

# Govalle Elementary School

## Campus Improvement Plan

### 2020/2021

*Includes Targeted Improvement Plan*



**GOVALLE**  
ELEMENTARY SCHOOL  
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/12/2021

### **Campus Mission**

At Govalle Elementary, we unite and develop compassionate and respectful citizens by providing engaging and collaborative opportunities to cultivate the academic perseverance, character development and 21st century problem solving skills necessary for students to positively contribute to the world around us.

### **Campus Vision**

Empowering our community to show compassion,  
respect diversity, and inspire innovation.  
We are Govalle!

### **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](http://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)

# TIP Assurances

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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**

Mary Alvarez

**Date**

10/20/2020

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**

Paula Reyes

**Date**

10/20/2020

## Prioritized Focus Area #1

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### Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

#### Rationale

This year Govalle has a new instructional team that consists of 2 administrators, 1 librarian and 6 instructional support staff. Most of the team is new to their role and it will be necessary to dedicate time and strategies to effectively develop their capacity to work with teachers to positively impact student achievement.

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

The campus will partner with the Austin ISD Center for Professional learning to obtain recommendations for a book study, modules and cohort participation.

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

Campus staff will have an opportunity to provide input as leadership roles and responsibilities are defined. Final leadership roles and responsibilities will be shared during a staff meeting, CAC meeting and PTA meeting.

#### Desired Annual Outcome

Instructional team members will observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, all on a weekly basis.

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

The instructional team is observing teacher instruction, debriefing observations, reviewing lesson plans, and providing teachers bite-size, high-leverage feedback at least once each month.

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

The instructional team is observing teacher instruction, debriefing observations, reviewing lesson plans, and providing teachers bite-size, high-leverage feedback at least twice each month.

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

The instructional team is observing teacher instruction, debriefing observations, reviewing lesson plans, and providing teachers bite-size, high-leverage feedback at least 3 times each 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

Lack of consistent schedules for instructional team due to the lack of substitutes. Instructional team members are being used to fill staff absences on a daily basis. Challenges around shifting roles of instructional team and new responsibilities. Building capacity in the instructional team regarding observation/debrief cycle and lesson plan review.

#### Barriers to Address: Cycle 1 (Sept-Nov)

Identifying a common meeting time for instructional team to meet. Due to COVID safety protocols we are unable to combine classes during a staff absence and must use instructional team members to cover classrooms.

#### Barriers to Address: Cycle 2 (Dec-Feb)

Balancing instructional team schedules to support teachers, provide interventions for students and complete tasks associated with Middle of the Year assessments.

#### Barriers to Address: Cycle 3 (March-May)

End of the year assessment dates require instructional team to help administer assessments and modify their schedule which may decrease the amount of time available for observations and feedback sessions.

#### 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, then the result will be a positive campus culture

and improved student learning outcomes.

**District Actions: Cycle 1 (Sept-Nov)**

Austin ISD Center for professional learning will provide a list of recommended books and modules to facilitate professional learning on the coaching cycle.

**District Actions: Cycle 2 (Dec-Feb)**

Hire and train more suitable substitutes to ensure limited disruptions to instructional team schedules.

**District Actions: Cycle 3 (March-May)**

District will consider providing a wider window for EOY assessments to decrease the impact on observation and feedback cycles with teachers.

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

# Prioritized Focus Area #2

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## Prioritized Focus Area #2

5.3 Data-driven instruction.

### Rationale

It is imperative that given our current situation with COVID-19, teachers use all available data to make instructional decisions that result in improved student learning outcomes.

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

The campus will facilitate data meetings for grade level teams to review common assessments and district MOY results. We will utilize the district data day templates and agendas to facilitate data meetings.

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

Middle of the Year assessment data will be reviewed during a staff meeting and with the CAC. Teachers will help students develop ownership of their learning by facilitating goal setting conferences, using data tracking sheets and celebrating academic progress.

### Desired Annual Outcome

3rd-5th grade teachers will facilitate bi-weekly student conferences to review assessment data, set measureable and attainable goals and monitor their progress.

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

All 3rd-5th grade teachers will create a data folder for each student that includes progress monitoring graphs for each STAAR tested subject.

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

All 3rd-5th grade teachers will facilitate student conferences to review data and monitor progress once per month.

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

All 3rd-5th grade teachers will facilitate student conferences to review data and monitor progress bi-weekly.

### 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

Reliability of assessments administered online for remote learners. Developing an electronic system to help remote learners track their progress digitally.

### Barriers to Address: Cycle 1 (Sept-Nov)

Establish test administration protocols for remote and face to face learners.

### Barriers to Address: Cycle 2 (Dec-Feb)

Due to COVID-19 we have no pre-established system to help students track data digitally, especially those working remotely.

### Barriers to Address: Cycle 3 (March-May)

Interruptions to the instructional day due to scheduled EOY assessments and campus EOY activities.

### 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, then the result will be a positive campus culture and improved student learning outcomes.

### District Actions: Cycle 1 (Sept-Nov)

District will provide guidelines for face to face and remote assessments.

### District Actions: Cycle 2 (Dec-Feb)

District will provide suggestions and professional learning regarding digital data tracking for students.

### District Actions: Cycle 3 (March-May)

District will consider providing a wider window for EOY assessments to decrease the impact on observation and feedback cycles with teachers.

**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*

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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?**

We did not completely meet our 90-day outcome for Priority Focus Area #1. The instructional team has been informally observing teachers, providing feedback and attending planning sessions to support teachers during planning. They have not been able to participate in the coaching cycle professional learning that will help them effectively debrief observations and provide bite-sized high leverage feedback. We were not able to schedule professional learning and meet regularly due to a variety of circumstances that affected the availability of the instructional team. We had to hire one team member due to a resignation related to COVID-19 concerns. A second instructional specialist was on leave due to a health emergency. A third instructional specialist was placed in a 4th grade classroom due to the resignation of a teacher due to COVID-19 concerns. We did not meet our 90-day outcome for Priority Focus Area #2. We have the student graphs to track student progress and need to train 3rd-5th grade teachers on expectations regarding the folders. We have also been working with teachers on the most effective way to share progress-monitoring graphs with remote students.

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

**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?**

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

## *Reflection and Planning for Next 90-Day Cycle*

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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?**

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

**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?**

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

## *Reflection and Planning for Next 90-Day Cycle*

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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?**

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

**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?**

## **End of Year Reflection - due June 4**

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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?**

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

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

In 2019, English Language learners met both Reading and Math targets for academic achievement on the state accountability system. In addition, they also met the TELPAS Progress target for English Language Proficiency. English Language Learners are out performing all other student groups on STAAR Reading and Math.

### Student Achievement Weaknesses

In 2019, Govalle dropped from a "B" to a "C" in the progress measure on the state accountability system. In addition, the "All" student group and "Economically Disadvantaged" student group did not meet the target for academic achievement in Reading and Math.

### Student Achievement Needs

The campus needs to increase the number of "All" and "Economically Disadvantaged" students achieving Meets on the STAAR Reading and Math.

### Student Achievement Summary

Grade level teams need to collaborate and discuss instructional practices that are proving successful with Emergent Bilinguals. English only teachers must incorporate engaging high yield strategies to maximize instructional time. A growth mindset framework coupled with an effective progress monitoring system will lead to student academic progress.

## 2020-21 Campus and Targeted Improvement Plan Checklist: Govalle (116)

**Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.**

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
<b>2019 State Accountability Ratings</b>							
State Overall Scaled Score	TEA	85	73	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	64	59	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	90	72	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	72	65	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	74	74	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
<b>2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.</b>							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	66	60	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	44	38	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	54	52	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	49	49	No Data		GPM 1.4	
3 <sup>rd</sup> grade Reading % Meets Grade Lvl	All Students	STAAR	26	17	No Data	21	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	<1	*	No Data	N/A	
	Hispanic	STAAR	25	18	No Data	22	
	White	STAAR	*	-	No Data	N/A	
	Asian	STAAR	-	-	No Data	N/A	
	Two or More Races	STAAR	*	-	No Data	N/A	
	Special Education	STAAR	7	0	No Data	5	
	Economically Disadvantaged	STAAR	27	18	No Data	22	
3 <sup>rd</sup> grade Math % Meets Grade Lvl	All Students	STAAR	40	29	No Data	32	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	<1	*	No Data	N/A	
	Hispanic	STAAR	42	32	No Data	35	
	White	STAAR	*	-	No Data	N/A	
	Asian	STAAR	-	-	No Data	N/A	
	Two or More Races	STAAR	*	-	No Data	N/A	
	Special Education	STAAR	21	25	No Data	28	
	Economically Disadvantaged	STAAR	42	31	No Data	34	
English Learners	STAAR	56	21	No Data	24		
Domain 3 Reading Academic Achievement targets missed	STAAR	All, Hisp, ECD	All, Hisp, SpEd, ECD	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and	

## 2020-21 Campus and Targeted Improvement Plan Checklist: Govalle (116)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Math Academic Achievement targets missed	STAAR	All	All, Hisp, SpEd, ECD	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Reading Growth targets missed	STAAR	none	none	No Data	none	
Domain 3 Math Growth targets missed	STAAR	none	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	34	51	No Data	>36	Required if < 36
<b>2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.</b>						
Campus SEL implementation survey score	SEL Survey	63	58	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
<b>2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.</b>						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	12.5	10.4	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	10.2	11.5	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	72	84	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	4	4	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Recognized	Recognized	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

## 2020-21 Campus and Targeted Improvement Plan Checklist: Govalle (116)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	72	79	95
Principal Leadership (% favorable responses)*	TELL	78	84	93
There is an atmosphere of mutual trust and respect.	TELL	77	80	96
The faculty and leadership have a shared vision.	TELL	71	76	95
Overall, my school is a good place to work and learn.	TELL	85	85	100
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	69
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	81
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	56
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	90
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	95
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	95
I feel safe at my school.	Student Climate Survey	87	92	78
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	71	70	82
Managing Student Conduct subscale (% favorable responses)*	TELL	71	74	91
Students at this school follow rules of conduct.	TELL	55	61	89
Attendance rate (all students, grades 1-12)	PEIMS	94.5%	95.7%	As of 3/12/20: 95.2%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =0%, Cardio =-4%, Curl Ups =6%, Push Ups =-8%, Sit & Reach =-16%, Trunk Lift =-10%	BMI =-3%, Cardio =-5%, Curl Ups =-17%, Push Ups =-13%, Sit & Reach =2%, Trunk Lift =-4%	No Data

\*Subscale items have changed since 2018-19.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

The Student Climate survey at Govalle for the 19-20 school year indicates:

- a 20% increase in the students who feel classmates show respect to other students who are different (67% to 87%)
- a 14% increase in the students who report it is easy to talk to adults at their school about problems (71% to 85%)
- a 15% increase in the students who feel if they get angry with a classmate, they can talk about it and make it better (58% to 73%)

### School Culture and Climate Weaknesses

The Student Climate survey at Govalle for the 19-20 school year indicates:

- a 14% drop in the percent of students who feel safe at school (92% to 78%)
- 70% of students report they want to go to college

### School Culture and Climate Needs

- Increase the number of students who want to go to college
- Create college awareness throughout the school
- Create a school environment that is safe, nurturing and inclusive

### School Culture and Climate Summary

We have seen an increase in the indicators directly related to SEL as many of our strategies have been focused on building relationships among students, teachers and community members. These strategies have led to positive changes in how students feel about their classmates and the adults at school. We will continue to work on increasing the percent of students who want to go to college by integrating college awareness activities. In addition, we will need to identify the causal factors for why students do not feel safe at school in order to create a safe school environment for students.

## Curriculum, Instruction and Assessment

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths

The 2020 TELL survey indicates 100% of staff agree that they participate with a group of colleagues to plan lessons and units together. Grade level teams collaboratively plan after-school on Wednesday's with an instructional team member. Teams incorporate the 9 box elements when planning and developing lessons and Blend courses. Teachers utilize the district provided resources to guide instruction.

## Curriculum, Instruction and Assessment Weaknesses

The 2020 TELL Survey indicates that only 69% of teachers agree that they collaborate with colleagues to set learning goals for a group of students. The survey also indicates 56% of staff feel they discuss their teams professional learning needs and goals at least once monthly.

## Curriculum, Instruction and Assessment Needs

In order for teachers to set reasonable goals for students they must understand the state accountability system. Teacher's need an opportunity to self-reflect on their strengths and weaknesses and create a plan for professional learning that addresses both student and teacher needs.

## Curriculum, Instruction and Assessment Summary

According to the data teachers agree they collaborate and plan with their grade level teams. However, the data indicates teachers do not feel they have time to set goals for students or for their professional learning. In order to set goals for students, each grade level team needs to understand the state accountability rating system and score card indicators for our district. We need to establish a system for creating grade level goals, communicating them to stakeholders and providing opportunities for grade level teams to progress monitor their goals and plan professional learning accordingly.



# Comprehensive Needs Assessment Data Sources

MOY disaggregated by grade, subj., & stud. grp.

# SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$401,076)			

# Govalle 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. Establish clear and transparent roles and responsibilities. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Principal	November 2020		Criteria: Roles and responsibilities document  01/19/21 - Completed
2. Schedule weekly team meetings to: share progress from PLCs, identify trends from walkthroughs, and analyze data from common assessments and benchmarks. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal, Campus Leadership Team, Principal	November 2020 - May 2021		Criteria: Leadership Team Interactive Agendas  05/24/21 - On Track 01/19/21 - On Track 01/19/21 - Some Progress
3. Build capacity of the campus instructional team by providing professional development that addresses the state accountability system, literacy development and best practices for the observation and feedback cycle. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1,2)	Administrators	November 2020		Criteria: Instructional team BLEND module  01/19/21 - On Track 01/19/21 - Pending 01/19/21 - On Track
4. Build capacity and calibrate by participating in campus learning walks with the instructional team. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators	December 2020		Criteria: Calendar invites and debrief notes for each learning walk.  01/19/21 - Significant Progress
5. Facilitate a book study focused on instructional coaching to improve teaching and learning. (Title I SW Elements: 2.4,2.5,2.6) (Strategic Priorities: 1)	Administrators	January 2021		Criteria: Completed BLEND Module  01/19/21 - Significant Progress

# Govalle 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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Track progress on interim assessments and maintain data folder. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Staff, Students	November 2020 - ongoing		Criteria: Student Data Folders 05/24/21 - Significant Progress (S)
2. Conduct individual 3rd, 4th & 5th student conferences to set measurable goals and progress monitor. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Administrators	1 Fall,1 Spring/ student		Criteria: Data Conference Forms 05/24/21 - Some Progress (S)
3. Facilitate Data Days to provide teachers opportunities to respond to data trends and create plans to reteach. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Team	January 2021		Criteria: Data day agendas and intervention planning forms 05/24/21 - Completed (S)

# Govalle 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 2.** (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. Create and maintain an organized binder in Reading for 3rd-5th. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3)	AVID Team, Teachers	January 2021	(F)Title 1, Part A - \$1,000	Criteria: One organized binder per 3rd-5th grade student.

# Govalle Elementary 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. Create college themed bulletin boards. (Title I SW Elements: 2.3,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 2,4)	AVID Team	December 2020		Criteria: College Themed Bulletin Boards on display 05/24/21 - Completed (S)
2. Facilitate a College Fair which also includes vocational school representatives and a parent information session. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4)	Counselor	March 2021		Criteria: college boards, event flyer, photos
3. Organize Career Day and ensure presenters share their educational background. (Title I SW Elements: 2.6) (Target Group: All,ECD) (Strategic Priorities: 4)	Counselor	May 2021		Criteria: photos, sign in sheet, event flyer

# Govalle Elementary School

**Goal 4.** (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. Host a parent information session to define the Gifted and Talented Program and provide information regarding the nomination and selection process. (Title I SW Elements: 1.1,2.3,2.6) (Target Group: All,AA) (Strategic Priorities: 4)	GT Advocate	December 2020		Criteria: Agenda and Sign-In Sheet for Meeting

# Govalle Elementary School

**Goal 5.** (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
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
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
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
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



# Govalle Elementary School

**Goal 5.** (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
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
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
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet
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

## SY 20-21 CIP Developers List

Name	Position
Canlas, Natasha	Assistant Principal
Jaeger, Henry	Bil Sped Teacher
Gehrman, Amber	Parent
Tovar, Vincent	Parent
Perez, Dolores	Parent Support Specialist
Hart, Vanessa	Teacher
Offermann, Annegien	Teacher
Tovar, Ruth	Parent
Alvirez, Mary	Principal Supevisor
Reyes, Paula	Principal
Cruz, Ruby	CAC Co-Chair, Parent
Clemens, Diana	CAC Co-Chair, Teacher

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	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	70		MapGrowth Reading	77		MOY	77		MapGrowth Reading	77		77
		All	All	Reading	Meets	STAAR	33		MapGrowth Reading	46		MOY	46		MapGrowth Reading	46		46
		All	All	Reading	Masters	STAAR	15		MapGrowth Reading	18		MOY	18		MapGrowth Reading	18		18
		All	All	Mathematics	Approaches	STAAR	65		MapGrowth Math	75		MOY	75		MapGrowth Math	75		75
		All	All	Mathematics	Meets	STAAR	23		MapGrowth Math	45		MOY	45		MapGrowth Math	45		45
		All	All	Mathematics	Masters	STAAR	7		MapGrowth Math	20		MOY	20		MapGrowth Math	20		20
		All	All	Science	Approaches	STAAR	48		Campus Assessment	75		MOY	75		Campus Assessment	75		75
		All	All	Science	Meets	STAAR	22		Campus Assessment	45		MOY	45		Campus Assessment	45		45
		All	All	Science	Masters	STAAR	7		Campus Assessment	20		MOY	20		Campus Assessment	20		20
		All	All	Social Studies	Approaches	STAAR	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
		All	All	Social Studies	Meets	STAAR	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
		All	All	Social Studies	Masters	STAAR	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
		All	All	Writing	Approaches	STAAR	52		Campus Assessment	70		MOY	70		Campus Assessment	70		70
All	All	Writing	Meets	STAAR	15		Campus Assessment	50		MOY	50		Campus Assessment	50		50		
All	All	Writing	Masters	STAAR	2		Campus Assessment	20		MOY	20		Campus Assessment	20		20		
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	ECD	Reading	Meets	STAAR	22		MapGrowth Reading	34		MOY	34		MapGrowth Reading	34		34
		All	All	Mathematics	Meets	STAAR	35		MapGrowth Math	47		MOY	47		MapGrowth Math	47		47
3. Domain 3 Focus 2	Focus 2 Components Student Success	All	All	All	App, Meet & Masters	STAAR	34		Fall Benchmarks	47		MOY	47		Fall Benchmarks	47		47
		All	ECD	All	App, Meet & Masters	STAAR	32		Fall Benchmarks	38		MOY	38		Fall Benchmarks	38		38
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	51		Campus Assessment	54		MOY	54		Campus Assessment	54		54



## TITLE I COMPLIANCE PACKET

2020-2021

Principal Confirmation

Documents due- October 30, 2020

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals*. (Sign and attach the form.)
- 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 stationary.)
- 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.)
- 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, 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.**)
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- Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. (Alternatively CIP Developers List in PlanWorks may be used.)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

Giovanna Elementary

Campus Name

Prayer

Principal's Signature

11/2/20

Date

