Servicios de educación especial

Terapia del lenguaje

Terapia física

Terapia ocupacional

Recursos de educación especial

Respuesta a los equipos de apoyo a la intervención

Programas de intervención informática con acceso de la escuela al hogar

Servicios de dislexia

Servicios de salud

Visión / audición

Centro de medios (biblioteca)

Programas / Servicios de la Escuela Primaria Gonzalo y Sofía García

Clases de computación

Tutoriales en grupos pequeños

Excursiones de nivel de grado

Razones adicionales que hacen que la Escuela Primaria Gonzalo y Sofía sea especial:

Conexión en red inalámbrica a los salones con acceso a computadoras

Ipads para estudiantes de Pre-K-2 ° grado / MacBook para estudiantes de 3 ° a 5 ° grado

Reuniones del Comité de Adquisición del Dominio del Idioma (LPAC)

Comunidades de aprendizaje profesional (PLC) (grupos de profesores que colaboran, planifican y aprenden juntos)

Sitio web de la escuela, Facebook, Twitter

Kids Excel (solo 4to grado)

Young Rembrandts \$ 148 por semestre

Lo más importante ... ¡Un personal que se preocupa por el bienestar y la educación de sus hijos!

Oportunidades de participación estudiantil:

Banda (5to grado solamente)

Coro

Consejo estudiantil

Feria de Ciencias / primavera de 2022

Semana del Listón Rojo

Días de ánimo deportivo

Reconocimientos: Cuadro de honor A y A / B, Asistencia perfecta, AR (Lector acelerado)

Robótica (solo grados 3, 4, 5)

Oportunidades de participación de los padres:

PTO (Organización de padres y maestros)

Reuniones de migrantes / Título I

Comité de Mejora del Plantel (CIC)

Feria del Libros

Reuniones del equipo de liderazgo de padres (se llevan a cabo en los Servicios de apoyo estudiantil)

Oportunidades para voluntarios:

Día de agradecimiento a los voluntarios

UIL (Competición de la liga interescolar universitaria)

Programas de música de nivel de grado

Noche de Matemáticas / Ciencias

Noche de alfabetización familiar

Conciertos de banda / coro

Caminata de concientización sobre el cáncer de mama

Comunicación entre padres y escuela:

Boletín del distrito

Letrero digital de la escuela

Noche de conocer a los maestros / Casa abierta

Capacitaciones y talleres universitarios para padres (en persona y virtuales)

Llamadas / Mensajero escolar

Acceso para padres en el portal para padres

Traductores proporcionados según sea necesario

3.2: Offer flexible number of parent involvement meetings

Garcia Elementary offers monthly parent engagement classes. Some of these classes are offered during the day while others are offered later in the day. Some of these include:

- Parent University which includes various topics such as Nutrition, Hygiene, and Wellness
- PAC(Parent Advisory Council) Meetings
- Volunteer Program Training
- School Wide Events such as Thanksgiving Luncheon, Grandparents Day, Veterans Day...

GES also has at least one parent representative in a variety of committees such as

- CIC
- LPAC
- PBSI

- No Place For Hate Committee
- Parent Leadership Committee

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julia Rubio	Paraprofessional	Library	1
Sonia Cisneros	Parent Liaison	Parent Engagement	1

Campus Funding Summary

211-Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Learning A-z Reading intervention		\$692.70
4	1	1	Resources for Parent Meetings	211.61.6499	\$250.00
4	1	1	Parent communication products		\$969.14
4	1	1	Parental Conference		\$100.00
4	1	1	Parent Liaison & Library Aide Salary		\$62,129.29
Sub-Total					\$64,141.13
Budgeted Fund Source Amount					\$98,984.00
+/- Difference					\$34,842.87
185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Stemscopes-science intervention		\$1,680.00
2	1	1	Math & Reading interventions & FTE		\$150,780.84
2	2	2	Student Practice Reading STAAR		\$1,253.50
Sub-Total					\$153,714.34
Budgeted Fund Source Amount					\$188,372.00
+/- Difference					\$34,657.66
Grand Total Budgeted					\$287,356.00
Grand Total Spent					\$217,855.47
+/- Difference					\$69,500.53