Harris Elementary School

Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan
Includes Target Utilization Plan

We are Thomas G. Harris
We are Honest Achievers Respectful Responsible Inspirational Successful
We are Thomas G. Harris Go BULLDOG!

HARRIS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Zoila Cardenas

1711 Wheless Lane

512-414-2085

zoila.cardenas@austinisd.org

Date Reviewed: Date Approved:

Campus Mission
Thomas G. Harris, ECP is a learning community where everyone is empowered for excellence.

Campus Values
We are kind to everyone we meet,
smart, and strong, and cool!
We are:
Honest
Achievers
Respectful
Responsible
Inspirational and
Successful
Bulldogs work hard every single day!

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

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

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

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

Instructions for Campuses

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

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th
All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th
#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

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

Ms. Betty Jenkins

Date

9/30/2020

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. Zoila Cardenas

Date

9/30/2020

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.
The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).
1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

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

Lever 1: Strong School Leadership and Planning
   The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers
   The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture
   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, 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 progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be improved campus culture and student learning outcomes.

TIP Foundations

Prioritized Focus Area #1

Prioritized Focus Area #1

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale

Based on the 2018-19 STAAR results, increases are needed in the percentage of students to attain the Meets level. 2018-19 results indicate student All Students, and subgroups: Hispanic, ECD and ELL did not meet the state target of 48% Meets for Reading, and 52% Meets for Math. Additionally, not All students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 4.1 was identified as a lever in which systems are needed so that curriculum and assessments are aligned to TEKS with a year-long scope and sequence.   The curriculum additionally needs to be aligned between grade levels and among grade level classrooms for consistent implementation across the campus. Although some level of implementation may have existed, follow-through from the level of implementation, to monitoring, and accountability were not consistent. Based on 2018-19 results, development and implementation of curriculum systems were initiated for the 2019-20 school year and improvements were made, however, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Hence, this lever has been selected for continuous improvement working toward a level of full implementation in which curriculum artifacts will be collected.

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

CLT will guide teacher planning and lesson plan development which includes clear objectives, opening activities, time allotments that indicate time spent on each step of the lesson and aligned to the language of instruction chart.

Establish and share primary and intermediate instructional expectations for reading, writing, math, and science & TELPAS (includes protected time and agreed upon resources for teaching of the English language during their instructional block). Communicate and review the expectations during staff meetings and weekly communication.

A professional development schedule will be developed for SY 20- 21 that is aligned to the Language of Instruction campus plan, teachers' needs, and grade-level needs.

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

The community will be invited to a Campus Advisory Council meeting in which the TIP plan will be reviewed and input will be solicited.

Additionally, a PTA meeting with staff team members present will be organized to present the TIP plan.

CAC and PTA will be provided with progress updates during each cycle.

For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.

Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.

Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used, but not limited, may include, collaborative circle talks & reflection, Padlets, Q & A forums on google documents.

Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly for students & staff; videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.

Desired Annual Outcome

ALL students (grades 3-5) will increase 29 percentage points from 21% Meets (2019 Reading STAAR) to 50% at or above "Meets" grade level in 2021 Reading STAAR. ALL students (grades 3-5) will increase 29 percentage points from 23% (2019 Math STAAR) to 52% at or above "Meets" grade level in 2021 Math STAAR. English Learners at "Advanced High or made one year of Composite Progress" will increase from 30% (2019 TELPAS) to >36% on 2021 TELPAS.

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

50% of ALL students (grades 3-5) will perform at or above "Meets" grade level on 1st 9-weeks Reading assessment. (Data on DMAC.) 50% of ALL students (grades 3-5) will perform at or above "Meets" grade level on 1st 9-weeks Math assessment. (Data on DMAC.) Use campus created language proficiency tool to collect baseline data.

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

50% of ALL students (grades 3-5) will perform at or above "Meets" grade level on MoY I Reading benchmark. (Data on DMAC) 50% of ALL students (grades 3-5) will perform at or above "Meets" grade level Moy I Math assessment. (Data on DMAC.)

Desired 90-day Outcome: Cycle 3 (March-May)
50% of ALL students (grades 3-5) will perform at or above "Meets" grade level on Reading and Math DMAC TEA Interim Assessment (taught material items). (Data on DMAC).

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
50% of ALL students (grades 3-5) will perform at or above "Meets" grade level on Reading and Math DMAC TEA Interim Assessment (taught material items). (Data on DMAC).

Barriers to Address During the Year
Balancing curriculum and work management from remote learning for the first 4 week start of the school year (September) to the phase in On- campus learning, next 4 weeks (October), and the continuation of both for the continuation of the 2020-2021 school year. Additionally there is a mindset barrier on the effective administration of progress monitoring assessment and interventions that administered for the remote learners. Other barriers also include, a new principal, and several new staff members, along with the uncertainty of COVID occurrences.

Barriers to Address: Cycle 1 (Sept-Nov)
Time management due to BOY activities related to implementing multiple formats of instruction this cycle due to COVID-19. Mindset challenges around shifting roles of staff members; inability to hire 2 vacant intervention positions and losing a 3rd interventionist in October.

Barriers to Address: Cycle 2 (Dec-Feb)
Time management due to MOY activities (Benchmark testing and analysis, extra-curricular activities). Possible continuation of vacant positions.

Barriers to Address: Cycle 3 (March-May)
Time management due to EOY activities (Benchmark testing and analysis, Logistics of STAAR testing, extra-curricular activities). Ensuring the investment in lesson plan feedback and classroom observation cycles remains high at this point in the year.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Time management due to EOY activities (Benchmark testing and analysis, Logistics of STAAR testing, extra-curricular activities). Ensuring the investment in lesson plan feedback and classroom observation cycles remains high at this point in the year.

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, 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 progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be improved campus culture and student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)
The District has provided Coaching for Results training for principals. The District purchased Data Management for Assessment and Curriculum Solutions (DMAC), which supports campuses in analyzing student achievement data to inform instruction and intervention, as well as TIP development through the use of Plan Works. The DCSI will conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The District has assigned an Executive Director to provide coaching visits, feedback and follow-up aligned to the Leadership Framework Competencies: Instructional Leader, Culture Builder, Talent Developer, Executive Leader. The principal will also receive support with targeted professional development aligned to identified areas of need - especially data analysis and formative assessment; Receive weekly newsletter focused on leadership, district initiatives, instructional systems; Attend ad hoc special trainings aligned to identified areas of need – consider Domains of concern; Conduct a deep data dig (principal and campus instructional leadership team collaborating with executive director) to determine systemic root causes of academic identified areas of need – focus on Domains of concern; Collaboratively develop and monitor instructional expectations by content area; Monitor and support implementation of the Culture and Climate Plan; Facilitate coaching conversations specific to cultural proficiency and inclusiveness.

District Actions: Cycle 2 (Dec-Feb)
The DCSI will continue to conduct classroom observations with the campus principal and/or assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI and coordinator from the Office of Campus and District Accountability will assist the principal and campus instructional leadership team in analyzing the Middle-of-Year Benchmark data, including by student group, and in developing an action plan in response to it. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey.

District Actions: Cycle 3 (March-May)
The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional

leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

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

The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Based on the 2018-19 STAAR results, increases are needed in the percentage of students to attain the Meets level. 2018-19 results indicate student All Students, and subgroups: Hispanic, ECD and ELL did not meet the state target of 48% Meets for Reading, and 52% Meets for Math. Additionally, not All students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 5.3 was identified as the lever in which systems needed to be aligned between grade levels and among grade level classrooms for consistent implementation across the campus. Although some level of implementation may have existed, follow-through from the level of implementation, to monitoring, and accountability were not consistent. Based on 2018-19 results, development and implementation of data tracking systems were initiated for the 2019-20 school year and improvements were made, however, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Hence, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected.

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

Systems being implemented for data driven instruction and overall instructional effectiveness, will require professional learning for all personnel, as well as introductory training for students and families. A schedule for professional learning will be developed, as well as an annual schedule for protected time to meet with the campus leadership team to review implementation of systems and provide feedback and/or adjustments to the action steps developed. For continuous building of capacity, student progress toward measurable goals will be visible in every classroom to foster ownership of learning. Teachers will be provided with the instructional supports they may need for continuous improvement and full implementation. Administrators will attend professional learning offered through Region 13 for the Effective Schools Framework and attend Cohort sessions provided by the Office of School Leadership. Student data tracking tools will be investigated, including the new to the district this year software platforms: MAP Growth, IXL, DreamBox and Imagine Learning.

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

The community will be invited to a Campus Advisory Council meeting in which the TIP plan will be reviewed and input will be solicited.

Additionally, a PTA meeting with staff team members present will be organized to present the TIP plan.

CAC and PTA will be provided with progress updates during each cycle.

For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.

Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.

Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used, but not limited, may include, collaborative circle talks & reflection, Padlets, Q & A forums on google documents.

Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly for students & staff; videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.

Students will be provided with "bite size" feedback and conferenced with regularly as a means for communication of their individual progress.

Desired Annual Outcome

ALL students (grades 3-5) will increase 29 percentage points from 21% Meets (2019 Reading STAAR) to 50% at or above "Meets" grade level in 2021 Reading STAAR. ALL students (grades 3-5) will increase 29 percentage points from 23% (2019 Math STAAR) to 52% at or above "Meets" grade level in 2021 Math STAAR. English Learners at "Advanced High or made one year of Composite Progress" will increase from 30% (2019 TELPAS) to >36% on 2021 TELPAS.

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

100% systems/protocols developed to address the needs of Levers 5 will be implemented and documented within the planned timeline. Systems developed for data tracking will be in the beginning phase of implementation, professional development will be completed, and students will be instructed on the use of a tracking tool. School leadership team will monitor the systems to ensure implementation is taking place consistently.

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

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals.

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

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals. At least 50% of students in 3rd-5th grade will demonstrate attainment of the STAAR meets level for Reading and Math. 100% of students will demonstrate attainment of their individual growth target.

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

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals. At least 50% of students in 3rd-5th grade will demonstrate attainment of the STAAR meets level for Reading and Math. 100% of students will demonstrate attainment of their individual growth target.

Barriers to Address During the Year

Balancing curriculum and work management from remote learning for the first 4 week start of the school year (September) to the phase in On- campus learning, next 4 weeks (October), and the continuation of both for the continuation of the 2020-2021 school year. Additionally there is a mindset barrier on the effective administration of progress monitoring assessment and interventions that administered for the remote learners. Other barriers also include, a new principal, and several new staff members, along with the uncertainty of COVID occurrences.

Barriers to Address: Cycle 1 (Sept-Nov)

Time management due to BOY activities related to implementing multiple formats of instruction this cycle due to COVID-19. Mindset challenges around shifting roles of staff members; inability to hire 2 vacant intervention positions and losing a 3rd interventionist in October.

Barriers to Address: Cycle 2 (Dec-Feb)

Time management due to MOY activities (Benchmark testing and analysis, extra-curricular activities). Possible continuation of vacant positions.

Barriers to Address: Cycle 3 (March-May)

Time management due to EOY activities (Benchmark testing and analysis, Logistics of STAAR testing, extra-curricular activities).Ensuring the investment in lesson plan feedback and classroom observation cycles remains high at this point in the year.

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

Time management due to EOY activities (Benchmark testing and analysis, Logistics of STAAR testing, extra-curricular activities).Ensuring the investment in lesson plan feedback and classroom observation cycles remains high at this point in the year.

District Commitment Theory of Action (ToA)

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District Actions: Cycle 1 (Sept-Nov)

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District Actions: Cycle 2 (Dec-Feb)

The DCSI will continue to conduct classroom observations with the campus principal and/or assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI and coordinator from the Office of Campus and District Accountability will assist the principal and campus instructional leadership team in analyzing the Middle-of-

Year Benchmark data, including by student group, and in developing an action plan in response to it. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey.

District Actions: Cycle 3 (March-May)

The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

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

The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

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. 100% systems/protocols developed to address the needs of focus Levers were implemented and documented within the planned timeline.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No, Due to circumstances created by the COVID, educational instruction has been on a learning curve to teach on-campus and remote learners simultaneously. Additionally, there has been inconsistent attendance with the remote learners to attend the synchronous instruction. Actions Steps: For Teachers: We will continue with our Book Study: The Blended Learning Blueprint. We will be having focus group collaborations during our Day of Innovation day, 1/5/20. For Students: Admin, PSS, and counselor will be hosting meetings with parents on the importance of consistent attendance, and strategies they can use at home. Principals coffee meetings scheduled (2 in English & 2 in Spanish)

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?
December 9, 2020 Met with Principal to review TIP Progress for Cycle 1.   Reviewed TIP HUB with evidence collected for Cycle 1. Ensured that the Public TIP meetings had taken place with announcement and CAC Meeting agenda attached in PlanWorks. The following barriers were identified for Cycle 2. Principal and Assistant Principal are having challenges finding time to be in the classrooms more due to 2 instructional specialist vacancies. Applicant pool is limited and the school has a need for bilingual instructional specialists. Adjustments being made: • Will be reviewing MAP Growth data with teachers to discuss instructional adjustments that need to be made to the Math and Reading Block. • Need to revise PLC agenda to add reflective questions and seeking evidence that shows teaching is being impactful or "moving forward" the learning of students.   • Other adjustments were included with the progress status notes in the TIP. • Harris has been selected to participate in the Early Career Support for the mentoring of new teachers. This is a new partnership between AISD and UT.

What new action steps do you need to add to the next cycle?
District Supports Requested: • Need a larger pool of qualified bilingual certified applicants. How can HR support this need? Are there currently individuals that can be re-assigned to a campus to fill a teacher vacancy or instructional specialist vacancy? • Provide additional training to teachers on how to use MAP Growth data to align to IXL, Imagine Learning, and Dreambox. • Need a special training for the MAP Resource and Teach TOOL Kit. Teachers need to learn how to use current data to set goals and align to the Learning Continuum offered within MAP Growth.   • Need MAP Growth practice assessments for students to familiarize themselves more with the program and different tools used within MAP. • IPads are a concern for MAP Growth assessment. The video camera is stopped automatically and teachers can't monitor students once the assessment begins. • Create a document to narrow the focus for teachers when looking at the MAP Growth reports, or have a key. For example, if you are looking for student RIT scores, run this report _____. If you are looking to align student instruction, run this report _____. • Assistance with filling of the Bilingual Cluster Specialist.

Cycle 2 (Dec-Feb) Report - due March 5
Reflection and Planning for Next 90-Day Cycle

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
No, Some students are still online for instruction due to COVID and were not able to receive individualized or small group instruction.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No, Some students are still online for instruction due to COVID and were not able to receive individualized or small group instruction. There was an interruption in academics from weather delay cancelations in the school calendar.

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?

Instructional Staff will review the Data, and make plans to adjust lesson plans and interventions for students; progress monitor student growth for each student.

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

Instructional Staff will create common assessments to progress monitor students weekly; after-school tutoring will be offered for extra support, the scope and sequence will be revised to include reteach and additional opportunities for student practice, have more intentionality when designating time for adjusting action plans in response to student data.

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

Reflection and Planning for Next 90-Day Cycle

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

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

No, Some students remained online for instruction due to COVID and were not able to receive individualized or small group instruction as needed.

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

No, Some students are still online for instruction due to COVID and were not able to receive individualized or small group instruction. Additionally, the interruption in the winter storm cancelations created a delay and shortened time frame in student 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?

Instructional Staff will review the Data, and make plans to adjust lesson plans and interventions for students for the 2021- 2022 school year; progress monitor student growth for each student.

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

Instructional Staff will create common assessments to progress monitor students weekly; after-school tutoring will be offered for extra support, the scope and sequence will be revised to include reteach and additional opportunities for student practice, have more intentionality when designating time for adjusting action plans in response to student data.

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?

No, due to circumstances created by COVID and the winter storm students did not receive optimal instruction; some students reamained remote learners and all were effected by shortened instructional days to the cancellations created by the winter storm.

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

No, due to circumstances created by COVID and the winter storm students did not receive optimal instruction; some students reamained remote learners and all were effected by shortened instructional days to the cancellations created by the winter storm.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

HARRIS EL earned a C (70-79) for acceptable
performance by serving many students.

Student Achievement Weaknesses

HARRIS EL earned an F (57) for Student Achievement. Based on the 2018-19 STAAR results, increases are needed in the percentage of students to attain the Meets level.
2018-19 results indicate student All Students, and subgroups: Hispanic, ECD and ELL did not meet the state target of 48% Meets for Reading, and 52% Meets for Math.
Additionally, not All students met their growth target for the 2018-19 year

Student Achievement Needs

Increases are needed in the percentage of ALL students and Hispanic group in Reading and Math to attain the Meets level.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The Harris Elementary teachers are utilizing the District's Blended learning blueprints' content to support instruction.

Curriculum, Instruction and Assessment Weaknesses

A system for checking weekly lesson plans and components has not been consistent the previous years.

Curriculum, Instruction and Assessment Needs

CLT will guide teacher planning and lesson plan development which
includes clear objectives, opening activities, time allotments that indicate time spent on each step of the lesson and aligned to the language of instruction chart.

Administration will follow up to assure that instructional staff is turning in their lesson plans every week and review them for content. CLT will conduct weekly walkthroughs to assure that instruction is reflective of lesson plans and provide feedback.

Family and Community Involvement

Family and Community Involvement Strengths

The Harris Elementary Family Survey for 2019 - 2020 indicated that their involvement in their child's education is welcomed by the Principal, Assistant Principal, Office Staff, & Teachers 98%.

Harris Elementary services families by a Parent Support Specialist, and partners (Communities in School, Andy Roddick Foundation, & the VIDA clinic).

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

Harris Elementary parents and guardians need support in accessing district technology systems (Parent Cloud, Blend, Websites, Student Portals, etc.) so that they are able to provide their children with academic and social emotioanal learning support in the home.

Family and Community Involvement Needs

The needs for family and community involvement include:
-Creating opportunities for parents to learn the districts technology systems (Parent Cloud, Blend, and accessing the district websites & student portals)

-Creating opportunities where parents can learn about social emotional learning, how they may use it at home, and how the campus implements it within the classrooms.

Family and Community Involvement Summary

Family Community Invovement is welcomed and encouraged at Harris Elementary. Although, the COVID pandemic has prevented families from entering the building for customary on-site events, parents are encouraged to attend virtual meetings via zoom (Monthly Coffee with the Principal, PTA meetings, and family nights). Parents will be encouraged throughout the 2020- 2021 school year to join us in events to learn about the district technology systems, social emotioanal learning, and partake in the school's decision-making processes, and how they may contribute to their child's success at home.

Technology

Technology Strengths

Harris Elementary has a Technology Interventionist position, budgeted with Title 1 funds.
The Technology Interventionist is a current participant of the Leadership Pathway for Transformative Technology and a leadership pathway.
The Technology Interventionist has allowed for the facilitation that all students receive their personal device and has guided the student and parents to access their learning.
The Technology Interventionist has set up ongoing professional developement for instructional staff to utilize the Canvas/Blend platform & best practices for blended learning.

Technology Weaknesses

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

Harris Elementary is still relatively new to blended learning and the tools and structures that make blended learning work.

Technology Needs

The need exists for ongoing professional learning to support teachers and staff as they navigate new tools, platforms, and devices. There is a need for additional planning for this implementation and for the vision and timeline for developing a culture of Blended and Personalized Learning.

Technology Summary

The Technology Interventionist will work closely with campus administrators in assessing needs, planning for professional learning, providing coaching, and supporting teachers as they implement blended learning.
A Profession Development will be implemented utilizing Jayme Linton's book The Blended Learning Blueprint for Elementary Teachers to assist instructional staff align to the vision for blended learning in their classrooms.Additionally, it will also provide teachers with instructional tools and strategies to support the transition of students from dependent to independent learners as the cognitive load is gradually transferred from teacher to student.
Students will use e-portfolios in addition to instructional strategies to support their ongoing metacognition and use of data in their goal setting. The Technology Interventionist will also support the students as they learn and practice these skills.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($266,185)			

Harris 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. Clear, written, transparent roles and responsibilities are created for the leadership team. Communicate roles and responsibilities to staff members via CLT meeting and handout. (Title I SW Elements: 1.1) (Strategic Priorities: 4)	Assistant Principal, Principal	Beginning of Year		Criteria: Evidence: Written roles and responsibilities and CLT meeting agenda. Link in TIP Evidence Hub. 04/19/21 - Completed 12/18/20 - On Track
2. Written roles and responsibilities and staff meeting agenda Cycle 2: Provide written expectations and weekly check-ins to ensure goals are being met. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	Cycle 2 (Dec-Feb)		Criteria: Evidence: Calendar of CLT meetings & Agenda/minutes 04/19/21 - Significant Progress 12/18/20 - On Track

Harris Elementary School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The scope and sequence, units, and assessments will be aligned to the standards, TEKS, for all tested subject and grade areas, and grades PK-2nd mathematics and reading. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	CLT	Weekly		Criteria: Evidence: -Completed documentation and feedback of lesson plans that are submitted. -Minutes and Agendas of Team Meetings that discussed the adjustments of the District YPGs & Blend Blue Prints. -Data reports from MAP, IXL, Dreambox, Seesaw & Blend Platforms. 04/19/21 - Discontinued 12/18/20 - On Track
2. Assessments aligned to state standards and the appropriate level of rigor. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	CLT	Weekly & BOY/MOY		Criteria: Evidence: -Data from released & interim tests for (3rd- 5th) -Data from MAP Growth & Fluency with Progress Monitoring on IL, IXL and Dreambox (Kinder-5th Grade) 12/18/20 - On Track 12/18/20 - Pending 12/09/20 - On Track
3. Professional Development Support for Teachers. District PD- August 2020 HMH Ed training on 9/21/20 for new teachers-focus for online Training on Blended Learning PD/Book Study - Start 9/30/20 & ongoing Training of Platforms: MAP (wk 4., Imagine Learning, IXL, and Dreambox PPFT PD (September 3 & 4) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	CLT	Ongoing		Criteria: Evidence: Teacher Transcripts and Sign-In sheets of Professional Development meetings. 12/18/20 - On Track 12/09/20 - On Track

Harris Elementary School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. -Materials ordered: STAAR Ready, Mentoring Minds, Forde Ferrier -Kinestem for Kinder Bilingual/Dual Language classes -School Wide Reading, Math, & Science Processes (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	CLT	Ongoing		Criteria: Evidence: Use of materials in classrooms and on Blend pages for remote learners noted on walkthrough and lesson plan check forms. 12/18/20 - On Track 12/09/20 - On Track

Harris Elementary School

Goal 3. (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. CLT reviews disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	CLT	BiMonthly		Criteria: -Data from MAP, IXL, Dreambox, Imagine Learning, and other District Wide Assessments. 12/09/20 - Significant Progress
2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	CLT	Monthly		Criteria: Evidence: -Calendars for Team Meetings to review Data -Lesson Plans -Classroom/Student Reports Analysis 12/09/20 - Some Progress
3. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	CLT	Weekly		Criteria: Evidence: Teacher transcript & Log-Ins for meetings. Data Interventions Excel sheet. 12/09/20 - On Track
4. Students will track their own data and progress on skill mastery over time. Portfolios include links to bar charts. Technology will work with teachers to design customized trackers for each grade level based on the type of data they want to track. Data Tracker goes into BLEND portfolio so it will travel with 5th graders to middle school. (Target Group: All,H,ECD,ESL,LEP)	Technology Team	beginning in Cycle 2		Criteria: student data trackers 12/09/20 - Significant Progress

Harris Elementary School

Goal 4.   (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Action 1: Explicit Instruction Consistent SEL instruction, including morning meetings or Second Step curriculum, at a specific time to improve monitoring. The school counselor will assist with the monitoring of SEL instruction. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)	Counselor	Monthly		Criteria: - Monthly Walk Throughs SEL Morning Meeting PPT https://docs.google.com/presentation/d/1eneYssXII_OGILZ2YG9dC3ma2emu6ynQnC-v1YXiFe4/edit#slide=id.p 12/18/20 - Significant Progress
2. Action 2: Coordination with Climate and Pedagogy- Increase the amount of teachers who use SEL in classroom management by having at least 80% of teachers complete the HCP/ Blend SEL Course "Effective Teacher Language" (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	Yearly		Criteria: Evidence: Evidence: Teacher transcript & Log-Ins for meetings. 12/18/20 - Some Progress
3. Action 3: Coordination with Family and Community Partners Invite parent to meetings to learn about Social Emotional Learning strategies they can utilize at home, and how it is implemented on the campus. Invite Communities in Schools to SEL trainings including Effective Teacher Language (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)		Twice a year		Criteria: Evidence: School Calendar Events & Sign-in sheets for meetings. 12/18/20 - Some Progress
4. Area 4: Empowering Campus Leadership- Increase steering committee meetings after school - have it as a stand alone separate from the social committee. Have one teacher per grade level on it. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	CLT, Counselor	BOY/MOY/EOY		Criteria: Evidence: School Calendar Events & Sign-in sheets for meetings. 12/18/20 - Some Progress

Harris 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 11/10/20 - 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 11/10/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/10/20 - 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 11/10/20 - 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 11/10/20 - Completed

Harris 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 11/10/20 - 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 11/10/20 - On Track
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 11/10/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/10/20 - 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 11/10/20 - Completed

Harris Elementary School

Goal 6. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued from the 2019- 2020 school year, a steering commitee will continue the work from refinement of the Thomas G. Harris vision, and include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Administrative Team	By end of year.		Criteria: Meeting on School Calender, Agenda, & Minutes. 12/18/20 - Some Progress
2. To build trust & transparency among staff communication and staff appreciation systems will be established. The Harris Weekly News will be provide a weekly calendar, updates with school information, and any pertinent information from the district, vertical teams, or campus changes and expectations. Futher, staff will be honored by celebrating a Bulldog spotlight, and given awards for attendance and peer recognitions. (Title I SW Elements: 1.1) (Target Group: All)	Administrative Team	Weekly/Monthly		Criteria: Harris Weekly News https://sites.google.com/austinisd.org/thomas-g-harris-elementary-sta/the-harris-weekly-news Thomas G. Harris Staff Toolbox (Google Site) https://sites.google.com/austinisd.org/thomas-g-harris-elementary-sta/home 12/09/20 - On Track
3. Family/Community nights will be scheduled to display and support student learning (Literacy, STEM, Catch, and Multicultural events). (Title I SW Elements: 1.1) (Target Group: All)	Administrative Team	Monthly		Criteria: School Calendar and Website, Number of families participating, Exit Surveys 12/18/20 - Some Progress
4. Students will be honored and celebrated. Daily students will partake in Morning meetings in their classrooms. Award Ceremonies will be held in January and at the End of the year to honor attendance, academics, citizenship, and personal achievements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Team	Daily/Semester		Criteria: Classroom Schedules & School Calendar, Number of students being celebrated 12/18/20 - On Track

SY 20-21 CIP Developers List

Name	Position
Wyatt, Sonya	Assistant Principal
Cardenas, Zoila	Principal
Rowland, Ragnar	Technology Specialist Interventionist
Syed, Amna	Teacher/ CAC CoChair
Garcia, Daniela	Counselor
Fox, Shaleiah	CoChair

MA

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov) Assessment Type	Formative Goal	Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Formative Goal	Actual Result	Cycle 3 (Mar - May) Assessment Type	Formative Goal	Actual Result	2021 Accountability Goal (Summative Goal)
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63		MAP Growth	50		MOY	65		MOY II	70		70
		All	All	Reading	Meets	STAAR	21		MAP Growth	10		MOY	20		MOY II	25		25
		All	All	Reading	Masters	STAAR	9		MAP Growth	10		MOY	5		MOY II	10		10
		All	All	Mathematics	Approaches	STAAR	63		MAP Growth	50		MOY	65		MOY II	70		70
		All	All	Mathematics	Meets	STAAR	23		MAP Growth	10		MOY	20		MOY II	25		25
		All	All	Mathematics	Masters	STAAR	9		MAP Growth	10		MOY	5		MOY II	10		10
		All	All	Science	Approaches	STAAR	67		9 Weeks Assessment	60		MOY	65		MOY II	70		70
		All	All	Science	Meets	STAAR	34		9 Weeks Assessment	70		MOY	30		MOY II	35		35
		All	All	Science	Masters	STAAR	9		9 Weeks Assessment	85		MOY	5		MOY II	10		10
		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	54		9 Weeks Assessment	55		MOY	55		MOY II	55		55
		All	All	Writing	Meets	STAAR	20		9 Weeks Assessment	20		MOY	25		MOY II	25		25
		All	All	Writing	Masters	STAAR	1		9 Weeks Assessment	5		MOY	5		MOY II	10		10
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	ALL	Reading	Meets	STAAR	50		MAP Growth	10		MOY	50		MOY II	50		50
		All	All	Mathematics	Meets	STAAR	52		MAP Growth	10		MOY	52		MOY II	52		52
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	Hisp	Reading	Meets	STAAR	50		MAP Growth	10		MOY	50		MOY II	50		50
		All	Hisp	Mathematics	Meets	STAAR	52		MAP Growth	10		MOY	52		MOY II	52		52
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	43		MAP Growth English	10		MAP Growth English	10		MAP Growth English	10		43

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov) Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 (Mar - May) Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal (Summative Goal)
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63		MAP Growth	50		MOY	65	37	STAAR (Preliminary)	70	47	70
		All	All	Reading	Meets	STAAR	21		MAP Growth	10		MOY	20	5	STAAR (Preliminary)	25	14	25
		All	All	Reading	Masters	STAAR	9		MAP Growth	10		MOY	5	4	STAAR (Preliminary)	10	6	10
		All	All	Mathematics	Approaches	STAAR	63		MAP Growth	50		MOY	65	11	STAAR (Preliminary)	70	14	70
		All	All	Mathematics	Meets	STAAR	23		MAP Growth	10		MOY	20	3	STAAR (Preliminary)	25	4	25
		All	All	Mathematics	Masters	STAAR	9		MAP Growth	10		MOY	5	5	STAAR (Preliminary)	10	1	10
		All	All	Science	Approaches	STAAR	67		9 Weeks Assessment	60		MOY	65	11	STAAR (Preliminary)	70	13	70
		All	All	Science	Meets	STAAR	34		9 Weeks Assessment	70		MOY	30	2	STAAR (Preliminary)	35	2	35
		All	All	Science	Masters	STAAR	9		9 Weeks Assessment	85		MOY	5	0	STAAR (Preliminary)	10	0	10
		All	All	Social Studies	Approaches	STAAR	N/A		N/A	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	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	N/A	N/A
		All	All	Writing	Approaches	STAAR	54		9 Weeks Assessment	55		MOY	55	29	STAAR (Preliminary)	55	9	55
		All	All	Writing	Meets	STAAR	20		9 Weeks Assessment	20		MOY	25	11	STAAR (Preliminary)	25	4	25
		All	All	Writing	Masters	STAAR	1		9 Weeks Assessment	5		MOY	5	0	STAAR (Preliminary)	10	2	10
2. Domain 3 Focus 1	(Choose two targets in the Academic Achievement or Student Success	All	ALL	Reading	Meets	STAAR	50		MAP Growth	10		MOY	50	5	STAAR (Preliminary)	50	14	50
		All	All	Mathematics	Meets	STAAR	52		MAP Growth	10		MOY	52	3	STAAR (Preliminary)	52	4	52
3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success	All	Hisp	Reading	Meets	STAAR	50		MAP Growth	10		MOY	50	10	STAAR (Preliminary)	50	N/A	50
		All	Hisp	Mathematics	Meets	STAAR	52		MAP Growth	10		MOY	52	9	STAAR (Preliminary)	52	N/A	52
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	43		MAP Growth English	10		MAP Growth English	10	N/A	MAP Growth English	10	N/A	43