

# Pillow Elementary School

## Campus Improvement Plan

### 2020/2021

*Includes Targeted Improvement Plan*



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DMAC Solutions ®

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### **Campus Mission**

Pillow Elementary values diversity within our families and community,  
and together creates an equitable and high-quality learning environment,  
prepares every child for college, career and life, and nurtures the whole child, every day.

### **Campus Vision**

Pillow Elementary is a community of learners that  
strives to develop caring, global citizens that engage in problem-solving and  
critical thinking to promote an intercultural understanding and respect of our world.

### **Campus Motto**

Whole Child. Every Child. Every 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](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)

**Attachment # 8 - Please provide date that staff who submit Time and Effort Reports viewed the Time and Effort Training Webinar PM 11-12-20**

**11-16-20 Staff who attended training with Mr. Gongora will need to attend official training with Dr. Thomas on December 8 from 1-2 pm. Please have them register in HCP. Upload documentation of training attended. May take a screen shot of participants or sign in in the chat with name, date and school and take a screen shot of that.**

## Prioritized Focus Area #1

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### Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

#### Rationale

When comparing the 2020 TELL survey data for the district and our campus, percentages of Principal Leadership and Teacher Leadership were as follows:

2020 TELL Survey: School Leadership

The school leadership makes a sustained effort to address teacher concerns about:

-88% Teacher Leadership on our campus compared to 91% Teacher Leadership at the district elementary level

2020 TELL Survey: Teacher Leadership

-76% Teachers have influence on decision-making in the school on our campus compared to 86% at the district elementary level

-89% Teachers are relied upon to make decisions about educational issues on our campus compared to 91% at the district elementary level

-88% Teachers are effective leaders in this school on our campus compared to 93% at the district elementary level

-89% Teachers are encouraged to participate in school leadership roles on our campus compared to 94% at the district elementary level

Realizing that it is the administrators' duty to provide growth and learning for students and adults, we are focusing on empowering teacher leaders to share ownership and responsibility for the school's vision and goals.

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

The Principal and Assistant Principal will build capacity by incorporating and building on the strengths of our teachers. This will include, but not be limited to, our two principal interns, CLI Ambassadors, SEL Facilitators and SEED campus leads, Responsive Classroom ToTs, teacher mentors and teacher hosts, and our PK-2 no suspensions lead.

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

The Principal and Assistant Principal will communicate these priorities through individual conferences, goal-setting, and needs assessments. We will create buy-in by analyzing data with stakeholders and supporting teacher goals.

#### Desired Annual Outcome

-Established campus instructional team with defined roles.

-Increased percentages on select 2021 TELL Survey indicators.

-Lead team meetings will include written agendas, recorded meeting minutes and next steps following along with emphasis of data analysis and progress monitoring.

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

Principal and Assistant Principal will monitor the development and implementation of campus initiatives and systems led by ILT and teacher leaders.

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

Principal and Assistant Principal will conduct job-imbedded feedback loops with campus ILT and teacher leaders for continuous improvement including reflection 3x month.

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

Principal and Assistant Principal will conduct job-imbedded feedback loops with campus ILT and teacher leaders 3x month including reflection through May.

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

Principal and Assistant Principal will solicit and identify stakeholders to serve on the 2021-2022 ILT by August 2021. Principal and Assistant Principal will continue to support the Responsive Classroom ToTs by analyzing TELL and campus-created survey data by August 2021 to determine goals to continue or establish during the 2021-2022 SY.

**Barriers to Address During the Year**

COVID Barriers: Collaboration due to physical distancing, meetings via Zoom, time - leaving campus shortly after dismissal due to custodian cleaning schedule, teacher and leader stress due to safety concerns

Other Barriers: Time - learning new systems, time - scheduling research, time - developing and delivering professional learning

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

COVID barriers and other barriers including collaboration due to physical distancing; time for meeting

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

Learning new systems and implementation

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

Consistently providing actionable feedback to ILT and teacher leaders due to Spring semester time constraints

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

Some members of our current ILT will not be on campus next school year leading to the on-boarding of new ILT members during the 2021-2022 SY. Another potential barrier is staff who are off contract until August 2021.

**District Commitment Theory of Action (ToA)**

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

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

Our DCSI I will support by monitoring the development of a form/process for debriefing with teacher leaders and providing feedback

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

Our DCSI I will support by monitoring the implementation of debriefing with teacher leaders and providing feedback

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

Our DCSI I will support by monitoring the implementation of debriefing with teacher leaders and providing feedback

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

Our DCSI

# Prioritized Focus Area #2

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## Prioritized Focus Area #2

5.3 Data-driven instruction.

### Rationale

Based on 2020 TELL survey data, percentages on the Teacher Data Use section were as follows:

-72% (at least 1x/month) participate with a group of colleagues to set learning goals for groups of students

-66% (at least 1x/month) departments discuss assessment data for individual students

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

Principal interns will share research with teachers and develop the process for implementing PLCs on our campus.

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

The rationale for PLCs and the impact on student achievement will be shared during professional learning for teachers. Teachers will work with students to create student goals and will partner with families to monitor progress. Priorities are communicated via parent meetings, parent newsletters, and parent messages, as well as through parent/teacher conferences.

### Desired Annual Outcome

-Assessment calendars that include windows for data analysis

-Professional learning calendar for campus staff focused on establishing PLCs using scholarly articles and/or book study

-PLC expectations/protocols (including meeting dates and times, agenda template, process for recording meeting minutes, and system for follow up)

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

ILT and teachers will analyze BoY/diagnostic assessment data, and teachers will use data to guide instruction and intervention 2x/month

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

ILT and teachers will analyze MoY assessment data, and teachers will use data to guide instruction and intervention including creating common assessments to monitor student growth 3x month

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

ILT and teachers will analyze EoY assessment data, and teachers will use data to guide instruction and intervention including creating common assessments to monitor student growth 3x month

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

ILT and teachers will analyze campus data e.g., 3rd-5th grade STAAR and MAPGrowth Spring 2021 data, to determine which goals to continue or create for the 2021-2022 SY. ILT and teachers will review the YPGs for high-leverage TEKS towards accelerated learning during the 2021-2022 SY. The ILT will create a campus assessment calendar that aligns with the district calendar.

### Barriers to Address During the Year

COVID Barriers: Student data may be skewed due to environment of assessments (remote vs. in-person), time - teachers teaching two groups of students (remote and in-person), collaboration - meetings held via Zoom due to safety concerns, well-being - stress/worry of becoming ill

Other Barriers: Examining alignment of lessons to standards is not common practice, so carving out time to learn the process will be a challenge

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

COVID barriers and other barriers such as remote sessions that are not engaging

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

Being consistent with the cycle of alignment to standards and assessments

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

Using assessment data to deliberately adjust lessons

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

STAAR and MAPGrowth data is limited due to the number of students who participated in the assessments. Another barrier may be that data from remote MAPGrowth test takers may be skewed.

### District Commitment Theory of Action (ToA)

District Commitments Theory of Action (ToA) If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform

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

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

Our MTSS and BCS will support by providing guidance on accessing data reports and tools for reteach and intervention

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

Our MTSS will support teachers in creating progress monitoring goals/RBPs for students, and our BCS will provide coaching support for teachers to help meet the goals

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

Our MTSS has supported and continues to support teachers in creating progress monitoring goals/RBPs for students, and our BCS has provided and continues to provide coaching support for teachers to help meet the goals

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

Our MTSS, MET, and/or academic specialists will be invited to participate in campus-based data analysis to help determine high-yield strategies and professional development.

# 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?**

Focus Area #1: Principal and Assistant Principal will monitor the development and implementation of campus initiatives and systems led by ILT and teacher leaders. Results: Some Progress. Principal and Assistant Principal have met with the following teacher leaders - Admin. interns, Responsive Classroom ToTs and Teacher Rep. in Supt. Round Table - and provided guidance and feedback towards initiatives, including the development of revised campus mission and vision statements. Next Steps: Principal and Assistant Principal will meet with ALL ILT members during Cycle 2. Focus #2: ILT and teachers will analyze BoY/diagnostic assessment data, and teachers will use data to guide instruction and intervention 2x/month. Results: Some Progress. BoY Data (CLI, TXKEA, and MAPGrowth Reading) was reviewed by teachers and staff on December 3rd. Next Steps: Intervention/Enrichment plans are being developed in December to be implemented in December/January.

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

MAPGrowth data is inclusive since it does not accurately represent our Spanish test takers.

### **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?**

Focus #1: Continue to empower teacher leaders - Admin. interns, Responsive Classroom ToTs, SEL SEED campus facilitators, and CLI Ambassadors - and provide guidance and feedback aligned to campus initiatives. Focus #2: Learn more about MAPGrowth Data, implement PLCs to analyze data and develop common assessments.

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

Focus #1: Meet with all ILT members in Cycle 2. Focus #2: Learn more about MAPGrowth Data, implement PLCs to analyze data and develop common assessments.

# 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?**

Focus Area #1: Principal and Assistant Principal will monitor the development and implementation of campus initiatives and systems led by ILT and teacher leaders. Results: On Track. Principal and Assistant Principal have met with the following teacher leaders - Admin. interns, Responsive Classroom ToTs and Teacher Rep. in Supt. Round Table - and provided guidance and feedback towards initiatives, including the development of revised campus mission and vision statements. Next Steps: Principal and Assistant Principal will meet with all ILT members during Cycle 2. Results: Significant Progress. Next Steps: Assistant Principal and Principal will meet with all ILT members on a regular schedule. Focus #2: ILT and teachers will analyze BoY/diagnostic assessment data, and teachers will use data to guide instruction and intervention 2x/month. Results: Significant Progress. BoY Data (CLI, TXKEA, and MAPGrowth Reading) was reviewed by teachers and staff on December 3rd and MoY Data was analyzed on March 5th and response plans were created. Next Steps: Intervention/Enrichment plans developed in March to be implemented in March-May.

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

No. MoY District Benchmark indicates critical response needed in Writing and adjustments needed in Math, Reading, and Science. Students will be encouraged to return to on-campus learning.

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

Focus #1: Continue to empower teacher leaders - Admin. interns, Responsive Classroom ToTs, SEL SEED campus facilitators, and CLI Ambassadors - and provide guidance and feedback aligned to campus initiatives. Focus #2: Use MAPGrowth Data to determine growth and areas of need, continue PLCs to analyze data and develop common assessments.



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

Focus #1: Meet with all ILT members in Cycle 3. Focus #2: Use MAPGrowth Data to determine growth and areas of need, continue PLCs to analyze data and develop common assessments.

## **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?**

Focus Area #1: Principal and Assistant Principal will monitor the development and implementation of campus initiatives and systems led by ILT and teacher leaders. Results: Complete. Principal and Assistant Principal have met with the following teacher leaders - Admin. interns, Responsive Classroom ToTs and Teacher Rep. in Supt. Round Table - and provided guidance and feedback towards initiatives. Assistant Principal and Principal will meet with all ILT members on a regular schedule. Results: Some Progress. Focus #2: ILT and teachers will analyze BoY/diagnostic assessment data, and teachers will use data to guide instruction and intervention 2x/month. Results: On Track. MoY Data was reviewed by teachers and staff on March 5th and response plans were created. Intervention plans were developed in March to be implemented in March-May. Results: Complete.

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

No. Cycle 3 assessment data indicates critical response needed in Writing and adjustments needed in Math, Reading, and Science. Students were encouraged to return to on-campus learning and our on-campus attendance increased approximately 10 percentage points.

### **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?**

Focus #1: Meet with ILT on a regularly scheduled basis. Focus #2: Use end-of year data e.g., MAPGrowth Reading and Math and STAAR to determine growth and areas of need, strengthen the implementation of PLCs to analyze data and develop next steps.

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

Solicit and identify new ILT members and provide research-based professional learning and re-establish expectations of duties and responsibilities. Establish systems to review disaggregated data for purpose and outcomes.

## **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?**

Overall, our campus has made great strides at purposefully tapping into teacher/staff strengths and providing/encouraging teacher leadership opportunities and roles. Campus TELL Survey data indicates a summative increase from 85% in 2020 to 87% in 2021 under the School Leadership strand. One highlight under the School Leadership strand is an increase in the indicator "Teachers are effective leaders in this school" from 88% in 2020 to 94% on the 2021 TELL Survey.

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

Our campus, specifically, our principal interns, ILT, and grade-level teachers, launched a research-based PLC structure this school year to analyze student data on a consistent basis. Highlights include the development of common assessments among some grade levels. Next steps would include a vertical alignment, implementation with fidelity among all grade levels, and a focus on disaggregated data for purpose and outcome.

# 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**

11/6/2020

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**

Yvette Cardenas

**Date**

11/6/2020

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Pillow is an integrated (diverse) campus with the following data points:

African-American/Black student group: 11.1%

Hispanic student group: 62.4%

White student group: 14.3%

Asian student group: 7.7%

2 or more student group: 4.0%

EcoDis: 72.7%

EL: 49.7%

SpEd: 12.5%

Pillow has one strand of bilingual education and is further developing dual language programing in 4th and 5th grades. Pillow also has a substantial number of students and families representing countries from around the world, including various home languages. All but one classroom teacher holds an ESL certification, and Pillow recently adopted a communication platform and app, LivingTree, to help us better communicate with our families in multiple languages.

### Demographics Weaknesses

Our STAAR data indicates that we are not developing our ELs to their potential. We have missed the Domain III target for ELs three years in a row.

### Demographics Needs

Pillow has a mobility rate of over 26%. Pillow also has students and families with emotional, social, and mental health needs as recorded by our counselor. Last year, Pillow embarked on professional development leading to the use of specific strategies to better meet the academic and linguistic needs of our emergent bilingual student group. That work is ongoing including implementation of the strategies with fidelity. In addition, funding for a part-time bilingual reading specialist was cut from our current budget, but carry-over funding from the previous school year is allowing us to create a part-time bilingual content specialist to help support our emergent bilingual students.

### Demographics Summary

Pillow is proud to serve a diverse student population and value our students and families. However, we recognize that we are not meeting the needs of our emergent bilingual

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

students based on our STAAR data.

## Student Achievement

### Student Achievement Strengths

Based on our 2019 STAAR data, Pillow demonstrated an overall increase of 16 points, from a 63 overall score to a 79 overall score. In general, Pillow 4th and 5th grade students made notable progress as indicated in Domain 2A and Domain 3.

Accountability Goals:

2021 STAAR Domain 3 (Closing the Gaps)

Reading ALL Target%: 44

Reading Hisp. Target%: 37

Reading EL Target%: 29

Math EL Target%: 40

Desired changes from our 2019 STAAR to our 2021 STAAR is to meet the Domain 3 target goals for Reading ALL, Reading Hisp., Reading EL, and Math EL.

### Student Achievement Weaknesses

Although our 2019 STAAR data reflects an overall 16 point increase, we continue to struggle with meeting the needs of our emergent bilingual students as noted in our Domain 3 targets.

#### 2019 STAAR Domain 3 (Closing the Gaps)

Reading ALL Target%: 44

Pillow Reading Meets% ALL: 39

Reading Hisp Target%: 37

Pillow Reading Hisp Meets%: 31

Reading EL Target%: 29

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

Pillow Reading EL Meets%: 22

Math EL Target%: 40

Pillow Math EL Meets%: 34

## Student Achievement Needs

Our campus has systems for collecting and analyzing various data points, including CST for students who are academically at risk. However, our campus would benefit from a systematic approach of establishing common assessments and structuring data analysis so that teacher analyze data collaboratively at the student-level, grade-level and campus-level.

## Student Achievement Summary

Pillow teachers and students increased our overall STAAR rating from a 63 in 2018 to a 79 in 2019. Pillow 4th and 5th grade students made substantial progress as noted in our 2019 STAAR Domain 2A. However, Pillow continues to work on closing the gaps (Domain 3) in the areas of Reading ALL, Reading Hisp., Reading EL, and Math EL. Therefore, we are establishing goals to foster a systematic approach for working collaboratively to assess student understanding, monitoring progress, and making adjustments.

## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$90,565)			

# Pillow 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 campus instructional leadership team and develop clear, written, transparent roles and responsibilities for instructional leadership team. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Principal	September - November 2020		Criteria: Comprehensive list of responsibilities  05/26/21 - Completed (S) 03/31/21 - On Track
2. Monitor the development and implementation of campus initiatives and systems (including, but not limited to PLCs, SEL Seed Campus, Responsive classroom) led by teacher leaders. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.5,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Principal	September 2020 - May 2021		Criteria: Meeting agendas, feedback notes  05/26/21 - On Track (S) 03/31/21 - On Track
3. Conduct job-embedded feedback loops with campus instructional leadership team members and teacher leaders for continuous improvement. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Principal	October 2020 - May 2021		Criteria: Observation/Feedback calendar, feedback protocol, evidence of feedback  06/03/21 - On Track (S)

# Pillow 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. Create assessment calendars that include windows for data analysis. (Title I SW Elements: 2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Principal	September 2020 - May 2021		Criteria: assessment calendar 06/03/21 - Completed (S) 03/31/21 - On Track
2. Lead campus staff in professional learning focused on establishing Professional Learning Communities using scholarly articles and/or book study. (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal, Instructional Leadership Team, Principal	Sept. 2020 - Feb. 2021		Criteria: Professional learning calendar and agendas, PLC presentations 06/04/21 - Completed (S) 03/31/21 - On Track
3. Create PLC expectations/protocols (including meeting dates & times, agenda template, process for recording meeting minutes, and system for follow-up) with an emphasis on data analysis and progress monitoring. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Leadership Team, Principal	September - December 2020		Criteria: PLC expectations/protocols, calendars 06/04/21 - Completed (S) 03/31/21 - On Track
4. Disaggregate and review data to track and monitor the progress of all students, and of student groups. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Leadership Team, Principal, Teachers	November 2020 - May 2021		Criteria: DMAC reports, Data Analysis meeting calendar & next steps, VoMs 06/04/21 - Significant Progress (S) 03/31/21 - On Track
5. Use a corrective instruction action planning process individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause, and create plans to reteach. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Leadership Team, Principal, Teacher(s)	Nov. 2020 - May 2021		Criteria: PLC Protocol/expectations, root cause analysis, reteach calendar, VoMs 06/04/21 - Significant Progress 03/31/21 - On Track



# Pillow Elementary School

**Goal 3.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 1.** (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pillow will design opportunities where adults can connect, heal, and build their capacity to support students by partnering with CST LMHP and campus PSS to host conversation circles and provide parent sessions based on parent survey responses. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Strategic Priorities: 2)	LMHP, Parent Support Specialist, Principal			Criteria: Calendar of scheduled meetings with specific topics relevant to families. Parent survey responses.  06/04/21 - Completed (S) 03/31/21 - Some Progress

# Pillow Elementary School

**Goal 3.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 2.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pillow will be participating as a SEED campus this year with a focus on increasing student voice through consistent implementation of the Responsive Classroom Morning Meeting. (Title I SW Elements: 1.1,2.1,2.5,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Principal, Teacher(s), Teachers	September 2020 - May 2021		<p>Criteria: Pre- and post- student survey results to the following questions:</p> <p>PK-2nd Grade Student Survey - <a href="https://docs.google.com/forms/d/e/1FAIpQLSfNW24Lu9z6tGAA6-oT9BgJjCDivHsOd6RxENr4Vig1tDvQwg/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfNW24Lu9z6tGAA6-oT9BgJjCDivHsOd6RxENr4Vig1tDvQwg/viewform</a></p> <p>3rd-5th Grade Student Survey - <a href="https://docs.google.com/forms/d/e/1FAIpQLSdC8pKOY1flytKjcTdTWqHD2xzRnD0KGE471luJxctw_c ho5g/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdC8pKOY1flytKjcTdTWqHD2xzRnD0KGE471luJxctw_c ho5g/viewform?usp=sf_link</a></p> <p>06/04/21 - Completed (S) 03/31/21 - On Track</p>

# Pillow Elementary School

**Goal 4.** (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	10/30/2020		Criteria: Principal Attestation Form 11/09/20 - 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	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/09/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 11/09/20 - 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, 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	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/09/20 - 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	10/30/2020		Criteria: Sample communications in languages other than English 11/09/20 - Completed

# Pillow Elementary School

**Goal 4.** (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.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead  11/09/20 - 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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings  11/09/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports  12/13/20 - Completed 11/09/20 - On Track
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet  11/09/20 - 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	10/30/2020		Criteria: CIP Developers List  11/09/20 - Completed

## SY 20-21 CIP Developers List

Name	Position
Martinez, Melissa	Assistant Principal
Finnegan, L.V.	Librarian & CAC Co-Chair
Vallejo, Raul	Parent-Support Specialist
Cardenas, Yvette	Principal
Urrutia, Vanessa	Bilingual 3rd Grade Teacher/Principal Intern
Jones, Katelyn	Special Education Teacher/Principal Intern
Castaneda, Gustavo	Paraprofessional/Parent
Alvirez, Mary	Executive Director/DCSI

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
								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	69	MAPGrowth	80		District MoY	80		MAPGrowth	80		80
		All	All	Reading	Meets	STAAR	38	MAPGrowth	48		District MoY	48		MAPGrowth	48		48
		All	All	Reading	Masters	STAAR	19	MAPGrowth	30		District MoY	30		MAPGrowth	30		30
		All	All	Mathematics	Approaches	STAAR	79	MAPGrowth	83		District MoY	83		MAPGrowth	83		83
		All	All	Mathematics	Meets	STAAR	47	MAPGrowth	51		District MoY	51		MAPGrowth	51		51
		All	All	Mathematics	Masters	STAAR	29	MAPGrowth	33		District MoY	33		MAPGrowth	33		33
		All	All	Science	Approaches	STAAR	59	Campus Created SCA	62		District MoY	62		Campus Created SCA	62		62
		All	All	Science	Meets	STAAR	35	Campus Created SCA	38		District MoY	38		Campus Created SCA	38		38
		All	All	Science	Masters	STAAR	17	Campus Created SCA	20		District MoY	20		Campus Created SCA	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	53	Campus Created SCA	58		District MoY	58		Campus Created SCA	58		58
		All	All	Writing	Meets	STAAR	26	Campus Created SCA	31		District MoY	31		Campus Created SCA	31		31
All	All	Writing	Masters	STAAR	4	Campus Created SCA	10		District MoY	10		Campus Created SCA	10		10		
2. Domain 3 Focus 1	Focus 1 Components Two targets in the Academic Achievement Indicators	All	All	Reading	Meets	STAAR	39	MAPGrowth	44		District MoY	44		MAPGrowth	44		44
		All	ELs	Reading	Meets	STAAR	22	MAPGrowth	29		District MoY	29		MAPGrowth	29		29
3. Domain 3 Focus 2	Focus 2 Components Two targets in the Academic Achievement Indicators	All	ELs	Mathematics	Meets	STAAR	34	MAPGrowth	40		District MoY	40		MAPGrowth	40		40
		All	Hisp	Reading	Meets	STAAR	31	MAPGrowth	37		District MoY	37		MAPGrowth	37		37
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	30	MAPGrowth Reading	36		District Reading MoY	36		MAPGrowth Reading	36		36

*(Consult principal supervisor for appropriate goal setting)*

To complete the Student Data Tab, please enter data for all STAAR tested

- For Domain 1, enter the 2019 STAAR results for each tested course. You  
If you prefer to enter the data by each grade-level, you may add rows to  
If you administered a baseline assessment, please enter the data from th  
For each cycle, please enter Assessment Type. Remember to use compar  
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can ch  
Column B. . Please indicate if you are choosing Academic Achievement o  
You will choose which tested subjects to track for these indicators.  
Your TEA Specialist can support you in selecting these focus areas. Just lik  
If you administered a baseline assessment, please enter the data from th

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets  
High Schools or K-12 campuses should use one number that is in relation

For each cycle, please enter the Assessment Type. Remember to use com  
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year  
For each cycle, please identify what assessment you are using to track the

Please communicate with your TEA School Improvement Specialist if ther

\*\* To unfreeze panes, select the View tab and click the Freeze Panes butt

l courses.

can enter the Total % of assessments at Approaches/Meets/Masters for y  
accommodate each grade.

at assessment in Column I. Enter the Total % of tests at each level of profi  
able, STAAR-aligned assessments for each cycle. Enter the formative goal

oose 1-2 targets from the Academic Achievement Indicators, 1-2 targets f  
or Student Success Indicators in Column B.

ce in Domain 1, please include the 2019 results for each selected target gr  
at assessment in Column I. Enter the Total % of tests at each level of profi

ets and Masters (as one number)  
to CCMR.

parable, STAAR-aligned assessments for each cycle. Enter the formative g

ar. Just like in Domain 1, please include the 2019 TELPAS data. If you adm  
e progress of students (as a proxy for TELPAS). You can adjust the data you

e are challenges in completing all portions of this data at each cycle due

on.



your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

ciency: Approaches, Meets, Masters.  
for that cycle.

from the Student Success Indicators or a combinations of targets from both areas. Ple

roup.  
ciency.

goal for that cycle.

inistered a baseline assessment, please enter the data from that assessment in Column  
u provide, based on the data your campus collects. Enter the formative goal for that c

to the disruption of the school year in regard to COVID-19.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd-5th	All	Reading	Approaches	STAAR	69	MAPGrowth	80	33	District MoF	80	32	MAPGrowth	80	18	80
		3rd-5th	All	Reading	Meets	STAAR	38	MAPGrowth	48	18	District MoF	48	8	MAPGrowth	48	18	48
		3rd-5th	All	Reading	Masters	STAAR	19	MAPGrowth	30	23	District MoF	30	11	MAPGrowth	30	8	30
		3rd-5th	All	Mathematics	Approaches	STAAR	79	MAPGrowth	83	44	District MoF	83	22	MAPGrowth	83	12	83
		3rd-5th	All	Mathematics	Meets	STAAR	47	MAPGrowth	54	17	District MoF	51	12	MAPGrowth	51	10	51
		3rd-5th	All	Mathematics	Masters	STAAR	29	MAPGrowth	33	39	District MoF	33	6	MAPGrowth	33	6	33
		5th	All	Science	Approaches	STAAR	59	Campus Created SCA	62	26	District MoF	62	27	Campus Created SCA	62	43%	62
		5th	All	Science	Meets	STAAR	35	Campus Created SCA	38	4	District MoF	38	4	Campus Created SCA	38	36%	38
		5th	All	Science	Masters	STAAR	17	Campus Created SCA	20	7	District MoF	20	6	Campus Created SCA	20	5%	20
		n/a	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	n/a
		n/a	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	n/a
		n/a	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	n/a
		4th	All	Writing	Approaches	STAAR	53	Campus Created SCA	58	15	District MoF	58	15	Campus Created SCA	58	39%	58
		4th	All	Writing	Meets	STAAR	26	Campus Created SCA	31	12	District MoF	31	6	Campus Created SCA	31	26%	31
		4th	All	Writing	Masters	STAAR	4	Campus Created SCA	10	4	District MoF	10	0	Campus Created SCA	10	8%	10
2. Domain 3 Focus 1	Focus 1 Components Two targets in the Academic Achievement Indicators	3rd-5th	All	Reading	Meets	STAAR	39	MAPGrowth	44	30	District MoF	44	9	MAPGrowth	44	18	44
		3rd-5th	ELs	Reading	Meets	STAAR	22	MAPGrowth	29	18	District MoF	29	14	MAPGrowth	29	22	29
3. Domain 3 Focus 2	Focus 2 Components Two targets in the Academic Achievement Indicators	3rd-5th	ELs	Mathematics	Meets	STAAR	34	MAPGrowth	40	25	District MoF	40	17	MAPGrowth	40	15	40
		3rd-5th	Hisp	Reading	Meets	STAAR	31	MAPGrowth	37	21	District MoF	37	13	MAPGrowth	37		37
4. Domain 3 Focus 3	ELP Component	3rd-5th	ELs	TELPAS	All	TELPAS	30	MAPGrowth Reading	36	20	District Reading MoF	36	14	MAPGrowth Reading	36	22	36

## Instructions

Input data from performance reports into the orange/green/blue School Data tab  
The remaining tabs will auto-populate

### To fill out the Student Data Template:

Go to the Domain 1 Calculation tab

Copy the results from C2:C16

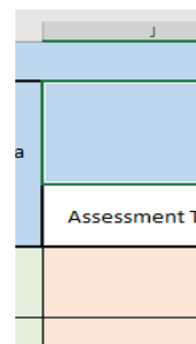
Go to the Student Data Tab

Go to cell L5 for your first SCA

We're going to paste the results here as values only to keep the formatting

Right click on cell L5

Paste as values



a	
	Assessment 1

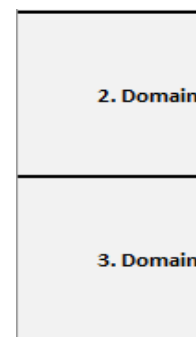
### For the Domain 3 Focus Components:

Go to the Domain 3 tab

Find the result that matches your chosen targets.

Go to the Student Data Tab on your TEA TIP Template

Type in your results into cells L20:L23



2. Domain
3. Domain

	K	L	
Cycle 1			
Type	Formative Goal	Actual Result	A
		X	

3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)
3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)

Subject	ALL Students				African American			
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
Reading								
Math								
Science								
Social Stu.								
Writing								

### Instructions

Input data from performance reports into the cells above

Hispanic				White				
#Tests	APP	Meets	Masters	#Tests	APP	Meets	Masters	#Tests

EcD			LEP				SP	
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP

ED	
Meets	Masters



Results for MOY (STAAR Released) Assessments

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	0%
	%Meets	0%
	%Mst	0%
Math	% App	0%
	%Meets	0%
	%Mst	0%
Science	% App	0%
	%Meets	0%
	%Mst	0%
Social Studies	% App	0%
	%Meets	0%
	%Mst	0%
Writing	% App	0%
	%Meets	0%
	%Mst	0%

Domain 1 Estimator			
Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Academic Achievement	ELA	All	AA	His	Wh	EcoD	EL	SpEd	Total Met	Total Eligible
	# Total Tests	0	0	0	0	0	0	0		
	Score	0%	0%	0%	0%	0%	0%	0%		
	Target	44%	32%	37%	60%	33%	29%	19%		
	Met Target								0	0
	-----									
	Math	All	AA	His	Wh	EcoD	EL	SpEd		
	# Total Tests	0	0	0	0	0	0	0		
	Score	0%	0%	0%	0%	0%	0%	0%		
	Target	46%	31%	40%	59%	36%	40%	23%		
Met Target								0	0	
	Total								0	0

Student Success		All	AA	His	Wh	EcoD	EL	SpEd	Total Met	Total Evaluated
	# Total Tests	0	0	0	0	0	0	0		
	Score	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Target	47%	36%	41%	58%	38%	37%	23%		
	Met Target								0	0
	Total								0	0

Subject	ALL Students				African American			
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
Reading	228	32%	11%	4%	15	33%	13%	7%
Math	162	40%	18%	6%	28	54%	29%	18%
Science	48	40%	6%	2%	*	*	*	*
Writing	54	20%	6%	0%	9	22%	11%	0%

### Instructions

Input data from performance reports into the cells above

Hispanic				White				
#Tests	APP	Meets	Masters	#Tests	APP	Meets	Masters	#Tests
203	32%	10%	3%	*	*	*	*	206
90	30%	10%	1%	28	54%	29%	7%	125
32	31%	3%	0%	6	67%	17%	17%	34
30	13%	7%	0%	10	20%	0%	0%	43

EcD			LEP				SP	
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP
31%	11%	3%	197	29%	10%	3%	15	13%
37%	15%	5%	71	34%	17%	3%	23	17%
35%	3%	3%	21	38%	5%	0%	7	14%
14%	5%	0%	22	9%	5%	0%	12	17%

ED	
Meets	Masters
0%	0%
13%	9%
0%	0%
0%	0%

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	32%
	%Meets	11%
	%Mst	4%
Math	% App	40%
	%Meets	18%
	%Mst	6%
Science	% App	40%
	%Meets	6%
	%Mst	2%
Writing	% App	20%
	%Meets	6%
	%Mst	0%

Domain 1 Estimator

Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
34%	12%	4%	17





Subject	ALL Students				African American			
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
Reading								
Math								
Science								
Social Stu.								
Writing								

### Instructions

Input data from performance reports into the cells above

### Estimated Raw Data

Subject	ALL Students				African American			
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
Reading	0	0	0	0	0	0	0	0
Math	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0
Social Stu.	0	0	0	0	0	0	0	0
Writing	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0
Percentage		#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!

Hispanic				White				
# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests

Hispanic				White				
# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!	

EcD			LEP				SP	
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP

EcD				LEP				SP
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!



Subject	Perf. Level	TIP Student Data Tab
Reading	% App	0%
	%Meets	0%
	%Mst	0%
Math	% App	0%
	%Meets	0%
	%Mst	0%
Science	% App	0%
	%Meets	0%
	%Mst	0%
Social Studies	% App	0%
	%Meets	0%
	%Mst	0%
Writing	% App	0%
	%Meets	0%
	%Mst	0%

Domain 1 Estimator			
Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Academic Achievement	ELA	All	AA	His	Wh	EcoD	EL	SpEd	Total Met	Total Eligible
	# Total Tests	0	0	0	0	0	0	0		
	Score	0%	0%	0%	0%	0%	0%	0%		
	Target	44%	32%	37%	60%	33%	29%	19%		
	Met Target								0	0
	-----									
	Math	All	AA	His	Wh	EcoD	EL	SpEd		
	# Total Tests	0	0	0	0	0	0	0		
	Score	0%	0%	0%	0%	0%	0%	0%		
	Target	46%	31%	40%	59%	36%	40%	23%		
Met Target								0	0	
	Total								0	0

<b>Student Success</b>	All	AA	His	Wh	EcoD	EL	SpEd	Total Met	Total Evaluated
	# Total Tests	0	0	0	0	0	0		
	Score	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
	Target	47%	36%	41%	58%	38%	37%		
	Met Target							0	0
	<b>Total</b>							0	0

For use with Domain 2B Relative Performance

2020 A-F Estimator

<https://rptsvr1.tea.texas.gov/perfreport/account/2020/estimator/search.html>

Middle School

CAMPUS NAME	2020 ECD %
Bailey	30.1
Bedichek	86.7
Burnet	95.5
Covington	62.6
Dobie (Zone)	97.1
Garcia YMLA (Zone)	93.0
Gorzycki	6.0
Kealing	35.1
Lamar	19.2
Lively	64.9
Martin	92.6
Mendez	95.6
Murchison	19.7
O. Henry	23.8
Paredes	71.5
Richards	45.8
Sadler Means YWLA	93.7
Small (Zone)	28.6
Webb	96.2

Elementary School

CAMPUS NAME	2020 ECD %
Allison	93.6
Andrews	94.1
Baldwin	12.6
Baranoff	12.2
Barrington	97.2
Barton Hills	6.0
Becker	16.7
Blackshear	59.1
Blanton	51.5
Blazier	68.4
Boone	48.6
Brentwood	16.4
Brooke	89.3
Brown	97.3
Bryker Woods	9.0
Campbell	84.9
Casey	65.4
Casis	5.2
Clayton	3.6
Cook	94.2
Cowan	32.0
Cunningham	67.6
Davis	21.1
Dawson	67.2
Doss	16.0
Galindo	91.6
Govalle	92.9
Graham	86.3
Guerrero Thompson	96.3
Gullett	7.0
Harris	94.1
Hart	95.8
Highland Park	6.6
Hill	11.5
Houston	90.3
Jordan	91.9
Joslin	65.6
Kiker	3.5
Kocurek	70.8
Langford	94.9
Lee	18.4
Linder	93.3
Maplewood	25.9
Mathews	28.0
McBee	95.0
Menchaca	44.4
Metz	95.8
Mills	6.8
Norman	95.2
Oak Hill	42.7
Oak Springs	96.5
Odom	84.8
Ortega	90.0
Overton	97.1
Padron	96.6

## Results for MOY (STAAR Released) Assessments

Palm	86.5
Patton	24.7
Pease	17.3
Pecan Springs	92.5
Perez	87.9
Pickle	96.4
Pillow	72.8
Pleasant Hill	86.2
Reilly	53.5
Ridgetop	22.2
Rodriguez	98.3
Sanchez	93.3
Sims	94.5
St Elmo	89.2
Summitt	28.9
Sunset Valley	45.4
Travis Heights	66.0
Uphaus	89.5
Walnut Creek	96.7
Webb Primary	97.6
Widen	96.2
Williams	81.7
Winn	73.0
Wooldridge	95.7
Wooten	92.8
Zavala	93.2
Zilker	17.1



# Every child, prepared for success in college, a career or the military.

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus  
academic and financial performance



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



Strengthen **organizational foundations**  
(resource efficiency, culture, capabilities, partnerships)

*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*