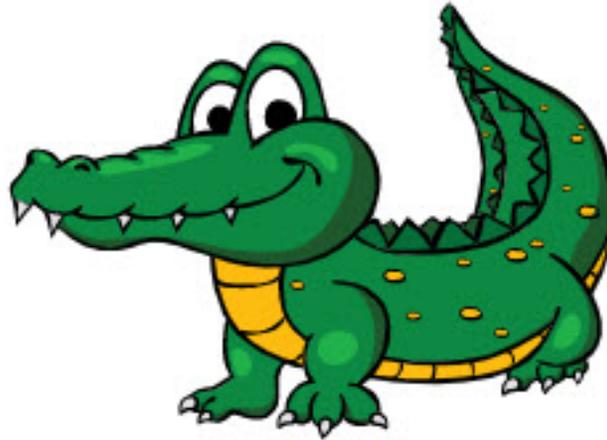


Andrews Elementary School

Campus Improvement Plan 2020/2021

*Safe, Respectful, Responsible. YEAH!
Includes Targeted Improvement Plan*



ANDREWS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Diana Vallejo
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Campus Mission

At Fanny Mae Andrews, our students will be educated using culturally proficient practices to reach their full social, emotional, and academic potential. We will foster creative lifelong learners who are able to meaningfully give back to their families and communities.

Campus Vision

At Fanny Mae Andrews Elementary, ALL ARE WELCOME! We are a safe school with a dedicated staff where all students are provided with an equitable and innovative education that fosters excellence in academics. We educate the whole child, build strong relationships, celebrate diversity, and empower our community.

Campus Values

Responsibility

Perseverance

Collaboration

Respect

Safety

Trust

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 2020-21 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 provides opportunities for ongoing support and coaching of the campus leader.

Lever 2: Effective, Well-Supported Teachers

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

Lever 3: Positive School Culture

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

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

The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).

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 principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be an improved campus culture and student learning outcomes.

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Although campus instructional leaders receive coaching by the principal on an as-needed basis, individual coaching and feedback meetings are not currently implemented. The campus instructional team meets regularly to discuss student progress and formative data, but the campus has not yet captured formal protocols and processes in writing. The use of tracking tools to codify instructional responsibilities, such as observation and feedback cycles, is in the beginning stages for campus administrators. This is a high-leverage focus area for Andrews Elementary because it will build capacity in the instructional leadership to formalize current processes into systems and ensure sustainability.

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

Andrews Elementary will build capacity in this area by engaging the leadership on campus in a series of book studies directly related to developing leadership: First Break All the Rules, Multipliers, and Leverage Leadership. In providing campus level leaders examples of what good leaders do, there will also be role playing to help leaders become confident in their own skills while supporting the overall goal of increased student academic achievement. Currently, we have partnered with Region 13 that has provided our selected titles.

The principal will continue to develop alongside other principals using the trainer of trainer model at elementary district meetings. The campus leadership will continue to partner with DSCI and district staff to improve campus instructional leaders.

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

The Andrews team will share the final report with all stakeholders before delving into this new plan. Once we establish the why, we can share the what and how. These activities will occur upon our return to our work in August and continue with the start of the school year. Buy-in will be created by sharing what has been done so far and then we will open up to the stakeholders for additional review and refinement.

Desired Annual Outcome

The desired annual outcome of this lever is to develop and solidify a clear path for campus leadership that is consistent, data driven and responds to the needs of all stakeholders with transparency and immediacy.

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

Campus will start and finish a book study on Multipliers with campus leadership. Leaders will implement strategies learned through book studies from the summer in one-to-one strengths interviews. Campus leaders will begin the coaching and feedback cycle with core content teachers. New campus leadership and instructional leadership will become a strong unified team that starts the new school year off on a great start.

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

Leadership team will implement the following two results coaching strategies with fidelity: listening and paraphrasing. Leadership team will meet to debrief progress once per month.

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

Leadership team will implement the following two results coaching strategies with fidelity in addition to the other strategies: use of stem and roleplaying. Leadership team will meet to debrief progress once per month.

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

The continued communication surrounding the roles of campus leadership is a barrier that was discussed. Continued communication would ensure that instructional leaders are able to focus on instruction instead of being pulled into other issues on campus. Resources, such as time to build the capacity of campus instructional leaders through leadership coaching and training with consistent observation and feedback cycles, could also be a barrier.

Barriers to Address: Cycle 1 (Sept-Nov)

Some staff are reluctant to return to campus. Both students, families, and educators are overwhelmed with the learning of new education programs in the virtual environment. The reality of living in the COVID setting is a constant barrier. The transition from virtual learning to face-to-face learning will present new barriers. Some families in the community are struggling with the decision to send their children back to school. The ability to have excellent technology and manage all devices effectively can sometimes be a barrier.

Barriers to Address: Cycle 2 (Dec-Feb)

We may have some staffing issues with transitions to face-to-face learning. Creating a welcoming environment with all the restrictions will be more difficult this year. Time is needed to continue effective walkthroughs and feedback.

Barriers to Address: Cycle 3 (March-May)

The uncertainty of the future will certainly be a barrier. The learning loss gap is unknown at this time.

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 principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, and the district provides the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs., then the result will be a positive campus culture and student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

District personnel support: Leadership results and coaching training. DCSI attends learning walks with campus admin to support the coaching and feedback cycle. The Campus and District Accountability department will continue to support the campus based on their needs. DCSI will participate in some of the campus leadership meetings and provide feedback to the principal about them.

District Actions: Cycle 2 (Dec-Feb)

District personnel support: Leadership results and coaching training. DCSI attends learning walks with campus admin to support the coaching and feedback cycle. The Campus and District Accountability department will continue to support the campus based on their needs. DCSI will participate in some of the campus leadership meetings and provide feedback to the principal about them.

District Actions: Cycle 3 (March-May)

District personnel support: Leadership results and coaching training. DCSI attends learning walks with campus admin to support the coaching and feedback cycle. The Campus and District Accountability department will continue to support the campus based on their needs. DCSI will participate in some of the campus leadership meetings and provide feedback to the principal about them.

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

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

By expanding on the campus' current focus of Lesson Planning and honing in on specific elements, this practice will impact Essential Action 5.3, Data-Driven Instruction. While the campus has implemented systems to strengthen lesson planning, such as a process for developing, submitting, and providing targeted feedback on specific elements of lesson plans, areas of growth remain. Training to build the capacity of teachers to plan and utilize differentiation has not yet occurred on the campus. The campus is using overall student data to inform instruction, but is not currently using backwards design such as formative assessments and exemplars to inform planning and instruction.

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

Andrews Elementary leadership has already created a lesson plan template to align teacher lesson planning with the standards and the assessment. Although the template has a section for differentiation and for formative assessment, more work needs to be done for full implementation. The leadership team will add more questions for guidance in this area during lesson planning, during lesson feedback cycles and better document with concrete examples of how these are evident in day-to-day instruction. In addition, the leadership team will provide more professional learning in differentiation, common assessments, and formative assessment (previous year student data). We will partner with our DCSI and our district academics team to support these aspects of our lesson planning and implementation.

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

The leadership team at Andrews has established the priority to improve academic achievement. One of the ways to address low performance is to improve lesson design and implementation. As part of our leadership meetings, PTA, CAC, and parent chats, we are constantly sharing the work around lesson planning and assessment. We have made "the need to know" how much the students are learning or have learned a top priority of our daily teaching and learning cycle. We have and will continue to be transparent about our assessment results with all stakeholders. The buy in does not have to be created; it is already there.

Desired Annual Outcome

The desired annual outcome of this lever is to develop lesson plans with clearly delineated differentiation strategies that have clear examples that address the needs of the all diverse learners. In addition, clearly articulated and documented formative assessment techniques and strategies are documented in lesson plans and walkthroughs.

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

Utilize district Blend lessons and differentiate the instruction to meet the needs of our diverse learners. Provide formative assessment training for the virtual setting and follow up with strategies in PLCs.

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

In the PLCs, the teachers will present lesson plans, and the leadership will provide feedback on a weekly basis. Teacher leaders (T3) will provide professional development on differentiation and formative assessments.

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

In the PLCs, the teachers will present lesson plans, and the leadership will provide feedback on a weekly basis. Teacher leaders (T3) will be given the opportunity to provide training on growth mindset and cultural proficiency.

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

The campus leadership team has been working to clarify understanding with campus staff around expectations for lesson planning. One barrier that the campus has worked to address is continuing to establish trust between campus leaders and teachers in order to clarify expectations and provide feedback to teachers. For these systems to be implemented campus-wide, team members must hold one another accountable for engaging with their team in the lesson planning process. Training for campus leaders and teachers around specific key practices/success criteria aligned to the ESF, such as differentiation, formative assessment, and student exemplars, is needed to implement these practices.

Barriers to Address: Cycle 1 (Sept-Nov)

Lesson delivery in the virtual setting may be a barrier. The amount of testing needed to identify the gaps of learning loss. The transition from virtual learning to face to face learning. The community struggling with decisions to send their children back to school. The ability to have excellent technology and manage all devices effectively. The reality of living in COVID setting will constantly be a barrier.

Barriers to Address: Cycle 2 (Dec-Feb)

Transitioning from remote learning to face-to-face learning will present some barriers. Changing from District Blend lessons back to teacher-created lessons may e difficult. The ability to have excellent technology and manage all devices effectively. The reality of living in the COVID setting.

Barriers to Address: Cycle 3 (March-May)

The time needed to effectively provide interventions for students in need. The time needed to teach all curriculum before the STAAR assessments.

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 principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, and the district provides the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs., then the result will be a positive campus culture and student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

District will provide Blend lesson blueprints for teacher's lessons. DCSI attends learning walks with campus admin to support the coaching and feedback cycle. The Campus and District Accountability department will continue to support the campus based on their needs. DCSI will participate in the sessions where the teachers are presenting their lesson plans and provide feedback to the principal about them.

District Actions: Cycle 2 (Dec-Feb)

DCSI attends learning walks with campus admin to support the coaching and feedback cycle. The Campus and District Accountability department will continue to support the campus based on their needs. DCSI will participate in the sessions where the teachers are presenting their lesson plans and provide feedback to the principal about them.

District Actions: Cycle 3 (March-May)

DCSI attends learning walks with campus admin to support the coaching and feedback cycle. The Campus and District Accountability department will continue to support the campus based on their needs. DCSI will participate in the sessions where the teachers are presenting their lesson plans and provide feedback to the principal about them.

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?

Yes, the Focus Area 1 desired 90-day outcome was accomplished. We completed a book study on Multipliers with campus leadership, and we implemented the strategies we learned in strengths interviews. Campus leaders began the coaching and feedback cycle bi-weekly with core content teachers. The campus has delineated which teachers will be supported by campus leadership from cycle 1 observation data. We believe the new campus leadership and instructional leadership has become a strong unified team that starts the new school year off on a great start. Yes, the Focus Area 2 desired 90-day outcome was accomplished. We begin planning using the district Blend lessons, and modify them to be more intentional to meet the needs of our diverse learners. We have made progress differentiating instruction, and will begin next semester with PD to further our growth. For next cycle, we will be more explicit in how we delineate differentiation in our lesson plans. We have provided formative assessment training for the virtual setting and followed up with strategies in PLCs.

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

We didn't achieve any of our cycle 1 student performance goals. Some barriers that we experienced were figuring out the logistics of testing remote vs in-person, the safety of our students and staff, and the positive cases we've experienced on campus. Also, we're using the MAP Growth beginning of year assessment for reading and math. This was a new test and process for us in AISD. Internet problems have been an issue from the beginning of school, and continue to persist. Putting the circumstances of COVID-19 aside, we take ownership of our cycle 1 data and plan to intentionally use the results to drive growth in the spring. We plan on providing more small group instruction. We also plan on increasing student accountability and engagement for both remote and in-person instruction.

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?

We plan on providing more small group instruction. We plan on increasing student accountability and engagement for both remote and in-person instruction.

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?

Overall, we believe that we've met our 90-Day outcomes for both focus areas this cycle. The leadership team studied and implemented the results coaching strategies of listening and paraphrasing this cycle. Progress updates of our implementation were discussed once every month. As we met with our team, we discussed our observations of their interactions with the staff. Anecdotally, we have observed great listening and paraphrasing both in our lesson review sessions and coaching meetings. We strive to be consistent in our approach to conversations where we focus on active listening and paraphrasing while centering on positive aspects of the topic with the end goal being a teaching response to improve. By highlighting and celebrating the positives, we've built stronger relationships which makes providing constructive feedback more effective. The coaches will continue with their training this March and April, and we will continue discussing our progress in leadership meetings. In the PLCs this cycle, there is a consistent and effective system established at Andrews where teachers present their lesson plans and the leadership team provides feedback on a weekly basis. This process includes both verbal and written feedback from both instructional coaches and administrators. We believe that by strengthening our lesson alignment and rigor, we are increasing our student achievement. We are having discussion sessions with the teachers as we observe their lessons in action and provide feedback. We continue providing feedback on Fridays for kinder through 5th grade. We have been able to provide formative assessment training through T3 (Teachers training teachers) and our DCSI and district staff provided a differentiation strategies training session during our January PD day. As a result, our lesson plans have been modified to include sections for formative assessment and differentiation. We provide opportunities for the discussion surrounding formative assessments to continue through T3 and lesson planning feedback. Formative assessment and differentiation has also been added as "look-fors" in classroom observations.

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

While we did not achieve any of our student performance goals, we did make significant improvements in our performance from cycle 1 in the following areas: Math at approaches, meets, and masters GL Reasons why we're improving: We are one of the elementary schools in Austin ISD with the highest in-person attendance which makes a major difference in all aspects of the students' learning and well-being. Teachers are focusing on 30 minutes of core teaching, and then maneuvering to small groups to focus on targeted instruction. With a smaller student to teacher ratio, with instructional specialists, tutors, student teachers, ICs, and administrators also providing small group instruction, we've seen progress in our weekly assessments, student achievement, and learning outcomes. Reasons that have impeded success: We have not had enough teaching time due to bad weather days and COVID 19 quarantines of students and staff. February winter storm and class quarantine really affected one third grade class who was gone for a month. We've also had an average of 60% of students on campus, which is lower than we previously had in cycle 1. There is also inconsistent Wi-Fi access and connectivity. We've also struggled with parent involvement in the engagement of students in online learning. For PD, it's been difficult to still achieve high levels of engagement and learning when we can't all physically be together through the process. Virtual teaching and learning is not the same as in person teaching but we still continue to strive for high levels of concurrent teaching and learning.

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?

See cycle 3.

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

None

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?

Yes, we believe the 90-day outcomes were met for both focus areas. Instructional team attended three coaching sessions. Sessions included the use of paraphrasing, role playing, the use of stems, coaching sessions centered on PLCs, learning goals, and success criteria. In addition, the team engaged in differentiation and formative strategies that were embedded in their training. As we met weekly, the instructional team shared their learning and experience with the rest of us. At the principals' meetings, principals were provided time to practice their coaching strategies with other principals on topics of their choice in real time. The leadership team met to debrief progress at least once per month. Teachers continued to create and submit lesson plan drafts by Friday for the following week, and the ILT provided written feedback on plans for teachers to review. Then, teachers continued to present their lessons and receive their final feedback. The weekly assessments results helped teachers address student learning needs week to week. Teachers continued with the cultural proficiency study and engaged in formal discussions led by peers on incorporating the growth mindset. This work was grounded in Zaretta Hammond's Culturally Responsive Teaching and The Brain.

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

We met 2 of our student performance goals. Reasons why we're improving: As STAAR testing approached, we shifted to longer weekly assessments. The immediate adjustments began to show promise for growth. An emphasis on responding to the data via small group targeted instruction has improved our performance as well. For our small group instruction, we had all hands on deck to support students, including the principal. Supporting teachers on following through with literacy strategies. We held STAAR camps which focused on high leverage TEKS. Reasons that have impeded success: A modification of instructional pacing happened due to the winter storm in February, where students were technically out of school for two weeks. A few teachers and their students were in quarantine between February and March. In addition, we did have a teacher out on maternity leave from February/March and not expected to return until June 1. Another reason is that children that had COVID like symptoms or were exposed to symptoms in the home were either isolated or quarantined whether it was COVID or not. They were not allowed to come to school.

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?

NA

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

NA

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?

The outcome for this measure was met. All three books were read, staff presented the chapters, and leaders were asked to implement strategies learned from the readings. For example, feedback became a major topic from Leverage Leadership from the instructional leadership team. Teacher leaders became familiar with observation and feedback being a tool to grow, not to be evaluated. To address this need, the admin recreated a walkthrough form that would initiate feedback from teacher observation and reflection. Teachers were able to identify and reflect "bite sized" areas for their own improvement. Huge shift from admin driven recommendations to teacher driven self selected growth areas. From our end of year District TELL survey, we had 95% of respondents respond favorably to the following statement: school leadership consistently supports teachers.

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

The outcome for this measure was met. The actual template for lesson plans included sections for differentiation and formative assessments. Teachers engaged in training for both differentiation strategies and formative assessment techniques. Teachers were asked to include examples of these in their plans. We've made real progress in differentiation, and this will continue to be an area of growth moving into next year. The frequent use of formative assessment has had a positive impact on our weekly assessments, and teachers use the data to adjust accordingly. As a result of our learning, we were able to document these various strategies on our walkthroughs and were able to engage in professional dialogue with teachers about their work around differentiation and formative assessment.

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

Mrs. Mary Alvarez

Date

9/29/2020

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

Mrs. Diana Vallejo

Date

9/29/2020

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
District Family Survey results
Fitnessgram results - BOY to EOY growth
Focus Groups/Interviews
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
SEL Implementation Survey results
Short Cycle Assessments disaggregated by stud. grp
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
Student Survey results
TELPAS disaggregated by grade & prof. lvl.

Demographics Strengths

Fanny Mae Andrews Elementary is a welcoming Community School with a diverse population. We have at least 10 different languages and cultures that are representing our school. We offer many in school and after school programs to meet the needs of students and their families.

Demographics Weaknesses

Fanny Mae Andrews Elementary received an F rating in 2018-2019 for STAAR results. It also had the worst culture and climate as documented by the TELL survey for 2019-2020.

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

Demographics Needs

Fanny Mae Andrews needs more time teaching reading and math to all students. The deeper we can go with these two subjects, the better performance for our students. We still need to strengthen the core and ensure alignment between the standards and the tasks students are asked to perform. In addition, increasing the rigor of questioning and student engagement; less teacher talk.

Demographics Summary

In summary, Fanny Mae Andrews Elementary is a school that is utilizing all of it's funding to support students and families, in and out of the classroom. Our budgets are aligned to support in class learning and additional interventions as needed at every grade level.

Our climate and culture has improved such that we can spend our energy on teaching and learning by making this school safe and welcoming of all people from all walks of life and races.

Student Achievement

Student Achievement Strengths

Academic Growth is our strongest area at Andrews. We excel in the progress of reading and math.

Student Achievement Weaknesses

For our accountability scores, we had an F in Student Achievement, Relative Performance, and Closing the Gaps. Our writing scores were our lowest STAAR scores.

Comprehensive Needs Assessment

Student Achievement Needs

We need to increase our overall accountability score to at least a 60.

Student Achievement Summary

What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 1: From a 56 scaled score (30 component) to a 71 scaled score (42 component).

Rationale: Our goal is to reach 70% Approaches, 40% Meets, and 15% Masters on all our STAAR tested subjects overall. We will focus on strong instructional leadership for our CLT team members and building strong lesson plans. We will continue to improve our culture and climate, and the groundwork has been set to achieve optimal learning outcomes.

Domain 2B: From a 57 scaled score (30 component) to a 79 scaled score (42 component).

Rationale: We have an Economically Disadvantaged percentage of 89%. Through our data analysis in PLCs, we will be intentional about our support of teachers so they can support students effectively.

Domain 3: From a 45 scaled score (11 component) to a 60 scaled score (23 component).

Rationale: Our ELs population is represented by 69% of our students and supporting ELs through strong literacy practices will help us achieve our ELP component. We will continue to support our SPED students goals, and will strive to have a few more student groups achieve their goals through differentiated instruction and intervention support.

What changes in student group and subject performance are included in these goals?

Domain 1: We are aiming to improve by 11% approaches, 17% meets, and 6% masters across all subjects overall.

Domain 2B: We are prioritizing our Eco Dis population and their achievement across the board for Domain 2.

Domain 3: We are targeting our support for the improvement of our Eco Dis and Hispanic populations for Domain 3. We will also continue to improve our EL populations progress on our campus' TELPAS data.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Fanny Mae Andrews Elementary received a 100% of staff that believe our school is a great place to work, according to the TELL survey.

School Culture and Climate Weaknesses

An area of weakness for Fanny Mae Andrews Elementary according to the TELL survey is 81% in achievement press.

School Culture and Climate Needs

Another area of need for Fanny Mae Andrews Elementary according to staff is in student conduct. According to the TELL survey, 85% of staff reported this as a weakness or need.

School Culture and Climate Summary

In summary, Fanny Mae Andrews is a welcoming school that is a good place to work and learn. There are areas to improve, but it is overall a good place to work and learn.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Fanny Mae Andrews Elementary administration. has actively tried to to hire a diverse staff. We have actively recruited more African American, Asian and Arabic speaking staff.

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

An area of weakness for Fanny Mae Andrews Elementary is in hiring experienced Spanish Bilingual staff. 78% of our student population is Spanish speaking.

Staff Quality, Recruitment and Retention Needs

Retention of staff has been the greatest need for Fanny Mae Andrews Elementary. Because of our location and F rating, prospective teachers choose other schools that appear less challenging.

Staff Quality, Recruitment and Retention Summary

In summary, Fanny Mae Andrews Elementary is a diverse and welcoming campus. We struggle, however, to recruit and retain quality candidates, especially Spanish dual language teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Fanny Mae Andrews Elementary has continuous learning opportunities for teachers to receive assistance and training on the curriculum, instruction and assessment.

Curriculum, Instruction and Assessment Weaknesses

Fanny Mae Andrews Elementary staff continue to work on rigorous lesson planning and delivery.

Curriculum, Instruction and Assessment Needs

An area of need for teachers at Fanny Mae Andrews Elementary is more training on releasing responsibility to the children, thereby increasing student engagement.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

In summary, Fanny Mae Andrews Elementary is providing teacher training in lesson design and lesson implementation in order to impact the gradual release of responsibility to the students. Our assessments are occurring every 9 weeks, BOY and MOY benchmarks and STAAR release.

Family and Community Involvement

Family and Community Involvement Strengths

Fanny Mae Andrews Elementary has clear communications in English, Spanish and Arabic about school activities via several social media outlets and the School Messenger.

Family and Community Involvement Weaknesses

The weakness for Fanny Mae Andrews is the inability to facilitate two way communications with our families of other languages.

Family and Community Involvement Needs

Fanny Mae Andrews is in need of more on campus language support for Pashto, Swahili, Farsi, and Nepali in order to better engage these families.

Family and Community Involvement Summary

In summary, Fanny Mae Andrews Elementary is a Community School where parents are welcomed and their involvement is crucial to our mission.

School Context and Organization

School Context and Organization Strengths

Fanny Mae Andrews Elementary has received additional support through the Comprehensive School Improvement Model grant. This grant is enhancing support for students in

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

and out of the classroom, while supporting the families. In addition, this grant is providing support in the area of PLCs and the implementation of lesson planning and design.

School Context and Organization Weaknesses

An area of weakness for Fanny Mae Andrews is sometimes the lack of alignment between grade levels. This requires more oversight by curriculum specialists and admin.

School Context and Organization Needs

An area of need for Fanny Mae Andrews Elementary is to increase teacher to parent and student communication and engagement, specifically in regards to the expectations at their grade level.

School Context and Organization Summary

In summary, Fanny Mae Andrews Elementary is utilizing the CSIM support to create a Community School Model. Our goal is to create a shared vision and mission with decision making by all stake holders.

Technology

Technology Strengths

Austin ISD has committed resources for every student to receive a device in the blended learning approach in response to the pandemic. All professional staff have received technology for the blended learning approach.

Technology Weaknesses

A weakness in technology for Fanny Mae Andrews Elementary is the parent training to support student learning in this blended model.

Comprehensive Needs Assessment

Technology Needs

The need at Fanny Mae Andrews Elementary is to provide parents the support they need to access all technologies and platforms to support their children and their own access to district resources.

Technology Summary

In summary, technology has become available to all students and professional staff, however, there is still a need to support parents in the various technologies and platforms.

SY 20-21 Resources

Federal	State	Local	Other
Title 1 - 211-00-0000-00-000-0-00-0-00 (\$199,465)			

Andrews Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) Create folder system for our coaching and feedback cycles (Title I SW Elements: 1.1,2.4) (Strategic Priorities: 2) (ESF: 1,1.1,1.2)	Assistant Principal	September		Criteria: Folder system 11/12/20 - Completed 10/06/20 - Completed
2. (C1) Refine leadership team meetings with minutes (Title I SW Elements: 2.4) (Strategic Priorities: 4) (ESF: 1,1.1,1.2)	Lead Mentor	September		Criteria: Leadership team agenda 11/12/20 - Completed 10/06/20 - On Track
3. (C1) Complete Multipliers book study with campus leaders (Title I SW Elements: 2.4) (Strategic Priorities: 1) (ESF: 1,1.1)	CLT	October	(O)Other	Criteria: Book study presentation 11/12/20 - Completed 10/06/20 - Completed
4. (C1) Principal conducts learning walks with campus leadership to calibrate on the coaching and feedback cycle (Title I SW Elements: 2.2,2.4) (Strategic Priorities: 1,4) (ESF: 1,1.1)	Principal			Criteria: Learning walk observation forms 11/12/20 - Significant Progress 10/06/20 - On Track
5. (C1) Create observation tracking form (Title I SW Elements: 2.2,2.4) (Strategic Priorities: 1,4) (ESF: 1,1.1)	Assistant Principal, CLT	September		Criteria: Observation tracking form 11/12/20 - Completed 10/06/20 - Completed
6. (C1) Conduct strengths leadership interviews with teachers and follow up metrics to determine what teacher's need to support teaching and learning. (Title I SW Elements: 2.2,2.4) (Strategic Priorities: 2,4) (ESF: 1,1.1)	Assistant Principal, Principal	September-October		Criteria: Meeting calendar 11/12/20 - Significant Progress 10/06/20 - On Track
7. (C2) Continue coaching and feedback cycles, and identify teachers in need of additional support based on cycle 1 data (Title I SW Elements: 2.2,2.4,2.5) (Strategic Priorities: 2,4) (ESF: 1,1.1)	Instructional Leadership Team	Ongoing		Criteria: Observation tracker, Coaching and Feedback form 01/21/21 - On Track 10/06/20 - On Track
8. (C2) Start Leverage Leadership book study with campus leaders (Title I SW Elements: 2.4,2.5) (Strategic Priorities: 1,4) (ESF: 1,1.1)	CLT	December - February		Criteria: Book study presentations 03/29/21 - Completed 01/21/21 - Significant Progress

Andrews Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/06/20 - Some Progress 10/06/20 - Pending
9. (C2) Principal continues learning walks with campus leadership to calibrate on the coaching and feedback cycle for in person learning (Title I SW Elements: 2.2,2.4) (Strategic Priorities: 2,4) (ESF: 1,1.1)	Principal	Ongoing		Criteria: Observation forms, Leadership team reflection from Learning Walk 01/21/21 - Some Progress 10/06/20 - Some Progress
10. (C2) Administer district survey to check in on status of campus leadership (Title I SW Elements: 1.1,2.2,2.4) (Strategic Priorities: 1) (ESF: 1,1.1)	Assistant Principal, Principal	January		Criteria: Survey data 03/29/21 - Completed 01/21/21 - Some Progress 10/06/20 - Some Progress
11. (C2) Analyze cycle 1 observation data and present just in time PD to staff (Title I SW Elements: 1.1,2.2,2.5) (Strategic Priorities: 1,4) (ESF: 1,1.1)	CLT	January		Criteria: PD Presentation 01/21/21 - Completed 10/06/20 - Some Progress 10/06/20 - No Progress
12. (C2) Attend results coaching with district personnel (Title I SW Elements: 2.4) (ESF: 1,1.1)	CLT	January		Criteria: PD Presentation 01/21/21 - Completed 10/06/20 - Some Progress
13. (C3) Continue coaching and feedback cycles with a focus on interventions of students (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 1,1.1)	CLT	Ongoing		Criteria: Observation tracker 04/15/21 - Significant Progress 10/06/20 - Some Progress
14. (C3) Complete leverage leadership and culturally responsive teaching book studies (Title I SW Elements: 2.4,2.5) (Strategic Priorities: 4) (ESF: 1,1.1,5,5.1)	Assistant Principal, CLT	April		Criteria: Book study presentations 05/27/21 - Completed (S) 10/06/20 - Some Progress
15. (C3) Administer end of year measuring stick survey (Title I SW Elements: 1.1) (Strategic Priorities: 1) (ESF: 1,1.1)	Principal	May		Criteria: Survey data 06/01/21 - Completed 10/06/20 - No Progress 10/06/20 - No Progress

Andrews Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. (C3) Conduct end of year one on one meetings with leadership team (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1) (ESF: 1,1.1)	Principal	May		Criteria: Meeting dates 06/01/21 - Completed 10/06/20 - No Progress

Andrews Elementary 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
1. (C1) Create newsletter that includes exemplars that promote teacher excellence and positive school culture in the virtual environment (Title I SW Elements: 2.2,2.3) (Strategic Priorities: 4) (ESF: 3,5,5.1)	Community School Facilitator, Instructional Specialists/Coaches, Parent Support Specialist	Monthly		Criteria: Newsletter 12/07/20 - Completed 11/12/20 - On Track 10/06/20 - Completed
2. (C1) Provide training for teachers on formative assessment to promote student engagement in the virtual setting (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 1,1.1,5,5.1)	Principal	September		Criteria: Training presentation 11/12/20 - Completed 10/06/20 - On Track
3. (C1) Provide feedback to teachers as they present lessons on Fridays before the upcoming lessons. (Title I SW Elements: 2.4,2.5) (Strategic Priorities: 4) (ESF: 1,1.1,5,5.1)	Administrative Team, CLT	Ongoing		Criteria: Friday review notes/feedback 11/12/20 - On Track 10/06/20 - On Track
4. (C1) Create and implement simplified lesson plan template that follows Blend blueprint (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 4) (ESF: 1,1.1,5,5.1)	Instructional Coaches	September		Criteria: Simplified lesson plan template 11/12/20 - Completed 10/06/20 - Completed
5. (C1) Start book study on Culturally Responsive Teaching and the Brain (Title I SW Elements: 1.1,2.4) (Strategic Priorities: 4) (ESF: 1,1.1,5,5.1)	Assistant Principal, CLT	October-November		Criteria: Book study presentation 11/12/20 - On Track 10/06/20 - On Track
6. (C2) Modify lesson plan template (Title I SW Elements: 2.5) (ESF: 5,5.1)	Instructional Coaches	December		Criteria: Lesson plan template 03/29/21 - Completed 01/21/21 - On Track 10/06/20 - On Track
7. (C2) Continue newsletter that includes exemplars that promote teacher excellence and positive school culture (Title I SW Elements: 2.2) (Strategic Priorities: 4) (ESF: 1,1.1,5,5.1)	Instructional Specialists/Coaches	Ongoing		Criteria: Newsletter 01/21/21 - On Track 10/06/20 - On Track

Andrews Elementary 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
8. (C2) Provide training for teachers on formative assessment and differentiation strategies to promote student engagement in the classroom setting (Title I SW Elements: 1.1,2.5) (Strategic Priorities: 4) (ESF: 5,5.1)	CST Chair, Principal	January		Criteria: Training presentation 01/21/21 - Completed 10/06/20 - On Track
9. (C2) Provide feedback to teachers as they present lessons on Fridays before the upcoming lessons. (Title I SW Elements: 2.2,2.5) (ESF: 5,5.1)	CLT	Ongoing		Criteria: Lesson plan feedback 01/21/21 - Significant Progress 10/06/20 - On Track
10. (C2) Provide opportunities for teacher leaders to present PD to staff (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 5,5.1)	CLT	January		Criteria: Teacher presentations 03/29/21 - Completed 01/21/21 - On Track 10/06/20 - Some Progress
11. (C2) Continue and finish book study on Culturally Responsive Teaching and the Brain (Title I SW Elements: 2.4) (Strategic Priorities: 4) (ESF: 5,5.1)	Assistant Principal, CLT	February		Criteria: Book study presentation 03/29/21 - On Track 01/21/21 - On Track 10/06/20 - On Track
12. (C3) Continue and adjust intervention groups as needed (Title I SW Elements: 1.1,2.5) (ESF: 5,5.1)	Instructional Coaches	March		Criteria: Intervention listings 05/27/21 - Completed 04/15/21 - On Track 10/06/20 - On Track
13. (C3) Analyze cycle 2 observation data and present just in time PD to staff (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 5,5.1)	CLT	March		Criteria: Just in time PD 05/27/21 - On Track 10/06/20 - No Progress
14. (C3) Continue and adjust intervention lessons for students (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 5,5.1)	Instructional Coaches	Ongoing		Criteria: Intervention lessons 04/15/21 - On Track 10/06/20 - On Track
15. (C3) Teachers will continue to provide PD to each other on formative assessment and	Team Leaders	March-April		Criteria: Teacher presentations

Andrews Elementary 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
differentiation to promote student engagement in the classroom setting (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 5,5.1)				05/27/21 - Completed 10/06/20 - No Progress
16. (C3) Continue to provide feedback to teachers as they present lessons on Fridays before the upcoming lessons. (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 5,5.1)	Principal	Ongoing		Criteria: Lesson feedback 05/27/21 - Completed 04/15/21 - On Track 10/06/20 - On Track

Andrews Elementary School

Goal 3. (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	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

Andrews Elementary School

Goal 3. (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) (Strategic Priorities: 1,2,4) (ESF: 1.1,5.1)				
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		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
Perez, Larry	Assistant Principal
Verkerk, Nicole	Reading Specialist
Sandoval, Monica	Math Specialist
Alvarez, Mary	DCSI
Vallejo, Diana	Principal
Brown, Daniel	Central Office
Galvez-Perez, Blanca	3rd grade DL Teacher
Garcia, Lavinia	ECSE DL Teacher

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability 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	58	Map Growth	69	36%	District Interim	69	38%	Map Growth	69	69	
		All	All	Reading	Meets	STAAR	17	Map Growth	34	16%	District Interim	34	11%	Map Growth	34	34	
		All	All	Reading	Masters	STAAR	6	Map Growth	12	3%	District Interim	12	2%	Map Growth	12	12	
		All	All	Mathematics	Approaches	STAAR	64	Map Growth	75	20%	District Interim	75	41%	Map Growth	75	75	
		All	All	Mathematics	Meets	STAAR	27	Map Growth	44	10%	District Interim	44	17%	Map Growth	44	44	
		All	All	Mathematics	Masters	STAAR	12	Map Growth	18	4%	District Interim	18	9%	Map Growth	18	18	
		All	All	Science	Approaches	STAAR	54	Campus Assessment	65	28%	District Interim	65	26%	Map Growth	65	65	
		All	All	Science	Meets	STAAR	29	Campus Assessment	46	11%	District Interim	46	3%	Map Growth	46	46	
		All	All	Science	Masters	STAAR	9	Campus Assessment	15	3%	District Interim	15	0%	Map Growth	15	15	
		All	All	Social Studies	Approaches	STAAR	NA	NA	NA	NA	District Interim	NA	NA	Map Growth	NA	NA	
		All	All	Social Studies	Meets	STAAR	NA	NA	NA	NA	District Interim	NA	NA	Map Growth	NA	NA	
		All	All	Social Studies	Masters	STAAR	NA	NA	NA	NA	District Interim	NA	NA	Map Growth	NA	NA	
		All	All	Writing	Approaches	STAAR	44	Campus Assessment - Editing Only	55	51%	District Interim	55	18%	Map Growth	55	55	
All	All	Writing	Meets	STAAR	20	Campus Assessment - Editing Only	37	23%	District Interim	37	0%	Map Growth	37	37			
All	All	Writing	Masters	STAAR	7	Campus Assessment - Editing Only	13	3%	District Interim	13	0%	Map Growth	13	13			
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	ECD	Mathematics	Meets	STAAR	27	Map Growth	36	10%	District Interim	36	16%	Map Growth	36	36	
		All	ECD	Reading	Meets	STAAR	15	Map Growth	33	16%	District Interim	33	11%	Map Growth	33	33	
3. Domain 3 Focus 2	Focus 2 Components Student Success	All	ECD	ALL	ALL	STAAR	29	Map Growth	38	16%	District Interim	38	17%	Map Growth	38	38	
		All	HIS	ALL	ALL	STAAR	30	Map Growth	41	17%	District Interim	41	19%	Map Growth	41	41	
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	25	Map Growth	36	15%	District Interim	36	13%	Map Growth	36	36	