Houston Elementary School

Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan

HOUSTON
ELEMENTARY SCHOOL
AUSTIN Independent School District

Alberto Alonso

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Date Reviewed: Date Approved:

Campus Mission

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision

All students at J. Houston Elementary will be provided opportunities and services that allow them to progress academically, socially, emotionally and intellectually. We will reinvent the urban school experience for our students so that they graduate college, career, and life-ready.

J. Houston will be nationally recognized as an outstanding school, instilling a passion for life-long learning in all students. Together we will lead, love, learn and leave a legacy.

Values

*Focus on Children
*Excellence
*Integrity
*Equity
*Respect
*Health and Safety

Goals

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

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

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

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

Instructions for Campuses

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

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

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

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

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

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

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

Lever 3: Positive School Culture
   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 ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

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)
   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.

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

Mary Alvirez

Date

10/30/2020

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

Alberto Alonso

Date

10/30/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

- Reinforcing consistency of horizontal and vertical alignment with instruction across all grade levels
- Reinforcing fidelity and consistency of scheduling targeted reading intervention on a daily basis across all grade levels.
- Reinforcing responding to student data during intentional planning across all grade levels
- Reinforcing consistency with walkthrough feedback as it relates to lesson planning
- Reinforcing consistency of alignment of strategies, activities, student artifacts, and formative assessments to lesson planning across all grade levels
- Reinforcing consistency with using question stems aligned with STAAR across all grade levels
- Reinforce consistency of use of academic vocabulary aligned to TEKS and STAAR across all grade levels
- Reinforcing of early STAAR test exposure in lower grades
- Reinforcing implementing opportunities for gradual release to independent piece/student led instruction/ learning across all grade levels
- Reinforcing of planning to provide differentiated small group intervention across all grade levels
- Reinforce consistency with cross curricular activities/ lessons across all grade levels (with a focus on building reading comprehension across all content areas)
- Staff Survey indicates that 81% of our staff feels that they frequently/ often share instructional strategies.
- Staff Survey indicates that 81% of our staff strongly agree/ agree that they are satisfied with the opportunities for collaboration with other teachers.

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

Allocate teacher protected time for lesson planning and PLC meetings during the instructional day and after school

Partner up as an instructional team (which includes teachers) to conduct weekly team planning that incorporates specific instructional strategies, models, formative assessments, and visible structures that will be used in daily instruction in all content areas.

Provide Professional Learning opportunities on:
- 7 Steps to Language Rich Classrooms
- routine and procedures for formative assessments
- unpacking the TEKS by units
- responsive teaching with TX-KEA, Map Growth, DMAC

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

Teacher teams have protected time built into the campus schedule to meet frequently and regularly for in-depth conversations about effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Provide instructional leadership opportunities for teachers to reinforce and strengthen our current lesson planning flowchart protocol and checklist of essential lesson plan components:

Lesson Planning Flowchart Protocol:

1. Analyzing, Identifying, and align the TEKS

2. What do students need to know?
Transfer or summarize the main learning objectives (in student friendly terms) after analyzing the STAAR released questions.

3. Outline the Tasks and Activities that you would incorporate to ensure that students master these learning goals.

4. Outline the Engagement Strategy to prompt inquiry
- Power Skills 6C's: Communication, Connection, Creativity, Critical Thinking, Cultural Proficiency, Collaboration
- CLI
- Teaching for Biliteracy: Strengthening Bridges Between Languages

5. Outline anchors of support and sentence stems that will facilitate understanding and learning for students

6. Outline student artifacts that will represent understanding and learning

Set up protocol to review essential lesson plan components (create checklist with feedback section):
1. Learning Objective(s)
2. Formative Assessment
3. Materials
4. Differentiation
5. Task aligned to SE
6. Engagement strategies
7. Academic Vocabulary
8. Essential Questions and Stems
9. Models and Anchors of Support
10. Artifacts Representing Learning

Desired Annual Outcome
By May of 2021, 100% of all grade level teachers will be implementing our lesson planning flowchart and checklist protocol to review essential components. Instructional Team and teachers will provide self-reflection notes/ feedback after each weekly team planning session.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
50% of all grade level teachers will be implementing our lesson planning flowchart and checklist protocol to review essential components. Instructional Team and teachers will provide self-reflection notes/ feedback after each weekly team planning session.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
75% of all grade level teachers will be implementing our lesson planning flowchart and checklist protocol to review essential components. Instructional Team and teachers will provide self-reflection notes/ feedback after each weekly team planning session.

Desired 90-day Outcome: Cycle 3 (March-May)
100% of all grade level teachers will be implementing our lesson planning flowchart and checklist protocol to review essential components. Instructional Team and teachers will provide self-reflection notes/ feedback after each weekly team planning session.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
100% of all grade level teachers will be implementing our lesson planning flowchart and checklist protocol to review essential components. Instructional Team and teachers will provide self-reflection notes/ feedback after each weekly team planning session.

Barriers to Address During the Year
1. Planning across Remote Teaching and On-Campus Teaching
2. Team Planning in a remote setting 3. Blended learning curve
4. Engagement with remote learning is it relates to lesson planning
5. Validity of student data, assessments, and data during remote instruction as it relates to lesson planning
6. Closing the pandemic achievement gap as it relates to yearly pacing guides
7. Impact of non-attendance students as it relates to lesson planning
8. Planning for small group interventions in remote and on-campus settings
9. Planning for PreK 3&4 remote instruction
10. Impact on leveling teachers as it relates team structures and trust building relationships
11. Instructional Specialist and Admin proctoring remote learning Essential Areas so that teachers receive required planning time
12. Teachers and specialist being repurpose to teach in unfamiliar content areas and assigned to serve in other capacities
13. Teachers planning away from their classrooms due to Essential Areas remote learning
14. Covid-19 quarantine protocols that may require teachers to go from on-campus to remote learning
15. Students at home and at school have little to no materials

Barriers to Address: Cycle 1 (Sept-Nov)
1. Planning across Remote Teaching and On-Campus Teaching 2. Team Planning in a remote setting 3. Blended learning curve
4. Engagement with remote learning is it relates to lesson planning 5. Validity of student data, assessments, and data during remote instruction as it relates to lesson planning 6. Closing the pandemic achievement gap as it relates to yearly pacing guides 7. Impact of non-attendance students as it relates to lesson planning 8. Planning for small group interventions in remote and on-campus settings 9. Planning for PreK 3&4 remote instruction 12. Teachers and specialist being repurpose to teach in unfamiliar content areas and assigned to serve in other capacities   13. Teachers planning away from their classrooms due to Essential Areas remote learning 14. Covid-19 quarantine protocols that may require teachers to go from on-campus to remote learning 15. Students at home and at school have little to no materials

Barriers to Address: Cycle 2 (Dec-Feb)
1. Planning across Remote Teaching and On-Campus Teaching 2. Team Planning in a remote setting 3. Blended learning curve
4. Engagement with remote learning is it relates to lesson planning 10. Impact on leveling teachers as it relates team structures and trust building relationships 11. Instructional Specialist and Admin proctoring remote learning Essential Areas so that teachers receive required planning time

Barriers to Address: Cycle 3 (March-May)

12. Teachers and specialist being repurpose to teach in unfamiliar content areas and assigned to serve in other capacities   13. Teachers planning away from their classrooms due to Essential Areas remote learning 14. Covid-19 quarantine protocols that may require teachers to go from on-campus to remote learning

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

7. Impact of non-attendance students as it relates to lesson planning 8. Planning for small group interventions in response to remote learners transitioning to in-person learning.

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)

The District has assigned an executive director to work directly with the campus to provide ongoing support, including weekly to bi-weekly visits. 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. The DCSI will 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 District provides district-created, TEKS-aligned nine-week and interim assessments for campuses to use

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 District provides district-created, TEKS aligned nine-week and interim assessments for campuses to use. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI 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 with reviewing the lesson plan protocol and feedback given to the teachers about the lesson planning protocol. The DCSI will assist in providing ongoing professional learning opportunities for our teachers in the area of lesson planning with formative assessment.

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.

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 determine on next steps. The DCSI will support by delivering specific professional learning (instructional alignment, formative assessment and feedback, etc.) for our teachers and staff. The DCSI will review written feedback provided to teachers by the campus administration.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

- Reinforcing consistency of alignment with instruction across all grade levels
- Reinforcing monitoring of assessments across all grade levels
- Reinforcing fidelity and consistency of scheduling targeted reading intervention on a daily basis across all grade levels.
- Reinforcing conferring with students about importance of MAP Growth
- Reinforcing responding to data during intentional planning across all grade levels
- Reinforcing consistency with walkthrough feedback
- Reinforcing consistency of alignment of assessment data to planning across all grade levels
- Reinforcing using data to differentiate small group intervention across all grade levels
- Staff Survey indicates that 83% of our staff feels that they frequently/ often discuss assessment data for individual students.

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

Campus instructional leaders will partner up with teachers to review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.

Create and implement Interim Assessment data tracking sheet on which teachers identify student skill level/ ability to develop a responsive action plan.

Analyze Interim Assessment data by student group for all grade levels (Identifying student groups: ELLs, SpEd, 504, etc.) and develop a responsive action plan

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

Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.

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.

Provide a PLC time for vertical alignment for agreement on common language and instructional approaches, and how we use data for instruction (ex: k & 1st, 2nd & 3rd, etc).

Provide time for PLC teams to analyze data to create intervention groups including tier I and tier II in order for the teacher to plan tier I intervention and the interventionist to plan tier II support lessons.

Support families to access student data through online platforms to support student learning.

Create opportunities for student growth conversations (Goal Setting) by grade level using MAP Growth to identify student's strengths and areas of growth.

Engage families and students utilizing student data reports in the form of Student Portfolios to help identify specific goals or learning targets that parents can support with.

Desired Annual Outcome

By May 2021, 100% of teachers will be proficient at analyzing student data by implementing a student data tracker spreadsheet to inform and identify student intervention groups in order to respond to specific TEKS/SEs that students have not yet reached Meets Level.

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

50% of teachers will be proficient at analyzing student data by implementing a student data tracker spreadsheet to inform and identify student intervention groups in order to respond to specific TEKS/SEs that students have not yet reached Meets Level.

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

75% of teachers will be proficient at analyzing student data by implementing a student data tracker spreadsheet to inform and identify student intervention groups in order to respond to specific TEKS/SEs that students have not yet reached Meets Level.

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

100% of teachers will be proficient at analyzing student data by implementing a student data tracker spreadsheet to inform and identify student intervention groups in order to respond to specific TEKS/SEs that students have not yet reached Meets Level.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
100% of teachers will be proficient at analyzing student data by implementing a student data tracker spreadsheet to inform and identify student intervention groups in order to respond to specific TEKS/SEs that students have not yet reached Meets Level.

Barriers to Address During the Year
1. Balancing Map Growth Assessment between remote and on-campus students
2. Addressing small group interventions during our pandemic
3. Balancing meeting student needs of students, based on student data, who are receiving SpEd services via a remote learning instructional setting
4. Validity of student data and assessments during remote instruction
5. Administering benchmark assessment for remote learning students
6. Lack of student data from spring semester (e.g., STAAR, EOY assessments)
7. Equity of resources between students and home and campus
8. Equity of resources between teachers on campus and at home
9. Poor attendance both in school and at home
10. Noise level both in school and at home, some headphones help, others don't seem to make a difference, and several students don't have headphones
11. Creating time for data days throughout the modified calendar year
12. Technology malfunctions
13. Students at home and at school have little to no materials

Barriers to Address: Cycle 1 (Sept-Nov)
1. Balancing Map Growth Assessment between remote and on-campus students 2. Addressing small group interventions during our pandemic 3. Balancing meeting student needs of students, based on student data, who are receiving SpEd services via a remote learning instructional setting 4. Validity of student data and assessments during remote instruction 5. Administering benchmark assessment for remote learning students

Barriers to Address: Cycle 2 (Dec-Feb)
6. Lack of student data from spring semester (e.g., STAAR, EOY assessments) 7. Equity of resources between students and home and campus 8. Equity of resources between teachers on campus and at home 9. Validity of the test data with remote and on-campus students 10. Poor attendance both in school and at home

Barriers to Address: Cycle 3 (March-May)
11. Noise level both in school and at home, some headphones help, others don't seem to make a difference, and several students don't have headphones 12. Creating time for data days throughout the modified calendar year 13. Technology malfunctions   14. Students at home and at school have little to no materials

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
4. Validity of student data and assessments during remote instruction 5. Administering STAAR and TELPAS for in-person learners only

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)
The District has assigned an executive director to work directly with the campus and to provide ongoing support, including weekly to bi-weekly visits. 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. The DCSI will 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 District provides district-created, TEKS-aligned nine-week and interim assessments for campuses to use

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 District provides district-created, TEKSaligned nine-week and interim assessments for campuses to use. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI 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 in providing ongoing professional learning opportunities for our teachers in the area of data driven instruction.

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.

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 determine on next steps. The DCSI will support by delivering specific professional learning (instructional alignment, formative assessment and feedback, etc.) for our teachers and staff. The DCSI will review written feedback provided to teachers by the campus administration.

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, we did meet our desired 90 day outcome. Our Instructional Team has reviewed and made adjustments to our lesson planning flowchart protocol and essential component checklist. Our teachers and instructional specialist met on December 11th, 2020 to review MAP Growth assessment data.

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

We did not meet our student performance goals. Majority of our students are remote learners which impacted the validity of the performance results.

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?

Our next steps involves: - Documenting our feedback on our template. - Creating opportunities for our Grade Level Team Leads to revise and strengthen our lesson planning flowchart protocol and essential component checklist. Our next steps involve: - Utilizing our second Data Day on December 18th, 2020 to finalize assessment tracking sheet and responsive plan

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

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

Reflection and Planning for Next 90-Day Cycle

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

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

Yes, we did meet our desired 90-day outcome. We recently conducted a learning walk as an instructional team, including the teachers, to identify strengths and areas of growth. Our Instructional Team and teachers have reflected on current needs and made adjustments to our PLC structure, lesson planning flowchart protocol, schedule, and essential component checklist. Our teachers and instructional team met on March 10th, 11th, & 12th, & April 2nd to review all current student data (e.g., MAP Growth, MOY, CLI, etc.). We have made necessary adjustments to our small group intervention groups in response to our student data.

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

We didn't meet our student performance goals. We are looking at how to reinforce our instructional alignment and responding to interventions in accordance to student data. Over 75% of our MOY assessment were conducted in a remote setting. We did notice that our in-person students performed at higher levels that our remote students.

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?

Our next steps involve: - Create more opportunities for intentional and targeted learning walks for entire instructional team, which includes teachers. - Creating opportunities for our Grade Level Team Leads to revise and strengthen our PLC structure, lesson planning flowchart protocol and essential component checklist. Our next steps involve: - Utilizing additional Data Days to analyze student data and reinforce responsive plans and instructional schedules across all content areas. - Make adjustments to our small group intervention groups in accordance/ alignment to our student data.

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

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

Reflection and Planning for Next 90-Day Cycle

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
Yes, we did meet our desired 90-day outcome. Classroom observations with feedback, Debrief with action steps and review the response to data from learning walk, Tracking Data: MapGrowth Data, Adjusted Schedules & Planning Worksheets, Tracking Data: 3-5 Response to Data, Interventions Resources/tracking, Learning Walks (Gr. 3-5) With Reflective conversations, PD- PLC recording, Adjusted Planning schedule, Reinforced our PLC collaborative work by analyzing and planning deeper with planning document

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
We are waiting for STAAR and TELPAS results.

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?
Our next steps involve: Meet as an instructional team to review and refine our mid year response plan which includes, but not limited to: Classroom observations with feedback, Debrief with action steps and review the response to data from learning walk, Tracking Data: MapGrowth Data, Adjusted Schedules & Planning Worksheets, Tracking Data: 3-5 Response to Data, Interventions Resources/tracking, Learning Walks (Gr. 3-5) With Reflective conversations, PD- PLC recording, Adjusted Planning schedule, Reinforced our PLC collaborative work by analyzing and planning deeper with planning document, Increase face-to-face/ in-person enrollment/ learners

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

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?
Yes, we achieved the desired outcome. We made the necessary adjustments to reach our desired outcome: Classroom observations with feedback, Debrief with action steps and review the response to data from learning walk, Tracking Data: MapGrowth Data, Adjusted Schedules & Planning Worksheets, Tracking Data: 3-5 Response to Data, Interventions Resources/tracking, Learning Walks (Gr. 3-5) With Reflective conversations, PD- PLC recording, Adjusted Planning schedule, Reinforced our PLC collaborative work by analyzing and planning deeper with planning document

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?
Yes, we achieved the desired outcome. We made the necessary adjustments to reach our desired outcome: Classroom observations with feedback, Debrief with action steps and review the response to data from learning walk, Tracking Data: MapGrowth Data, Adjusted Schedules & Planning Worksheets, Tracking Data: 3-5 Response to Data, Interventions Resources/tracking, Learning Walks (Gr. 3-5) With Reflective conversations, PD- PLC recording, Adjusted Planning schedule, Reinforced our PLC collaborative work by analyzing and planning deeper with planning document

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

+ 2020 TELL AISD TEACHING AND LEARNING CONDITIONS SURVEY indicated that when compared to elementary averages, we were at or above the district level in the areas of Principal Leadership (+1), Teacher Data Use (+5), District Vision (+4), and Professional Development (+1).

*2020 TELL AISD TEACHING AND LEARNING CONDITIONS SURVEY indicated a positive change when compared to 2018-2019 survey results in the areas of:
+ General Climate - Overall, my school is a good place to work and learn 91% to 93% +2
+ Principal Leadership - My principal provides constructive feedback to teachers toward improving their performance (85% to 97% +12). Teachers at this school trust the principal to make sound professional decisions about instruction (75% to 90% +15). The faculty and leadership have a shared vision (76% to 82% +6).
+ Teacher Leadership - Teachers are encouraged to participate in school leadership roles (86% to 94% +8). Teachers have an appropriate level of influence on decision making in this school (67% to 88% +21)
+ Professional Development - Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs (88% to 94% +6). Professional development enhances teachers' abilities to improve student learning (88% to 92% +4)
+ Community Support and Engagement - This school maintains clear, two-way communication with the community (83% 97% +14).
+Student Conduct - All campus staff work in an environment that is safe (78% 89% +11).

School Culture and Climate Weaknesses

- 2020 TELL AISD TEACHING AND LEARNING CONDITIONS SURVEY indicated that when compared to elementary averages, we were at or above the district level in only 4 out of 12 areas.

* 2020 TELL AISD TEACHING AND LEARNING CONDITIONS SURVEY indicated a negative change when compared to 2018-2019 survey results in the areas of:
- Community Support and Engagement - This school does a good job of encouraging parent/guardian involvement (88% to 76% -12).
- Student Conduct - Administrators support teachers' efforts to maintain discipline in the classroom (78% to 72% -6).

School Culture and Climate Needs

Increase overall percentage point to score on or above the district elementary average in the areas of General Climate, School Leadership, Community Support and Engagement, Achievement Press, Student Conduct, Facilities and Resources.

Comprehensive Needs Assessment

School Culture and Climate Summary

In summary, we need to increase percentage point in specific areas such as Community Support and Engagement (This school does a good job of encouraging parent/guardian involvement), Student Conduct (Administrators support teachers' efforts to maintain discipline in the classroom), and General Climate (All campus staff are friendly to each other & There is an atmosphere of trust and mutual respect).

2020 TELL AISD TEACHING AND LEARNING CONDITIONS SURVEY
CAMPUS SUMMARY

Campus: Houston Elementary (48 respondents)   **Principal:** Alberto Alonso

Area	Campus Score	Elementary School Average Score	Below or Above Elementary Average
General Climate	73%	88%	-15
District Vision	94%	90%	+4
School Leadership	85%	90%	-5
Principal Leadership	90%	89%	+1
Teacher Leadership	90%	90%	----
Teacher Data Use	81%	76%	+5
Professional Development	90%	89%	+1
Teacher Collaboration	90%	91%	-1
Community Support and Engagement	86%	94%	-8
Achievement Press	78%	86%	-8
Student Conduct	80%	90%	-10
Facilities and Resources	83%	89%	-6
TOTAL ABOVE ELEM AV			4 of 12 (33%)

Indicator	2018-2019	2019-2020	Difference
General Climate			
Overall, my school is a good place to work and learn.	91%	93%	+2
Principal Leadership			
My principal provides constructive feedback to teachers toward improving their performance.	85%	97%	+12
Teachers at this school trust the principal to make sound professional decisions about instruction.	75%	90%	+15
The faculty and leadership have a shared vision.	76%	82%	+6
Teacher Leadership			
Teachers are encouraged to participate in school leadership roles.	86%	94%	+8
Teachers have an appropriate level of influence on decision making in this school.	67%	88%	+21
Professional Development			
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	88%	94%	+6
Professional development enhances teachers' abilities to improve student learning.	88%	92%	+4
Community Support and Engagement			
This school does a good job of encouraging parent/guardian involvement.	88%	76%	-12
This school maintains clear, two-way communication with the community.	83%	97%	+14
Student Conduct			
Administrators support teachers' efforts to maintain discipline in the classroom.	78%	72%	-6
All campus staff work in an environment that is safe.	78%	89%	+11
Students at this school follow rules of conduct.	76%	75%	-1
The schools' discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative practices).	81%	80%	-1

Informational Only - Summary of Focus Areas and Number of Indicators in Each

Area	Total # of Indicators
General Climate	8
District Vision	3
School Leadership	11
Principal Leadership	10
Teacher Leadership	9
Teacher Data Use	7
Professional Development	12
Teacher Collaboration	6
Community Support and Engagement	9
Achievement Press	7
Student Conduct	11
Facilities and Resources	11
Total	**104**

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

+ 2020 Family Survey Results indicated a percentage of 90% or above in the areas of (I am treated with courtesy and respect by the) Strongly Agree/ Agree:
Principal (97%)
Assistant Principal (95%)
Teachers (93%)
Office Staff (92%)
School Counselor (94%)

+ 2020 Family Survey Results indicated a percentage of 90% or above in the areas of (My involvement in my child's education is welcomed by the) Strongly Agree/ Agree:
Principal (96%)
Assistant Principal (95%)
Teachers (93%)
School Counselor (92%)

+ 2020 Family Survey Results indicated a percentage of 90% or above in the areas of (School Climate- My Child) Strongly Agree/ Agree:
Likes going to school (93%)
Demonstrates social and emotional skills learned in school (92%)

Family and Community Involvement Weaknesses

- 2020 Family Survey Results indicated a percentage lower than 90% in the areas of (My involvement in my child's education is welcomed by the) Strongly Agree/ Agree:
Office Staff (89%)

- 2020 Family Survey Results indicated a percentage lower than 90% in the areas of (Customer Service at Child's School) Strongly Agree/ Agree:
I consistently receive good customer service (84%)

- 2020 Family Survey Results indicated a percentage lower than 90% in the areas of (Information Provided by the School) Strongly Agree/ Agree:
Academic programs and services (88%)
Future career opportunities for my child (85%)
Gifted and Talented (GT) testing and services. (80%)

- 2020 Family Survey Results indicated a percentage lower than 90% in the areas of (School Climate- My Child) Strongly Agree/ Agree:

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Attends school in a safe learning environment (86%)
Is treated with respect by other students (89%)

- 2020 Family Survey Results indicated a percentage lower than 90% (Strongly Agree/ Agree) in the areas of (School Community- I Feel) Strongly Agree/ Agree:
Our local community supports our school (89%)
Our school works hard to engage our local community (88%)

Family and Community Involvement Needs

Increase overall average percentage point to score 90% or above (Strongly Agree/ Agree) in the areas of Customer Service, Information Provided by the School, School Climate, and School and Community.

Family and Community Involvement Summary

In summary, we need to increase percentage point (Strongly Agree/ Agree) in specific areas such as My involvement in my child's education is welcomed by the Office Staff, Customer Service, Information Provided by the School (All 3 sub indicators), School Community (Our local community supports our school & Our school works hard to engage our local community), and School Climate (Attends school in a safe learning environment & Is treated with respect by other students).

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($402,867)			

Houston 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. Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. (Title I SW Elements: 2.2,2.6) (Strategic Priorities: 4)	Assistant Principal, Instructional Leadership Team, Principal	September 2020 & Ongoing		Criteria: Comprehensive list of responsibilities, including teachers/ grade levels assigned for supervision Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings 05/24/21 - Significant Progress 12/15/20 - Some Progress

Houston 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 2.   (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. (Title I SW Elements: 2.6) (Strategic Priorities: 4)	Assistant Principal, Instructional Leadership Team, Principal	September 2020 & Ongoing		Criteria: Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring 05/24/21 - On Track 12/15/20 - Significant Progress

Houston Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high performing staff. (Title I SW Elements: 2.4) (Strategic Priorities: 1,4)	Administration, Instructional Leadership Team	August 2020 & Ongoing		Criteria: Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition (e.g., certificates, coaching plans, PL agendas) 05/24/21 - Significant Progress 12/15/20 - Some Progress

Houston Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an instructional coaching plan for all 1st year teachers. (Title I SW Elements: 1.1,2.6) (Strategic Priorities: 1)	Administration, Instructional Coaches	January 2021		Criteria: Instructional coaching plans 05/24/21 - Some Progress 12/15/20 - Some Progress
2. Use campus walk-through feedback form for teacher observations. (Title I SW Elements: 2.2) (Strategic Priorities: 1)	Administration, Instructional Coaches	September 2020 & Ongoing		Criteria: Walk-through feedback form 05/24/21 - Some Progress 12/15/20 - Some Progress

Houston Elementary School

Goal 3. (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. Create and administer regular campus climate surveys assessing and measuring progress on student, family, and staff experiences. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administration, Parent Support Specialist, SEL Campus Coordinator	December 2020, March 2021		Criteria: Campus climate surveys 05/24/21 - Pending 12/15/20 - Some Progress

Houston Elementary School

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

Objective 2.   (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Revise our behavior management system, which is part of our Campus Culture & Climate plan, so that all staff and students better understand our system to respond to student behavior (i.e., integrating restorative, SEL, and mindfulness practices to remain responsive to student behavior) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administration, CIS, Counselor, Instructional Team, SEL Campus Coordinator, SEL Committee, Teachers	January 2021 & Ongoing		Criteria: Behavior Management Plan/ Protocol/ Campus Culture and Climate Plan 06/04/21 - Some Progress 12/15/20 - Some Progress

Houston Elementary School

Goal 3.   (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 3.   (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs. (Title I SW Elements: 1.1,2.6,3.2) (Strategic Priorities: 4)	Administration, CIS, Counselor, Parent Support Specialist, SEL Campus Coordinator	September 2020 & Ongoing		Criteria: Student Support Meeting Agendas 06/04/21 - Pending 12/15/20 - On Track

Houston Elementary School

Goal 3. (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 4. (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish multiple communication strategies with families that are integrated into teacher roles and responsibilities. (Title I SW Elements: 2.1,2.3,3.1) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Teachers	September 2020		Criteria: Teacher Newsletters, emails, eCST Service Tracking, SeeSaw, ClassDojo, Parent Conference Plans 06/04/21 - Significant Progress 12/15/20 - Significant Progress
2. The school/district staff coordinate student support with community-based health, social, and academic services (e.g., parent and family centers, homework classes, technology classes, adult ELL classes, etc.). (Title I SW Elements: 2.1,3.1) (Strategic Priorities: 2,4)	Administrators, Parent Support Specialist	October 2020 & Ongoing		Criteria: Invitation/ Flyers, agendas 06/04/21 - Significant Progress 12/15/20 - Some Progress

Houston Elementary School

Goal 4. (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. Create blueprints aligned to units to reinforce following the AISD YPG (scope and sequence) in Reading and Math for Kinder-5th, Writing for 4th, and Science for 5th. (Title I SW Elements: 2.5) (Strategic Priorities: 4)	Administration, Instructional Coaches, Teachers	September 2020 & Ongoing		Criteria: Blueprints Aligned to Units Charts 12/15/20 - Completed
2. Ensure that these instructional strategies are being used consistently, efficiently, effectively and are visible in all classrooms - Responding in complete sentences with sentence stem support - Use of SPAR for Math problem solving - Using visuals/realia, anchors of support, and academic vocabulary strategies aligned to standard and objective - Reading and writing process bookmark (Title I SW Elements: 2.5,2.6) (Strategic Priorities: 4)	Administration, Instructional Coaches, Teachers	September 2020 & Ongoing		Criteria: -Learning walks/ walkthroughs feedback form 06/04/21 - On Track 12/15/20 - On Track
3. Conduct weekly team planning that incorporates implementing our lesson planning flowchart protocol. (Title I SW Elements: 2.5,3.2) (Strategic Priorities: 4)	Administration, Instructional Coaches, Teachers	September 2020 & Ongoing		Criteria: Lesson Planning Flowchart Protocol 06/04/21 - Significant Progress 12/15/20 - Significant Progress
4. Provide Professional Learning opportunities on: - 7 Steps to Language Rich Classrooms - routine and procedures for formative assessments - alignment of common assessments to classroom student tasks/ activities - unpacking the TEKS by units - responsive teaching with TX-KEA, Map Growth, and DMAC (Title I SW Elements: 1.1,2.6) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team	September 2020- Quarterly		Criteria: Professional Learning (PL) Calendar & PL Agendas 06/05/21 - Some Progress 12/15/20 - Some Progress

Houston Elementary School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide instructional leadership opportunities for teachers to reinforce and adjust our current lesson planning flowchart protocol and checklist of essential lesson plan components: Lesson Planning Flowchart Protocol: 1. Analyzing, Identifying, and align the TEKS 2. What do students need to know? Transfer or summarize the main learning objectives (in student friendly terms) after analyzing the STAAR released questions. 3. Outline the Tasks and Activities that you would incorporate to ensure that students master these learning goals. 4. Outline the Engagement Strategy to prompt inquiry - Power Skills 6C's: Communication, Connection, Creativity, Critical Thinking, Cultural Proficiency, Collaboration - CLI - Teaching for Biliteracy: Strengthening Bridges Between Languages 5. Outline anchors of support and sentence stems that will facilitate understanding and learning for students (Title I SW Elements: 2.2,2.5,2.6) (Strategic Priorities: 1,4)	Administration, Instructional Coaches, Teachers	September 2020 & Ongoing		Criteria: Implementing our essential lesson plan components checklist to provide Precise and bite-sized feedback: 1-5 precise pieces of feedback per lesson plan focused on teacher actions that would have the greatest positive impact on student learning. 06/04/21 - Some Progress 12/15/20 - Some Progress

Houston Elementary School

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

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze Interim Assessment data by student group for all grade levels (Identifying sub student groups: Emergent Bilinguals, SpEd, 504, etc.) and develop a responsive action plan using MAP Growth & DMAC. (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 4)	Administration, Instructional Coaches, Teachers	November 2020-Quarterly		Criteria: Interim assessment data tracking sheet & responsive plan 06/05/21 - Some Progress 12/15/20 - Some Progress
2. Create and implement Interim Assessment data tracking sheet on which teachers identify student skill level/ ability to develop a responsive action plan. Monitor student performance using the watch list and interim assessment data tracking sheet. (Title I SW Elements: 2.2) (Strategic Priorities: 4)	Instructional Coaches, Teachers	November 2020-Quarterly		Criteria: Interim assessment data tracking sheet and responsive action plan. 06/04/21 - Some Progress 12/15/20 - Some Progress
3. Conduct student growth conversations (Goal Setting) using MAP Growth to identify student's strengths and areas of growth in grades Kinder-5th: (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 2)	ACE Leader, Administration, CIS, Counselor, Instructional Coaches, SEL Campus Coordinator, Teachers	December 2020-Quarterly		Criteria: -Individualized student growth conversation templates -Student portfolios 06/05/21 - Some Progress 12/15/20 - Some Progress

Houston Elementary School

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

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a targeted reading intervention plan for all students in Kinder through 5th grade using researched based resources (e.g., Really Great Reading, Voyager Passport/ Pasaporte, etc.). (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	ACE Leader, Administrators, Instructional Specialists/Coaches, Intervention Staff, Teachers	September 2020 & Ongoing		Criteria: Kinder-5th Targeted reading intervention plan/ system 06/05/21 - Significant Progress 12/15/20 - Significant Progress

Houston Elementary School

Goal 6. (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. (Student Mentoring Program) Mentoring representation for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase our number of mentors to ensure that each student identified as chronically absent is strategically assigned a mentor. (Title I SW Elements: 1.1,2.6) (Target Group: H,AA,ECD,AtRisk) (Strategic Priorities: 4)	Administrators, Community Partner, Community School Facilitator, Counselor, Parent Support Specialist, SEL Campus Coordinator, SEL Committee, Teachers	January 2021 & Ongoing		Criteria: Mentor assigned list 06/04/21 - Significant Progress 12/15/20 - Some Progress

Houston Elementary School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement a GT hour scheduled every week to provide opportunities to engage students in advanced-level activities during the school day. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2)	GT Advocate, Instructional Coaches, Instructional Leadership Team	December, 2020		Criteria: GT Hour Schedule 06/05/21 - Some Progress 12/15/20 - Some Progress
2. Increase our identification percentage of Hispanic and African American students by protecting time for all teachers to complete required GT assessment and training so that we can improve our systems of recommending GT testing for students. (Title I SW Elements: 2.1,2.2) (Strategic Priorities: 2)	Administrators, GT Advocate, Teachers	February 2020		Criteria: Completion of GT Training Report 06/04/21 - On Track 12/15/20 - On Track

Houston Elementary School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create protocol for increasing parent participation and engagement for ARD and 504 meetings: 1. Ensure all Case Managers have a connection with parents via SeeSaw or ClassDojo 2. Call parent(s) to agree on time and date 10 days in advance and document attempt in SpEd or e504 communication log 3. Email Notice to parent(s) via email 7 days in advance 4. Send remind message via Email, Phone Call, SeeSaw or ClassDojo 2 days in advance and document attempt (Title I SW Elements: 2.1,3.1,3.2) (Strategic Priorities: 4)	504 Coordinator, Special Education Staff, SpEd Administrator, SpEd Department Chair	September 2020 & Ongoing		Criteria: Protocol for increasing parent participation and engagement for ARD and 504 meetings Chart, Communication Log, Emails, and Compliance Reports 12/15/20 - Completed

Houston Elementary School

Goal 9. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (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. Examine and revise daily schedules and adult assignments (including all adults in the school community) to maximize relationship-building, such as pairing adults with students to ensure every student (with RITS score of Yellow: 10-19 Red: 20-29 Purple: 30+) has at least one adult at school who checks in with them daily. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	504 Coordinator, ACE Leader, Administrators, Counselor, SEL Campus Coordinator, SEL Committee, Special Education Staff, Student Support Committee, Teachers	December, 2020 & Ongoing		Criteria: Adult-Student mentoring assignment schedule 06/04/21 - Significant Progress 12/15/20 - Some Progress
2. Identify resources and practices that are either virtual or readily adapted to distance learning to support adult-student and peer relationships (writing postcards, interest surveys, classroom chats, partner/team projects) and create a sense of belonging (e.g., ensure instruction reflects student culture, implement rigorous curriculum, and ask students about their interests and concerns). (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, CIS, Counselor, Instructional Leadership Team, SEL Campus Coordinator, SEL Committee, Teacher Assistants, Teachers	September 2020 & Ongoing		Criteria: Learning Walks & Walk-Through Feedback Forms 06/04/21 - Some Progress 12/15/20 - Some Progress
3. Replace punitive discipline with practices that focus on healing and inclusion (e.g., restorative practices, peace rooms, de-escalation strategies). (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, CIS, Counselor, SEL Campus Coordinator, SEL Committee	September 2020 & Ongoing		Criteria: Culture and Climate Plan 06/04/21 - Significant Progress 12/15/20 - Significant Progress

Houston Elementary School

Goal 10. (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 11/12/20 - 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 11/12/20 - 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 11/12/20 - Significant Progress
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 11/12/20 - Significant Progress
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 11/12/20 - Completed

Houston Elementary School

Goal 10. (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 11/12/20 - 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 11/12/20 - Some Progress
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 11/12/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/12/20 - 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 11/12/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Jones, Patricia	Instructional Specialist/ Coach
Mcgrew, Chaitra	Assistant Principal
Cruz, Maria Pilar	Bil. Instructional Specialist/ Coach
Montes, Melissa	Instructional Specialist/ Coach
Sandoval, Robyn	Instructional Specialist/ Coach
Lara, Lydia	Bil. Instructional Specialist/ Coach
Litrell, Kori	Instructional Specialist/ Coach
Cisneros, Elvia	Bil. Instructional Specialist/ Coach
Zapata, Liliana	Bil. Instructional Specialist/ Coach
Stoeltje, Adriana	Instructional Specialist/ Coach
Landaverde, Yadira	Teacher & CAC Staff Co-Chair
Bermudez, Cecilia	Teacher
Polston, Elizabeth	Teacher
Salinas, Sasha	Parent & CAC Parent Co-Chair
Sanchez Suarez, Stephanie	Parent
Alvirez, Mary	Executive Director/ DCSI
Pizano, Jenny	ACE Site Coordinator
Alonso, Alberto	Principal

TITLE I COMPLIANCE PACKET
2020-2021
Principal Confirmation
Documents due- *October 30, 2020*

√ **Attachment #1. Principal Attestation Form:** *Qualifications for Teachers and Paraprofessionals.* *(Sign and attach the form.)*

√ **Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families.** *(Attach copy of Parent/Family Involvement Policy on your campus stationary.)*

√ **Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus.** *(Attach copy of Parent/Family School Compact.)*

√ **Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved.** *(Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached.* A SEPARATE MEETING **MUST BE HELD**; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE **NOT** ACCEPTABLE.)

√ **Attachment #5. Communications are sent home in a LANGUAGE that a parent understands.** *(Sample communications in languages other than English must be attached.)*

√ **Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications.** (*Documentation of notice on school letterhead is attached.*)

√ **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.)*

√ **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.)**

√ **Attachment #9. *Homeless Documentation* (Complete and submit sheet attached.)**

√ **Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached**

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

DocuSigned by:

alberto alonso

E05C0D89498745B...

10/30/2020

Josephine Houston ES
Campus Name   **Principal's Signature**   **Date**

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	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	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63	Map Growth	68		Map Growth	68		Map Growth	68		68
		All	All	Reading	Meets	STAAR	25	Map Growth	27		Map Growth	27		Map Growth	27		27
		All	All	Reading	Masters	STAAR	6	Map Growth	8		Map Growth	8		Map Growth	8		8
		All	All	Mathematics	Approaches	STAAR	73	Map Growth	81		Map Growth	81		Map Growth	81		81
		All	All	Mathematics	Meets	STAAR	35	Map Growth	38		Map Growth	38		Map Growth	38		38
		All	All	Mathematics	Masters	STAAR	12	Map Growth	14		Map Growth	14		Map Growth	14		14
		All	All	Science	Approaches	STAAR	68	IXL	73		District MOY	73		STAAR	73		73
		All	All	Science	Meets	STAAR	31	IXL	34		District MOY	34		STAAR	34		34
		All	All	Science	Masters	STAAR	10	IXL	12		District MOY	12		STAAR	12		12
		All	All	Social Studies	Approaches	STAAR	NA	NA	NA		NA	NA		NA	NA		NA
		All	All	Social Studies	Meets	STAAR	NA	NA	NA		NA	NA		NA	NA		NA
		All	All	Social Studies	Masters	STAAR	NA	NA	NA		NA	NA		NA	NA		NA
		All	All	Writing	Approaches	STAAR	34	Campus Assessment	39		District MOY	39		STAAR	39		39
		All	All	Writing	Meets	STAAR	7	Campus Assessment	10		District MOY	10		STAAR	10		10
		All	All	Writing	Masters	STAAR	2	Campus Assessment	4		District MOY	4		STAAR	4		4
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	His	Reading	Meets	STAAR	24	Map Growth	27		District MOY	31		STAAR	34		37
		All	ECD	Reading	Meets	STAAR	24	Map Growth	26		District MOY	28		STAAR	30		33
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	AA	All	Meets	STAAR	18	Campus Assessment	20		District MOY	22		STAAR	24		36
		All	His	All	Meets	STAAR	27	Campus Assessment	29		District MOY	31		STAAR	33		41
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	29	Map Growth	32		Map Growth	35		TELPAS	36		38

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	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	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63	Map Growth	68		District MOY	68	21	STAAR	68		68
		All	All	Reading	Meets	STAAR	25	Map Growth	27		District MOY	27	3	STAAR	27		27
		All	All	Reading	Masters	STAAR	6	Map Growth	8		District MOY	8	2	STAAR	8		8
		All	All	Mathematics	Approaches	STAAR	73	Map Growth	81		District MOY	81	15	STAAR	81		81
		All	All	Mathematics	Meets	STAAR	35	Map Growth	38		District MOY	38	7	STAAR	38		38
		All	All	Mathematics	Masters	STAAR	12	Map Growth	14		District MOY	14	2	STAAR	14		14
		All	All	Science	Approaches	STAAR	68	IXL	73		District MOY	73	16	STAAR	73		73
		All	All	Science	Meets	STAAR	31	IXL	34		District MOY	34	4	STAAR	34		34
		All	All	Science	Masters	STAAR	10	IXL	12		District MOY	12	2	STAAR	12		12
		All	All	Social Studies	Approaches	STAAR	NA	N/A	N/A		N/A	NA	N/A	NA	NA		NA
		All	All	Social Studies	Meets	STAAR	NA	N/A	N/A		N/A	NA	N/A	NA	NA		NA
		All	All	Social Studies	Masters	STAAR	NA	N/A	N/A		N/A	NA	N/A	NA	NA		NA
		All	All	Writing	Approaches	STAAR	34	Campus Assessment	39		District MOY	39	13	STAAR	39		39
		All	All	Writing	Meets	STAAR	7	Campus Assessment	10		District MOY	10	7	STAAR	10		10
		All	All	Writing	Masters	STAAR	2	Campus Assessment	4		District MOY	4	1	STAAR	4		4
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	His	Reading	Meets	STAAR	24	Map Growth	27		District MOY	31	6	STAAR	34		37
		All	ECD	Reading	Meets	STAAR	24	Map Growth	26		District MOY	28	5	STAAR	30		33
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	AA	All	Meets	STAAR	18	Campus Assessment	20		District MOY	22	10	STAAR	24		36
		All	His	All	Meets	STAAR	27	Campus Assessment	29		District MOY	31	8	STAAR	33		41
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	29	Map Growth	32		Map Growth	35		TELPAS	36		38