

Garcia YMLA School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan and Zone Innovation Plan



GUS GARCIA
YOUNG MEN'S
LEADERSHIP ACADEMY
AUSTIN Independent School District

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Campus Mission

Gus Garcia Young Men's Leadership Academy will educate scholars in an academic environment where they will learn to be leaders, provide community service, empathy toward others, develop a strong sense of community, graduate from a four-year college or university and/or pursue a career.

Campus Vision

In an environment of brotherhood, the Gus Garcia Young Men's Leadership Academy will develop scholars who are empathetic, service oriented, problem solvers, life-long learners who are successful in high school, college, career, and life.

Boys Yesterday, Young Men Today, Leaders Tomorrow!

Campus Motto

Boys Yesterday, Young Men Today, Leaders Tomorrow!

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.

The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning

The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers

The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture

District policies and practices align with and promote positive school culture.

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)

If the district policies and practices align with and promote positive school culture and ensure access to high quality professional development to assist campuses in their implementation of those policies and practices, then Garcia YMLA will be successful in their work to instill a vision that promotes overall wellbeing and productivity amongst stakeholders.

If for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, then, the campus will be able to more effectively use data to inform instructional decisions on campus.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Emily Bush

Date

9/17/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Jose Mejia

Date

9/17/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

Rationale

Our TELL survey and community feedback indicate a need for a systemic approach to managing the school's vision/mission in relation to staff collaboration on campus that align to student driven instruction.

How will the campus build capacity in this area? Who will you partner with?

We will create systemic change school culture that will honor the school's vision and mission through clear expectations for all using an effective school's framework that will focus on three essential tasks (academics, culture, school systems). Partners include: AISDs Cultural Proficiency Office (EIR Grant), Brother's Keeper, and The University of Texas Outreach (social justice program).

How will you communicate these priorities to your stakeholders? How will create buy-in?

Priorities will be communicated using the following format: leadership campus meetings, staff meetings, community events, PTSA monthly meetings, and Campus Advisory Committee meetings. Stakeholders will have opportunities to discuss resources used, and be a part of the decision-making process for next steps in implementation. They will consistently have updated information through each cycle of the academic school year.

Desired Annual Outcome

Teachers will adhere to the master schedule by implementing SEL guided lessons twice a week with the implementations of student restorative circles.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Teachers collaborate on culturally responsive lessons and participated in faculty restorative circles professional development with the EIR grant that will guide their twice a week student lessons.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Teachers will sign up for learning walks or share a video recording that will enhance sharing of best practices in the areas of culturally responsive classrooms.

Desired 90-day Outcome: Cycle 3 (March-May)

Teachers will attend on campus professional development utilizing the video catalog and create a take away list of best practices to implement in their classrooms.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

COVID-19 and remote learning will add new challenges in terms of culture and climate. Staff is adjusting to new leadership and new programs (Dual Language, Social Justice Academy, etc) with the additional challenge of remote learning

Barriers to Address: Cycle 1 (Sept-Nov)

Due to COVID-19, some teachers will be online and some will be in the face-to-face instructional setting. Some restorative practices are impacted by the inability to be in the same physical space.

Barriers to Address: Cycle 2 (Dec-Feb)

Due to COVID there may be limitations to actual walkthroughs or visitation of other classrooms.

Barriers to Address: Cycle 3 (March-May)

Due to COVID there may be limitations to actual walkthroughs or visitation of other classrooms.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the district policies and practices align with and promote positive school culture and ensure access to high quality professional development to assist campuses in their implementation of those policies and practices, then Garcia YMLA will be successful in their work to instill a vision that promotes overall well being and productivity amongst stakeholders.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will advocate for high quality training and implementation time regarding SEL, Restorative Practices and any other culture and climate initiatives aligned with the campus plan. The DCSI will meet with the principal and leadership team to review both quantitative and qualitative data regarding school climate and culture.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will advocate for high quality training and implementation time regarding SEL, Restorative Practices and any other culture and climate initiatives aligned with the campus plan. The DCSI will meet with the principal and leadership team to review both quantitative and qualitative data regarding school climate and culture.

District Actions: Cycle 3 (March-May)

The DCSI will coach the principal and leadership team on a regular basis and review the SEL/RP video database. DCSI will share exemplars with stakeholders and elevate the best practices in culture that Garcia utilizes. DCSI will review data regarding campus culture (TELL Survey, Discipline data, etc).

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Data on our school's accountability report show a need in providing support for data analysis and how that relates to classroom instruction.

How will the campus build capacity in this area? Who will you partner with?

We will create an observations walkthrough form and continue to work on academic PLCs every 9 weeks for short cycle assessment with administrative support to help align supports for student achievement and closing the gap on our school accountability. Partners and resources include: I-Ready, DMAC, and K-12 Summit, and AISD Academic departments.

How will you communicate these priorities to your stakeholders? How will create buy-in?

Priorities will be communicated using the following format: leadership campus meetings, staff meetings, community events, PTSA monthly meetings, and Campus Advisory Committee meetings. Stakeholders will have opportunities to discuss resources used, and be a part of the decision-making process for next steps in implementation. They will consistently have updated information through each cycle of the academic school year.

Desired Annual Outcome

Desired outcomes is that teachers participate in data driven PLCs that will guide their classroom interventions for student supports. Teachers will also monitor systems (9 weeks cycles) using I-Ready progress monitors to drive instruction that will lead to overall better state accountability ratings for students moving into the approaches, meets, and masters categories.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

All teachers have professional development in universal district screeners (e.g., I-Ready, Imagine Learning, K-12 Summit) for proctoring and analyzing data reports every 9 weeks during PLC campus meetings.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Teachers will develop student monitoring lists for the year that will need ongoing interventions supports and align the data with resources needed.

Desired 90-day Outcome: Cycle 3 (March-May)

95% of students needing intervention support prior to STAAR testing in May will receive either daily or after school tutoring services at least twice a week in the academic testing areas.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

Leadership is perfecting the art of remote walkthroughs, and with some students in remote learning, and others in face-to-face, walkthrough schedules will be different than ever before. Data may be different for those students working from home than those in face-to-face learning (different levels of support)

Barriers to Address: Cycle 1 (Sept-Nov)

COVID-19 has created limitation in universal screener timelines and ability to meet in PLCS in accordance with a normal master schedule. The possibility of inaccurate data and inconsistent monitoring assessment tools as students may be learning from a virtual setting.

Barriers to Address: Cycle 2 (Dec-Feb)

Due to COVID students may either be functioning a a virtual or face to face instruction that may limit data tracking or services available based on learning environment.

Barriers to Address: Cycle 3 (March-May)

Due to COVID there may be limitations to actual walkthroughs or visitation of other classrooms.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, then, the campus will be able to more effectively use data to inform instructional decisions on campus.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will partner with the principal to monitor data and instruction by visiting classrooms, analyzing data, coaching the administrative team and increasing opportunities for teachers at the campus to receive training and support in their implementation of responsive instruction.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will partner with the principal to monitor data and instruction by visiting classrooms, analyzing data, coaching the administrative team and increasing opportunities for teachers at the campus to receive training and support in their implementation of responsive instruction.

District Actions: Cycle 3 (March-May)

The DCSI will visit PLCs to observe implementation of the campus protocol and to serve as a thought partner regarding data analysis and instructional changes needed in relation to the data. The DCSI will ensure timely reports for data the campus needs to improve student achievement.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

The campus goal for providing SEL community circles have been developed through our student support team. The creation of a BLEND course,

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

No

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Formatted walkthrough forms: I do, we do, they do learning cycle

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

No, due to the winter storm we had to reschedule teacher meetings. We also had to revert back to virtual models due continued on campus building repairs that have limited classroom access. Next steps are to reschedule teachers to record best practices for cycle 3. We have established our student monitoring list and have actively been updating to track student progress, interventions, and student communication.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Although we did not meet our student performance goals, G. Garcia YMLA did show areas of strength in Social studies compared to district data in how many students achieved in the masters category. Areas of need continue to be Science, ELA, and Math.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

G. Garcia YMLA will continue to implement student monitor tracking and supports for interventions. Critical areas are for teacher digital library of best practices to support administration walkthrough forms. For cycle 3, we'll have to evaluate the need for short cycle assesment data as it was opted out by district (consider using EOY SCA or I-Ready data).

What new action steps do you need to add to the next cycle?

Create preliminary GPC data into student monitor data sheet and follow up with PLC about end of year SCA data.

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Academic PLCs visited classrooms to view best practices in a concurrent teaching model and followed up with a learning walk form. They proceeded to view video collection for ELA, AVID, CTE, Electives in PLC meetings. Next year library catalogs will be provided as essential for PLC frameworks (monthly) and continue to do learning walks. 5.3 No, interventions were not provided due to

limited levels of students selecting in-person learning. Online tutoring was provided, but student participation was limited.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

No, there was a short window assessment for SCA assessment so will use STAAR data on DMAC for the student data tab.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Planning for common assessments and developing standards of classroom best practices that align with district goals.

What new action steps do you need to add to the next cycle?

District planning that aligns to PLC 4 essential questions for PLCs and campus level alignment.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

As an EIR campus we have maintained weekly themes for SEL guided lessons that were led by the CRRP team (admin. counselors, CARY, CIS). They were done on Tuesdays and Thursdays with introductions to the themes on Monday at the House Meetings.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

This needed more support and resources on campus due to shifts attributed to COVID/Winter storm. Structures for interventions need better approaches that follow: Tier 1 & Tier 2 approaches within the 90 minute block. Due to limited in-person student participation data analysis fluctuated on virtual students completion of assessments (campus and district)

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies
CAPR results for administrators
CCMR disaggregated by student group
Coordinated School Health ratings
Fitnessgram results - BOY to EOY growth
Graduation Rates disaggregated by stud. grp.
GT-CAMP ratings
<https://txschools.gov/>
MOY disaggregated by grade, subj., & stud. grp.
PPFT results for teachers
Referral data disaggregated by student group
Short Cycle Assessments disaggregated by stud. grp
Student Survey results
TELPAS disaggregated by grade & prof. lvl.

Demographics Strengths

The all-boys academy in East Austin offers a world of opportunities through its diverse student body that is made up of: 24.8% African American, 68.6% Hispanic, 3.4 White, 0.2% American Indian, 0.7% Asian, 2.2 two or more races.

Enrollment by student groups is:
Economically disadvantage: 94.6%, English Learners: 46%, Special Education: 19.2%

- 1) The school academic PLCs examine and discuss disaggregated data (e.g., STAAR, I-Ready, common assessments) to find trends in student demographics (e.g., special education, at-risk, and ethnicity) to provide on campus academic and social emotional supports.
- 2) The staff examines the current context of the community that the school exists and adapts programming to meet the needs of the students (e.g., developing a dual language program & Social justice Multicultural Pathway).
- 3) The school considers the ethnic profile of the staff compared to that of the student population.

Comprehensive Needs Assessment

Demographics Weaknesses

- 1) There is a need to develop early interventions systems aligned to student demographic data trends to provide in school and after school supports (e.g., tutoring and twilight).
- 2) The school needs to assess disaggregated data for students that are transitioning and earned high school credit to create equitable participation across all demographic groups.
- 3) The school needs to examine participation of students in academic programs offered at Gus Garcia YMLA in relation to demographic factors (e.g., ethnicity, socio-economic status, and mobility).

Demographics Needs

- 1) Gus Garcia YMLA will continue to align resources for the dual language program to support student in both languages (English and Spanish). There is a need to increase the level of bilingual teachers and ESL certified teachers on campus.
- 2) Gus Garcia YMLA will continue developing sustainable programs through an equitable lens that creates opportunities for students from various demographic backgrounds (e.g., STEM, Band, Athletics, Mariachi, Theater).
- 3) The school needs to incorporate higher levels of community input into the decision-making process in relation to students services.
- 4) Gus Garcia YMLA faces challenges in enrollment and high mobility rates (20.8%) compared to the district (16.4%) rates.

Demographics Summary

- 1) Gus Garcia YMLA, as a minority-majority campus, has higher percentages in African American and Hispanic populations compared to district and state enrollment percentages. In addition there is a higher percentage of students at Gus Garcia YMLA in the three enrollment groups Economically disadvantage, English Learners, and Special Education compared to district and state enrollment percentages.
- 2) Gus Garcia YMLA will continue to partner with organizations (e.g., CARY, CIS, VIDA, YMCA, Boys & Girls Club, UTeach) to provide equitable programming and services to students of various demographic backgrounds.
- 3) Student Demographic data is factored into every aspect of the whole child (academic and social emotional) to provide learning experiences that will allow them to excel.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Data Sources

Short Cycle Assessments disaggregated by stud. grp
STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

1) Gus Garcia YMLA has demonstrated consistency in Math and Science STAAR performance rates in (2018 and 2019) for approaches all grade levels or above.

* Math 2018-71% and 2019- 72%

* Science 2018-64% and 2019-63%

Goal: Gus Garcia YMLA will achieve STAAR performance rates of 75% for Math in the 2021 school year for all grade levels.

2) Gus Garcia YMLA has continued to develop student programming in STEM (Science, Technology, Engineering, Math) to support aligned in student outcomes with core content (e.g., CTE courses, Apple coding, Coder Z STEM club).

Goal: Gus Garcia YMLA will continue to recruit students across various student demographics to participate in STEM aligned programming.

3) For STAAR performance at the Meets Grade level there have been increases in students meeting that category in the academic contents: ELA, Math, and Social Studies..

Goal: Students at Gus Garcia YMLA will continue to meet at 35% or higher in the Meets Performance level for short cycle assessment cycles and STAAR.

Actions:

1) Gus Garcia YMLA works with the leadership team to analyze overall data from the previous year to determine actionable goals.

2) Gus Garcia YMLA monitors restorative practices that may affect a students academic ability and provide ongoing supports to on campus program or supporting agencies (e.g., CIS, CARY, VIDA).

Student Achievement Weaknesses

1) Gus Garcia YMLA STAAR accountability for 2018 and 2019 shows needed growth in the area of ELA/Reading. In 2018 STAAR performance at the approaches grade level or above was at 52% and there was a gain in 2019 to 59%.

Goal: Gus Garcia YMLA will implement I-Ready progress monitoring and literacy interventions to increase student performance to a 65% in 2020.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

2) Gus Garcia YMLA STAAR accountability for 2018 and 2019 shows a needed growth in the area of Writing. In 2018 the STAAR performance at the approaches grade level or above was at 43% with gains made in 2019 to 50%.

Goal: Gus Garcia YMLA STAAR accountability for 2020 will strive for a 55% (5% increase) in Writing from the previous years by implementing AVID strategies into daily lessons (e.g., WICOR).

3) Gus Garcia YMLA also saw a decrease in STAAR performance for Social studies at Approaches with African American student population in 2018 with 63% to 2019 at 45%.

Goal: Gus Garcia will work the the Social Studies PLCs to align resources for student academic tracking and on-going supports.

4) There is high absenteeism due to COVID 19 and virtual learning setting.

Goal: Gus Garcia will work with the Child study team to reach out to students to encourage on campus learning or align them to an on campus support group that can monitor their academic/attendance progress.

Student Achievement Needs

1) Gus Garcia YMLA will work on the Child Study System (CST) to develop early detection that can provide staff with timely information about students who are academically at risk.

2) In 2020 there is a higher need for student technology support due to COVID, and for academic outreach through a virtual learning environment.

3) There is a need for supports in English Language Learner strategies and continued support with AVID strategies.

4) Gus Garcia YMLA needs to set time/dates for purposeful data analysis from multiple sources throughout the year to determine subgroup needs and align academic interventions.

Student Achievement Summary

1) Gus Garcia YMLA STAAR performance data has show incremental gains, but there is still a need for further improvement in the area of ELA/Reading, Writing, and Social Studies.

2) Among the student demographic areas Gus Garcia YMLA will address needs for African American students in core content areas (Math, ELA, Science).

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

The all-boys academy in East Austin offers a world of opportunities through its diverse student body that is made up of: 24.8% African American, 68.6% Hispanic, 3.4 White, 0.2% American Indian, 0.7% Asian, 2.2 two or more races.

Enrollment by student groups is:

Economically disadvantage: 94.6%, English Learners: 46%, Special Education: 19.2%

- 1) The school academic PLCs examine and discuss disaggregated data (e.g., STAAR, I-Ready, common assessments) to find trends in student demographics (e.g., special education, at-risk, and ethnicity) to provide on campus academic and social emotional supports.
- 2) The staff examines the current context of the community that the school exists and adapts programming to meet the needs of the students (e.g., developing a dual language program & Social Justice Multicultural Pathway).
- 3) The school considers the ethnic profile of the staff compared to that of the student population.

School Culture and Climate Weaknesses

- 1) There is a need to develop early interventions systems aligned to student demographic data trends to provide in school and after school supports (e.g., tutoring and twilight).
- 2) The school needs to assess disaggregated data for students that are transitioning and earned high school credit to create equitable participation across all demographic groups.
- 3) The school needs to examine participation of students in academic programs offered at Gus Garcia YMLA in relation to demographic factors (e.g., ethnicity, socio-economic status, and mobility).

School Culture and Climate Needs

- 1) The school will continue to align resources for the dual language program to support student in both languages (English and Spanish). There is a need to increase the level of

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

bilingual teachers and ESL certified teachers on campus.

- 2) The school needs to continue developing sustainable programs through an equitable lens that creates opportunities for students from various demographic backgrounds (e.g., STEM, Band, Athletics, Mariachi, Theater).
- 3) The school needs to incorporate higher levels of community input into the decision-making process in relation to students services.

School Culture and Climate Summary

- 1) Gus Garcia YMLA, as a minority-majority campus, has higher percentages in African American and Hispanic populations compared to district and state enrollment percentages. In addition there is a higher percentage of students at Gus Garcia YMLA in the three enrollment groups Economically disadvantage, English Learners, and Special Education compared to district and state enrollment percentages.
- 2) Gus Garcia YMLA will continue to partner with organizations (e.g., CARY, CIS, VIDA, YMCA, Boys & Girls Club, UTeach) to provide equitable programming and services to students of various demographic backgrounds.
- 3) Student Demographic data is factored into every aspect of the whole child (academic and social emotional) to provide learning experiences that will allow them to excel.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Focus Groups/Interviews
PPFT results for teachers
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

- 1) Gus Garcia YMLA has a high-quality teacher mentoring program that is supported by the district and through the Lead Mentor Teacher Contact (LMTTC).

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Goal: All new teachers to Gus Garcia will be paired up with a mentor teacher if they have less than 2 years of experience.

2) The school actively recruits teachers from diverse background. Our current staffing data shows that we have 12% African American, 8% Hispanic, and 16.6% White.

Goal: Increase the staffing demographics for Hispanic staff by at least 3%.

3) The school identifies leadership opportunities for teacher to continue developing their craft (e.g., stipends, leadership pathways, PPFT compensation, micro-credentials).

Goal: Gus Garcia YMLA will increase equitable leadership opportunities by having teachers participate in district leadership pathways, advance learning programs (e.g., CALT, Masters), and apply for campus leadership roles.

Staff Quality, Recruitment and Retention Weaknesses

1) Most of the staff has over 8 years of experience and therefore continuation of learning programs need to be outlined to provide continued professional development in accordance with the subject areas they teach.

2) Gus Garcia YMLA is working on increasing the number of teachers with ESL and bilingual certifications to support emerging bilingual students.

3) Gus Garcia YMLA is developing teachers to better support students through the hiring of an ESL Cluster Specialist and a Certified Academic Language Therapist (CALT) to help support students in the areas of language acquisition/dyslexia.

Staff Quality, Recruitment and Retention Needs

1) Gus Garcia YMLA requires teacher applicants that meet the certifications needed to maintain our campus student supports and to demonstrate continued growth in the area of the content they teach.

2) Gus Garcia YMLA requires an annual needs assessment for professional development that aligns with campus needs and data.

3) Gus Garcia YMLA needs district support in recruiting highly qualified teachers that can meet the challenges of teacher shortage in critical areas (e.g., Bilingual, CTE, Generalist).

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Gus Garcia continues to build a highly diverse staffing roster with emphasis on teacher growth and opportunities for leadership development. The school offers campus and district incentives to promote teacher professional development and effective teaching practices.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Focus Groups/Interviews
PPFT results for teachers
Short Cycle Assessments disaggregated by stud. grp
Staff (TELL) Survey results
TELPAS disaggregated by grade & prof. lvl.

Curriculum, Instruction and Assessment Strengths

1) Teachers use district created scope and sequence that are aligned to the TEKS that is evident through walkthroughs and lesson plans.

Goal: Teachers will use the Austin ISD content curriculum scope and sequence 90% of the time as their blueprint for lesson design and formative assessments.

2) All teachers demonstrate high expectations for all students and provide culturally responsive lessons throughout the week.

Goal: Teachers will implement culturally responsive lessons twice a week during advisory period to support cultural and diverse viewpoints in academics.

3) Educators work collaboratively in PLCs to develop lesson plans, assessments, and methods of instructions.

Goal: Teachers will meet weekly in their academic PLCs to discuss the scope and sequence to do backwards design for classroom instruction.

Curriculum, Instruction and Assessment Weaknesses

1) Gus Garcia YMLA will develop a system organizing instructional materials through the use of campus shared drive to enhance the accessibility to all staff (e.g., instructional content, lesson plans, and accountability data).

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

2) Teachers at Gus Garcia YMLA will continue to develop their proficiency to align curriculum to data trends and use researched based strategies (e.g., AVID, I-Ready, imagine learning, Seidlitz).

Curriculum, Instruction and Assessment Needs

1) Ongoing professional development on research based strategies (e.g., Seidlitz, AVID, and I-Ready).

Curriculum, Instruction and Assessment Summary

Gus Garcia YMLA will continue to take personal responsibility for helping each student reach proficiency levels across content areas by developing meaningful, engaging instructional activities that align to state standards.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
Focus Groups/Interviews

Family and Community Involvement Strengths

1) Gus Garcia YMLA has a full time dedicated parent support specialist that connects families to the school throughout the year for various events (e.g., Title 1 sessions, parent sessions, nutrition, academics, PTSA, CAC).

Goal: Gus Garcia YMLA parent support specialist will hold a monthly parent sessions in accordance with the campus master calendar.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

2) There has been an incremental increase to responses on the Family survey at Gus Garcia YMLA for the past three years (e.g., 2018-28 responses, 2019-53 responses, and 2020-58 responses).

Goal: For the 2021 school year Gus Garcia will have at least 60 participants respond to the annual family survey and provide feedback to the school.

3) The school communicates with families and the community through various platforms (e.g. social media, school messenger, flyers, smores newsletter, and on-campus/zoom sessions).

Goal: The school will send at least one community outreach every two weeks to enhance parent knowledge on school activities and how to participate.

Family and Community Involvement Weaknesses

1) Gus Garcia family survey indicates more feedback is needed from the Hispanic community. Out of the 58 survey for 2020 only 25.86% were Spanish compared to 74.14% in English.

Goal: Gus Garcia will send out community outreach in both languages bi-weekly to enhance our connection with the hispanic population within our school boundary.

Family and Community Involvement Needs

1) Gus Garcia YMLA needs to promote opportunities for active participation in decision making processes (e.g., CAC & PSTA).

2) Gus Garcia will continue to enhance its marketing efforts to promote higher family retention and recruitment.

3) There is a need for higher capacity building of parents in PTSA and CAC meetings/memberships.

Family and Community Involvement Summary

Gus Garcia YMLA is a diverse community and specialized attention needs to be provided to to allow equitable access to all families to feel inclusive in providing feedback. The school will implement family and community engagement events that link directly to student academic initiatives and well-being.

Garcia MS
Data Summary Report 2019-2020

School	Unduplicated PSS Individual Service Records	PSS Families as Partners Group Events	PSS Life Skills Group Events	PSS Parent Education Events	PSS Staff Education Events	All Group Events	Parent Workshop Series Surveys Completed
Garcia YMLA	437	6	5	88		99	25

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

Focus Groups/Interviews
Staff (TELL) Survey results

School Context and Organization Strengths

1) Gus Garcia YMLA will implement the schools at work framework as an organizational strategy to create and monitor school initiatives.

Goal: Gus Garcia will create three task forces by December that will monitor: Academics, Culture, and School Systems.

2) Gus Garcia YMLA school leaders utilize research-based organizational structure from the Professional Learning Communities framework (Dufours) to foster collaboration and improvement strategies.

Goal: Gus Garcia will establish and monitor the scheduling practices of on campus PLCs every week.

School Context and Organization Weaknesses

1) Gus Garcia YMLA is a smaller campus compared to other middle schools and therefore staffing tend to take in dual roles that can limit school-wide structures and can affect time-management.

2) Gus Garcia YMLA is working on the schoolwide structures to assist decision making among staff and campus leadership team.

School Context and Organization Needs

1) Continued development on the schools at work framework to enhance decision making and autonomy among staff.

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

2) Reduction of district initiatives and refocusing on primary initiatives that align to data specific needs.

School Context and Organization Summary

Gus Garcia is working on organizational structures that align to best practices found in various frameworks (e.g., PLCs, Effective schools, and Schools at work).

Technology

Technology Strengths

1) Gus Garcia offers CTE courses that align to High school credit opportunities for students.

Goal: Continue to develop CTE course that align to 21st century careers.

2) Gus Garcia offers after school clubs that provide ongoing teacher development that extend into student opportunities (e.g. Apple Coding and Coder Z programming).

3) Gus Garcia YMLA partners with Verizon Innovation Learning Schools to promote the development of teacher efficacy in the areas of technology pedagogies.

4) Technology at Gus Garcia YMLA is well supported fiscally and through human capacity building.

Technology Weaknesses

1) Gus Garcia YMLA needs to develop a system for monitoring the use of technology on campus.

2) Gus Garcia YMLA needs a comprehensive technology professional development plan that aligns with student and staff needs.

Technology Needs

Comprehensive Needs Assessment

- 1) Further professional development is needed to support our campus technology to enhance classroom instruction.
- 2) Alignment of technology resources currently on campus need to be evaluate for implementation usage and future use.

Technology Summary

Gus Garcia YMLA through the use of district and community partners motivate staff to implement technological practices in the classroom. The staff needs to be thoroughly assessed to develop a comprehensive plan for improving student learning using 21st century skills and technological practices.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$480,755)			

Garcia YMLA School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Gus Garcia YMLA will create a staff creed aligned to the vision/mission that promotes collaboration and commitment to the collective good of all stakeholders. It will parallel the student creed so that staff model the behaviors expected of all your young men. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Administrative Team, Campus Committees, Campus Leadership Team</p>	<p>August 2020-December 2020</p>		<p>Criteria: 1. Agenda/Minutes from Positive Empowerment Team 2. Create + sustain Positive Empowerment 3. Sub-committees minutes/agendas (previous school year through current) 4. Region XIII coaching meeting 5. Region XIII training</p> <p>01/13/21 - Completed 10/07/20 - Significant Progress</p>
<p>2. CRRP core team meets 2xs/month to discuss student needs, to implement tiers 1-3 CRRP, and plan for ongoing professional development to staff. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 4)</p>	<p>Administrative Team, CIS, Counselor, Crisis Response Team, CST Chair, CST Team, Parent Support Specialist, Restorative Committee, Social Worker/Social Services Specialist, Student Support Committee</p>	<p>November 2020-May 2021</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: 1. Agenda/Minutes 2) CRRP professional development to staff 3) Student supports documents</p> <p>01/13/21 - On Track 10/07/20 - Some Progress</p>
<p>3. Participate in EIR Grant professional development 2x per semester provided by our restorative specialist on TBRI, restorative practices, SEL, cultural responsiveness, and single gender. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4)</p>	<p>Restorative Committee</p>	<p>August 2020-May 2021</p>	<p>(F)Title 1, Part A</p>	<p>Criteria: 1. Staff participation in pertinent trainings/conferences 2. Trainer of trainers (staff that have attended pertinent trainings will facilitate professional development for the staff). 3. Region XIII continuous coaching 4. Common area expectations and teacher phraseology toolkit have been informed by SEL, cultural responsiveness, TBRI, + single gender strategies.</p> <p>10/07/20 - Significant Progress</p>
<p>4. Staff will continue to refine the house systems to promote solidarity as a single</p>	<p>Campus Committees</p>	<p>August 2020-May 2021</p>	<p>(F)Title 1, Part A - \$5,000</p>	<p>Criteria: 1. House meeting framework</p>

Garcia YMLA School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
gender school and promote brotherhood using the Ron Clark House System model. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)				2. Weekly house meetings 01/13/21 - Some Progress 10/07/20 - No Progress
5. Create and use 3 major tenets from the schools at work framework to address: Academic, culture, and school systems. Staff will continually revisit and refine the application of the campus mission, vision, values in campus meetings; so that all staff and students share a common understanding of school goals. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Campus Leadership Team	July 2020-May 2021		Criteria: 1. Environmental Posters 2. Positive Empowerment Committee Meeting Notes 3. Teacher created videos 4. Reflecting common values 5. Staff meetings that show data of progress in this area 01/13/21 - Some Progress 11/05/20 - No Progress 10/07/20 - Pending
6. Through AVID practices/policies (including college and business visits, community guests speakers, and house structures and meetings) to incorporate college and career readiness and post-secondary success into our academic program and demonstrate high expectations and shared ownership for student success. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 3)	Action Teams, AVID Coordinator	Aug 2020-May 2021	(F)Title 1, Part A - \$1,500	Criteria: 1. Student recognition and positive referrals 2. Community AVID participation 01/13/21 - Some Progress 11/05/20 - No Progress 10/07/20 - Pending
7. The campus leadership team will review TELL survey data to discuss campus climate and culture. From the analysis the team will develop an action plan to address needs and monitor throughout the year. Regular campus climate surveys. Assess and measure progress on student and staff experiences including common area expectations, behavior standards in classrooms, and recognizing/celebrating staff and student growth. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Campus Leadership Team	Spring 2021	(L)Campus BTO	Criteria: 1. Staff TELL Survey 2. Leadership team 01/13/21 - Significant Progress 11/05/20 - Some Progress 10/07/20 - Pending

Garcia YMLA School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Review 2019-20 TELL Survey to determine 5 questions that will be used to survey staff at each cycle regarding staff climate. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team, Department Chairs	Sept-Nov		Criteria: Tell Survey responses 11/05/20 - Some Progress
9. The staff will adhere to the staff creed to assist with PLCs and broadcasted to other stakeholders (e.g., social media, campus, and community meetings).	Administrative Team, Teachers	Dec-Feb		Criteria: Staff Creed, meeting agenda, community outreach documentation 03/31/21 - Significant Progress 03/31/21 - On Track 01/13/21 - On Track 11/05/20 - Some Progress
10. Create an SEL and RP video catalog of best practices for student and staff collaboration and assign training as needed based on classroom visits and teacher needs.	Administrative Team, Teachers, Technology Team	Dec-Feb	(F)Title 1, Part A - \$1,000	Criteria: Video Catalog 06/02/21 - Some Progress 03/31/21 - Some Progress 03/31/21 - Some Progress 01/13/21 - Some Progress 11/05/20 - Some Progress
11. Administer and share results of the campus based climate survey with staff and adjust systems as necessary.	Administrative Team, Department Chairs	Dec-Feb		Criteria: Climate Survey data 03/31/21 - Pending 03/31/21 - Significant Progress 01/13/21 - Significant Progress 11/05/20 - No Progress
12. Staff will use the May 2021 TELL survey data to measure the 5 areas of growth from the beginning of year and create a new continuation outline for school climate needs in 2021-2022.	Administrative Team, Teachers	Mar-May		Criteria: TELL Survey data, staff PLC agenda, power point 06/02/21 - Completed 01/13/21 - Some Progress 11/05/20 - Some Progress

Garcia YMLA School

Goal 1. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will analyze discipline reports and student services offered monthly. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4)	Restorative Committee	August 2020-May 2021		Criteria: 1) Team minutes 2) Student referrals 3) Discipline reports 01/13/21 - Significant Progress 11/05/20 - Some Progress
2. Teacher will engage students in circle discussions during advisory at least 2x per week using CRRP lessons. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Restorative Committee	August 2020-May 2021	(F)Title 1, Part A	Criteria: 1) Staff videos 2) CRRP lessons 01/13/21 - Significant Progress 11/05/20 - Some Progress

Garcia YMLA School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Our campus leadership team, with staff input, will collaborate + create a campus-wide walkthrough forms with "look fors" of instructional rigor in questionings for lessons and assessments. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Academic Leadership Team, Campus Leadership Team</p>	<p>October 2020-May 2021</p>		<p>Criteria: 1) Instructional Walk-through form 01/13/21 - Some Progress 11/05/20 - Some Progress 10/08/20 - Pending</p>
<p>2. YMLA teacher leaders will attend AVID professional development throughout the year. These teacher leaders will co-facilitate on campus systems about intentionally implementing levels of questions into formative and summative assessments. Every month our campus will highlight an AVID strategy with student artifacts. (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Academic Leadership Team, Campus Committees</p>	<p>October 2020-May 2021</p>	<p>(F)Title 1, Part A - \$5,000, (L)Campus BTO, (O)AVID</p>	<p>Criteria: 1) AVID Professional development 2) Avid monthly implementation forms 01/13/21 - Some Progress 11/05/20 - No Progress 10/08/20 - Pending</p>

Garcia YMLA School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Gus Garcia will focus on language supports for emergent bilinguals by hiring an ESL Cluster specialist and developing the foundations for a dual language program. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ESL,LEP) (Strategic Priorities: 3,4)</p>	<p>Administrative Team, Counselor, LPAC Coordinator, Multilingual Office</p>	<p>May 2020-June 2021</p>	<p>(F)Title 1, Part A - \$3,000</p>	<p>Criteria: 1) Dual Language program 2) Hiring an ESL cluster specialist 3) Student recruitment into Dual Language program</p> <p>01/13/21 - Significant Progress 11/05/20 - Pending 11/05/20 - Significant Progress 10/08/20 - Significant Progress</p>
<p>2. Gus Garcia will continue to collaborate with Creative Learning Initiatives to promote instructional strategies that align the arts. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Administrative Team, Department Chairs</p>	<p>August 2020-May 2021</p>		<p>Criteria: 1) CLI implementation of strategies in walkthroughs</p> <p>01/13/21 - Some Progress 11/05/20 - No Progress 10/08/20 - No Progress 10/08/20 - Pending</p>
<p>3. Provide social interaction teaching techniques and increase accessibility to BLENDED lessons for Special Education students. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Special Education Staff</p>	<p>October 2020-May 2021</p>		<p>Criteria: 1) Special education student accessibility to BLENDED lessons.</p> <p>01/13/21 - On Track 11/05/20 - Some Progress 11/05/20 - Significant Progress 10/08/20 - Some Progress</p>
<p>4. Insert Problem-Based Learning strategies in every teacher lesson design for better student outcomes. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,3,4)</p>	<p>Academic Leadership Team</p>	<p>January 2020-May 2021</p>	<p>(F)Title 1, Part A - \$15,000</p>	<p>Criteria: Yearly project based learning projects.</p> <p>01/13/21 - Some Progress 10/08/20 - Some Progress</p>
<p>5. Teachers will receive ESL and Seidlitz training to help support emerging bilingual students from the multilingual department. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ESL,Migrant,LEP,AtRisk) (Strategic</p>	<p>Multilingual Office</p>	<p>November 2020-May 2021</p>	<p>(F)Title 1, Part A - \$1,500</p>	<p>Criteria: 1) Professional development 2) ESL cluster specialist weekly teacher sessions</p>

Garcia YMLA School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2,4)				01/13/21 - Some Progress 11/05/20 - No Progress
6. Gus Garcia YMLA will participate in the "No Place For Hate" Campaign and implement 2 yearly events. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6) (Strategic Priorities: 4) (ESF: 3,5.2)	Counselor, Restorative Committee	October 2020-May 2021	(F)Title 1, Part A - \$2,000	Criteria: 1) No place for hate application 2) PLC minutes 3) 2 annual events 01/13/21 - On Track 11/05/20 - Some Progress

Garcia YMLA School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create the calendar for PLC data analysis and provide the PLCs with a protocols to follow that will allow staff to review lesson plans, clear objectives for differentiated instruction, and lesson cycle based on time allotments for each academic subject that ensures each student's level is monitored for appropriate interventions or acceleration. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team, Teachers	Sept-Nov		Criteria: Scheduled PLC times, lesson plan template, PLC Protocol system, lesson plan review cycle, and lesson plan shared drive. 01/13/21 - Significant Progress 11/05/20 - No Progress
2. Develop and test a campus walkthrough form that aligns with programming expectations and PLC expectations and set goals for how frequently each teacher will be visited by administration using that form. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Department Chairs	Sept-Nov		Criteria: Finalized walkthrough form 01/13/21 - On Track 11/05/20 - Significant Progress 11/05/20 - Pending 11/05/20 - Some Progress
3. Monitor the implementation of the PLC protocols and campus walkthrough forms with leadership to monitor alignment between PLC data analysis and what is observed in the classroom and make adjustments (in terms of staffing, training, and support) (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Department Chairs	Dec-Feb		Criteria: Student data collected in progress monitoring and evidence of classroom interventions in the classroom walkthrough forms. 03/31/21 - Significant Progress 03/31/21 - Some Progress 11/05/20 - Some Progress 11/05/20 - Some Progress
4. Use data collected from the campus walkthrough forms to streamline supports to teachers in need of assistance and to plan schoolwide professional development as needed. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,3,4)	Administrative Team, Teachers	Dec-Feb		Criteria: Grade level plans for student interventions and teacher plans for professional development. 03/31/21 - Significant Progress 03/31/21 - Some Progress 01/13/21 - Some Progress 11/05/20 - Some Progress

Garcia YMLA School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Monitor the utilization of lesson plan template and submissions for core subjects and provide weekly feedback to teachers to align it with classroom practices. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrative Team	Dec-Feb		Criteria: Teacher submissions in the shared drive with feedback. 03/31/21 - Significant Progress 01/13/21 - Some Progress 11/05/20 - No Progress 11/05/20 - Pending 11/05/20 - No Progress 11/05/20 - Pending 11/05/20 - No Progress
6. We will see PLC protocols implemented with fidelity across campus and use the campus walkthrough forms with leadership to monitor alignment between PLC data analysis to plan for summer staff professional development. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,3)	Administrative Team, Department Chairs	Mar-May		Criteria: Collection of walkthrough forms, PLC notes 06/02/21 - Significant Progress 11/05/20 - Some Progress
7. Dissagregate the data from campus walkthroughs to plan for 2021-2022 staff assignments and staff professional growth supports. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team	Mar-May		Criteria: Disaggregated data aligned to summer HCP professional development and staffing rosters. 06/02/21 - Significant Progress 11/05/20 - Some Progress
8. Leadership team will meet with staff to assess end of year lesson plan feedback and make any possible modifications to the lesson plan template for the 2021-2022 school year. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrative Team, Teachers	Mar-May		Criteria: PLC notes, annual teacher lesson plan feedback, lesson plan teacher folder 06/02/21 - Some Progress 11/05/20 - No Progress 11/05/20 - No Progress

Garcia YMLA School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 4. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia YMLA will hire a Reading specialist to provide response to intervention supports to students in literacy (Tier II & Tier III). The Reading specialist will also coordinate with the child study team to assist with dyslexia screening and interventions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 4)	Administrators	August 2020-June 2021	(F)Title 1, Part A - \$35,791	Criteria: The percentage of students referred to the child study team will be administered a phonics screening for dyslexia and literacy interventions. 01/13/21 - Significant Progress 11/05/20 - On Track

Garcia YMLA School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 5. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia YMLA is an AVID campus that emphasize the use of the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) into every lesson design. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	AVID Coordinator, AVID Trained Teachers	August 2020-2021		Criteria: Teachers lesson plans will exhibit WICOR strategies. 01/13/21 - On Track 11/05/20 - Some Progress
2. The campus based leadership team will designate monthly AVID strategies to showcase and implement in the classroom. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	AVID Trained Teachers	August 2020-May 2021		Criteria: Monthly AVID strategies evident in through classroom walkthroughs. 01/13/21 - Some Progress 11/05/20 - Some Progress
3. Teachers will engage in AVID training through out the year from our AVID campus based coordinator. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,3,4)	AVID Coordinator	August 2020-2021		Criteria: Teacher attendance and participation in AVID campus based training. 01/13/21 - Some Progress 11/05/20 - No Progress

Garcia YMLA School

- Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Objective 1.** (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia will maintain an AVID pathway through the hiring of an AVID teacher and creating a pathway for math from 6th through 8th grade. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 3)	AVID Coordinator	August 2020-May 2020	(F)Title 1, Part A - \$65,000	Criteria: Percentage of students enrolled in the AVID pathway for Math. 11/05/20 - On Track
2. Gus Garcia will offer STEM aligned virtual fieldtrips through the Verizon Innovative Grant that are geared through the CTE courses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team	December 2020-May 2021		Criteria: Students attending virtual Field Trips. 11/05/20 - Some Progress

Garcia YMLA School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The student support team will analyze attendance data and implement yearly incentives to motivate students to attend school. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Campus Committees, Student Support Committee	October 2020-May 2020	(L)Campus BTO	Criteria: 1) Attendance support systems 2) PLCs minutes 3) Attendance reports. 11/05/20 - On Track
2. Gus Garcia YMLA will coordinate with the Child Study Team to hire an attendance specialist that will assist with student interventions and drop out prevention. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 4)	Administrators	October 2020-May 2021	(F)Title 1, Part A - \$27,514	Criteria: Attendance and drop out percentage rates. 11/05/20 - On Track
3. Gus Garcia YMLA will offer after school tutoring and twilight (credit recovery) each semester to assist students with academic needs due to attendance issues. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4)	Academic Leadership Team	August 2020-2021	(F)Title 1, Part A - \$10,000	Criteria: Percentage of student referrals for tutoring and twilight. 11/05/20 - On Track

Garcia YMLA School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia YMLA will provide ongoing CTE courses aligned to STEM through the Apple coding program and Coder Z. (Title I SW Elements: 2.5) (Strategic Priorities: 3)	College and Career Center Advisor, Department Chairs	July 2020-May 2021	(F)Title 1, Part A - \$3,000	Criteria: 1) Students participating in CTE STEM courses. 11/05/20 - On Track
2. Gus Garcia YMLA will offer diverse CTE courses in the areas of engineering, culinary, and health science. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3)	Campus Leadership Team	August 2020-2021	(F)Title 1, Part A - \$5,000	Criteria: Student enrolled in college credit CTE courses. 11/05/20 - On Track

Garcia YMLA School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia will participate in the AISD CARES initiatives (e.g., Lets talk) and monitor customer service reports annually. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team	October 2020-2021		Criteria: 1) Customer care ratings/reports 11/05/20 - On Track
2. Gus Garcia YMLA will conduct 2 annual customer care walkthroughs in coordination with community members to evaluate our campus strengths and needs. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,4)	CAC Members, Campus Committees, Community Partner, Department Chairs	October 2020-2021		Criteria: Customer Care audit ratings. 11/05/20 - No Progress

Garcia YMLA School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (Targeted Utilization Plans) Targeted Utilization Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia YMLA will work with community organizations to build a network of supports to enhance student enrollment (e.g., Boys and Girls Club, CIS, CARY, YMCA). (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Club Sponsors, Campus Committees, Community Partner	September 2020-May 2021		Criteria: Number of community partnerships utilizing our campus spaces. 11/05/20 - Some Progress
2. Gus Garcia YMLA will utilize the Mobility Blueprint software to target specific populations areas around our school boundaries. (Title I SW Elements: 1.1,2.1,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,3,4)	Action Teams, CAC Members	September 2020-May 2021	(F)Title 1, Part A - \$1,000	Criteria: Increased Enrollment. 11/05/20 - Some Progress

Garcia YMLA School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 3. (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia YMLA will recruit diverse students across AISD boundaries by providing transportation services. (Title I SW Elements: 2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrative Team	September 2020-May 2021		Criteria: Student enrollment at Gus Garcia YMLA over 400. 11/05/20 - Some Progress
2. Gus Garcia YMLA will have an updated school website to facilitate enrollment by providing clear information on course descriptions, choice sheets, and timeline for parent sessions. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Administrative Team, CAC Members, Campus Committees	September 2020-2021		Criteria: Parent attendance in recruitment session and overall student enrollment. 11/05/20 - On Track

Garcia YMLA School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia will incorporate weekly student circles 2 per week to discuss SEL topics. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Teachers	September 2020-2021		Criteria: Weekly circle topics and student participation. 11/05/20 - Significant Progress
2. Gus Garcia YMLA will be a "No Place For Hate" designated campus and participate in two student activities focused on maintaining a positive school culture. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Teachers	August 2020-May 2021		Criteria: Completion of 2 student activities aligned to No Place for Hate program. 11/05/20 - On Track
3. Gus Garcia YMLA will provide monthly parent sessions focused on various topics (e.g., nutrition, academics, SEL, and attendance) led by our parent support specialist and through principal chats. (Title I SW Elements: 2.1,2.6) (Target Group: All)	Parent Support Specialist	September 2020-2021	(F)Title 1, Part A - \$12,983	Criteria: Parent attendance. 11/05/20 - On Track

Garcia YMLA School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia will offer diverse athletic options through out the year (e.g., UIL and club sports) for students in 6th to 8th grade. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	PE Teacher	September 2020-2021		Criteria: Student participation in coordinated health initiatives. 11/05/20 - No Progress
2. All students at Gus Garcia YMLA will participate in year-round physical education classes as part of their scheduled program. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	PE Teacher	September 2020-2021		Criteria: Student participation in physical education classes. 11/05/20 - On Track 11/05/20 - No Progress

Garcia YMLA School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia YMLA will recruit two teachers to be creative learning initiative ambassadors to provide on campus training to staff. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Department Chairs	September 2020-2021		Criteria: Teacher participation in CLI professional development training. 11/05/20 - On Track
2. Gus Garcia YMLA will participate in one creative learning initiative strategy per month that is promoted through our school ambassadors. (Title I SW Elements: 1.1,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Teachers	September 2020-May 2021		Criteria: Student engagement with monthly CLI strategies. 11/05/20 - Some Progress

Garcia YMLA School

Goal 6. (Zone Innovations) Zone Innovations

Objective 1. In the 20-21 SY, we will utilize high-quality data driven instructional resources to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will use I-Ready to provide student intervention plans and use student reports to guide teacher instruction. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Teachers	October 2020-May 2021	(F)Title 1, Part A - \$4,000	Criteria: Student progress reports on I-ready for engagement (45 minutes weekly in Math and Reading). 11/05/20 - Significant Progress
2. The campus will create a committte focused on academics and college readiness that will help drive high levels of instructional practices. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team	October 2020-2021		Criteria: Student participating in college readiness activities and courses. 11/05/20 - Significant Progress
3. The campus will implement AVID strategies throughout the course by implementing the following: 1) A dedicated AVID math course for students in 6-8 2) Focusing on WICOR as our main campus strategy. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	AVID Team, AVID Trained Teachers	September 2020-May 2021		Criteria: AVID strategies utilized in classroom observations. 11/05/20 - Some Progress
4. The campus will utilize DMAC for assessments and data collection in alignment with Lead4forward to guide intervention plans for students. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrative Team, Teachers	November 2020-May 2021		Criteria: Incremental student progress on DMAC benchmark data. 11/05/20 - On Track
5. Our campus will focus on instructional teacher feedback through the a campus-created classroom walkthrough form. Teachers will also engage in learning walks to observe best practices and assess campus needs. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrative Team, Department Chairs	November 2020-2021		Criteria: Feedback to teachers on walkthrough forms and teacher turn around for implementation. 11/05/20 - Some Progress

Garcia YMLA School

Goal 6. (Zone Innovations) Zone Innovations

Objective 2. 2: In the 20-21 SY, we will create rigorous courses through the use of AVID and other high level critical thinking resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will engage in the following activities: learning walks, administrative conferences, professional development (campus and district) to help create best practices for: 1) Content area classes 2) Dual Language 3) Intervention and Enrichment programs 4) Problem-based learning (Title I SW Elements: 2.2,2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Committees	August 2020-May 2021		Criteria: Teacher engagement in campus based committees. 11/05/20 - Significant Progress
2. Gus Garcia YMLA will hire additional teacher to reduce classroom size and offer various courses to enhance student learning initiatives. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1)	Academic Leadership Team	August 2020-May 2020	(F)Title 1, Part A - \$100,000	Criteria: Teacher recruitment. 11/05/20 - On Track

Garcia YMLA School

Goal 6. (Zone Innovations) Zone Innovations

Objective 3. In the 20-21 SY, we will empower our students and staff with a framework for preventing problem behavior and supporting students' social, emotional, and behavioral needs that is uniformly applied with all students and across all grade levels by all Garcia YMLA staff (PBIS/SEL/ Creed Model).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will engage in campus professional development on restorative behavior practices through our Education Innovation Research Grant (Focused on Culture and restorative practices) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Counselor, Teachers	August 2020-May 2021		Criteria: Teacher participation in EIR grant professional development. 11/05/20 - On Track
2. Staff will participate in the creation of a student house system aimed at developing leadership and mitigate off-task behaviors. (Foundations from the Ron Clark Academy) (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,3)	Students, Teachers	August 2020-may 2021	(F)Title 1, Part A - \$10,000	Criteria: Weekly house meeting participation with students and teachers. 11/05/20 - Significant Progress
3. The campus will develop a Tiered Framework to address behaviors with interventions. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4)	CST Team	August 2020-2021	(F)Title 1, Part A - \$5,000	Criteria: ECST meetings and student referrals. 11/05/20 - Significant Progress

Garcia YMLA School

Goal 7. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia will review literacy student interests by increasing library catalog collection for diverse books (e.g., cultural and career aligned). (Title I SW Elements: 1.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Librarian, Literacy Coach	December 2020-May 2021	(F)Title 1, Part A - \$2,467	Criteria: Student library check outs. 11/05/20 - Some Progress
2. Gus Garcia YMLA will offer the opportunity for students to take high school credit courses (e.g., Algebra 1). (Title I SW Elements: 1.1,2.3,2.5,3.1) (Target Group: All) (Strategic Priorities: 1,2,3)	Academic Leadership Team, Action Teams	August 2020-May 2021		Criteria: Student enrollment in high school credit courses. 11/05/20 - On Track 11/05/20 - Some Progress
3. Gus Garcia YMLA will offer a social justice pathway for students in 6-8th grade. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Counselor	August 2020-May 2021		Criteria: Courses offered for the Social Justice pathway. 11/05/20 - On Track
4. Gus Garcia will work with Texas State and Talent search for mentoring students into college readiness and academic support. (Title I SW Elements: 2.1,2.3,2.5,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team	December 2020-May 2021		Criteria: Students referred to the program. 11/05/20 - Some Progress

Garcia YMLA School

Goal 8. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gus Garcia YMLA will hire a certified academic language therapist (CALT) to serve 504 students needing literacy and dyslexia services. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 1,2,4)	Academic Leadership Team	January 2020-May 2021		Criteria: Successful recruitment of a CALT and follow up training. 11/05/20 - Completed 11/05/20 - On Track
2. Gus Garcia YMLA will implement research based online programs Imagine Learning and Summit K12 to help support emergent bilingual students attain higher proficiency levels on TELPAS (listening, speaking, writing, and reading). (Title I SW Elements: 1.1,2.3,2.4,2.5) (Target Group: ECD,ESL,Migrant,LEP,SPED) (Strategic Priorities: 1,2,4)	Academic Leadership Team	November 2020-May 2021	(F)Title 1, Part A - \$15,000	Criteria: Student weekly participation in imagine learning and summit k12. 11/05/20 - Significant Progress
3. Gus Garcia will monitor special education needs by maintaining ARD compliance and hiring additional personnel to assist with student individualized educational plans (IEPs). (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: SPED) (Strategic Priorities: 1,2,3)	Special Education Staff	August 2020-May 2021	(F)Title 1, Part A - \$150,000	Criteria: Completion of ARDs and compliance. 11/05/20 - On Track

Garcia YMLA School

Goal 9. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 10/30/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 10/30/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 10/30/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 10/30/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 10/30/20 - Completed

Garcia YMLA School

Goal 9. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 10/30/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 10/30/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 10/30/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 10/30/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 10/30/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Mejia, Jose	Campus Principal
Bush, Emily	DCSI
Borthwick, Chris	Accountability Support
Barrera, Gavino	Campus Administrator
Brewster, James	Teacher
Daniels, Margaret	Teacher
Bailey Sanchez, Jessica	Parent
Mcswain, Demarco	Parent
Morrison, Larry	Teacher
Anderson, Kevin	Special Education Teacher
Zachary, Sandra	Parent Support Specialist
Collins, Harolyn	Classified Employee

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal Summative Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	53		District Benchmark/SCA	58	51	STAAR Released	60	42	SCA2	60	33	60
		All	All	Reading	Meets	STAAR	27		District Benchmark/SCA	35	24	STAAR Released	40	21	SCA2	38	14	38
		All	All	Reading	Masters	STAAR	10		District Benchmark/SCA	15	13	STAAR Released	20	9	SCA2	15	20	15
		All	All	Mathematics	Approaches	STAAR	68		District Benchmark/SCA	73	40	STAAR Released	78	34	SCA2	60	50	60
		All	All	Mathematics	Meets	STAAR	34		District Benchmark/SCA	38	12	STAAR Released	43	12	SCA2	38	30	38
		All	All	Mathematics	Masters	STAAR	12		District Benchmark/SCA	18	8	STAAR Released	23	5	SCA2	15	17	15
		All	All	Science	Approaches	STAAR	58		District Benchmark/SCA	65	50	STAAR Released	70	39	SCA2	60	36	60
		All	All	Science	Meets	STAAR	27		District Benchmark/SCA	35	22	STAAR Released	40	16	SCA2	38	11	38
		All	All	Science	Masters	STAAR	12		District Benchmark/SCA	15	15	STAAR Released	20	8	SCA2	15	9	15
		All	All	Social Studies	Approaches	STAAR	49		District Benchmark/SCA	58	26	STAAR Released	63	49	SCA2	60	52	60
		All	All	Social Studies	Meets	STAAR	26		District Benchmark/SCA	34	5	STAAR Released	31	30	SCA2	38	42	38
		All	All	Social Studies	Masters	STAAR	12		District Benchmark/SCA	18	3	STAAR Released	23	24	SCA2	15	16	15
		All	All	Writing	Approaches	STAAR	46		District Benchmark/SCA	54	54	STAAR Released	59	26	SCA2	60	26	60
		All	All	Writing	Meets	STAAR	16		District Benchmark/SCA	20	23	STAAR Released	25	12	SCA2	38	12	38
		All	All	Writing	Masters	STAAR	2		District Benchmark/SCA	5	8	STAAR Released	8	6	SCA2	15	6	15
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All Student	Reading	Meets	STAAR	29		District Benchmark/SCA	34	24	STAAR Released	40	21	SCA2	44	14	44
		All	All Student	Mathematics	Meets	STAAR	37		District Benchmark/SCA	42	12	STAAR Released	44	12	SCA2	46	30	46
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Mathematics	Meets	STAAR	65		District Benchmark/SCA	67	11	STAAR Released	69	14	SCA2	69	14	69
		All	Special Education	Reading	Meets	STAAR	52		District Benchmark/SCA	55	11	STAAR Released	59	5	SCA2	59	11	59
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	17		District Benchmark/SCA	25	15	STAAR Released	30	14	SCA2	36	25	36