Palm Elementary School
Campus Improvement Plan
2020/2021

Targeted Improvement Plan Included

Palm Pandas Creating a Better World Together

PALM ELEMENTARY SCHOOL
AUSTIN Independent School District

Rhoda Coleman
7601 Dixie Drive Austin, TX 78744
(512) 414-2545
rhoda.coleman@austinisd.org

Date Reviewed: 11/06/2020

Date Approved:

Campus Mission

Svante Palm Elementary School is dedicated to educating all students so that they become responsible, contributing members of society by working together in a secure, supportive environment that encourages all children to reach their optimum levels of achievement academically, socially, physically, culturally and emotionally.

Campus Vision

ALL students reach success academically, socially and emotionally, in a safe and supportive environment.

Campus Values

Our Shared Values

- All students can and will learn
- The environment created by staff and students will be positive, safe and conducive to learning.
- Respect will be modeled, taught, and promoted.
- Staff will be prepared and committed to teaching the TEKS

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)

Attachment #8 -
Not Complete, Still need the Date & Time that staff viewed the T & E Training Webinar. If not viewed another training is being offered on December 8th.Training will be from 1-2 p.m. Flyer sent to Principal. PM 12-1-20

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

TIP 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
Betty Jenkins

Date
11/2/2020

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
Rhoda Coleman

Date
9/30/2020

TIP Foundations

Prioritized Focus Area #1

Prioritized Focus Area #1
1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Based on the 2018-19 STAAR results, increases are needed in the percentage of students attaining the Meets level. Based on 2018-19 results, development and implementation of student progress monitoring was implemented However, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Therefore, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected. Campus instructional leaders meet on a weekly basis to focus on student progress and use student data and other evidence to track progress towards intended outcomes.?

How will the campus build capacity in this area? Who will you partner with?
Systems being implemented for student progress monitoring and implementation of interventions. A campus wide calendar of assessments will be created and weekly meetings scheduled. Professional learning for teachers and students will be held. A calendar for student data meetings will be created.

How will you communicate these priorities to your stakeholders? How will create buy-in?
A CAC meeting with staff team members present will be organized.

A PTA meeting with staff team members present will be organized.

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

Engaging activities will be prepared for students to discuss the importance of goal setting.

Recognition opportunities will be planned in the annual calendar to ensure that student accomplishments are being acknowledged publicly.

Videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.

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

Desired Annual Outcome
100% of students will meet or exceed their individual growth target.

Performance targets for Reading (44% Meets) and Math (46% Meets) will be met for the All Students group in Domain 3.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
100% systems/protocols developed to address the needs of Lever 1

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
100% of the systems fully and consistently implemented.

Desired 90-day Outcome: Cycle 3 (March-May)
100% of the systems fully and consistently implemented.

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

Barriers to Address During the Year
*Time management
*Mastery of Blended Learning Model-Balancing
*Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff.

Barriers to Address: Cycle 1 (Sept-Nov)
*Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff.

Barriers to Address: Cycle 2 (Dec-Feb)
*Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff.

Barriers to Address: Cycle 3 (March-May)
*Time management *Mastery of Blended Learning Model-Balancing *Implementation of remote learning and blended learning while being empathetic to the social/emotional and physical well being of staff.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
The summer program will be 10 days. *Not all areas of need can be addressed in this short period.

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

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

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

District Actions: Cycle 3 (March-May)
District Actions Cycle 3: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
DCSI will conduct classroom observations during summer program.

Prioritized Focus Area #2
5.3 Data-driven instruction.

Rationale
Based on the 2018-19 STAAR results, increases are needed in the percentage of students attaining the Meets level. 2018-19 results indicate student groups (All Students-34, Hispanic-33, Special Education-6Cont Enrolled-38 and Non-Con Enrolled-14 did not meet the state target of 44% Meets for Reading. 2018-19 results indicate student groups (All Students-45,Special Education-17 and Non-Con Enrolled-25 did not meet the state target of 44% Meets for Reading. 46% Meets for Math. Additionally, not all students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 5 was identified as the lever in which systems needed to be aligned between grade levels and among grade levels for consistent implementation across the campus. Although some level of implementation may have existed, follow-through from the level of implementation, to monitoring, and accountability were not consistent. Based on 2018-19 results, development and implementation of data tracking systems were initiated for the 2019-20 school year and improvements were made. However, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Therefore, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected.

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

How will you communicate these priorities to your stakeholders? How will create buy-in?
A CAC meeting with staff team members present will be organized.

A PTA meeting with staff team members present will be organized.

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

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

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

Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used may included, but not limited to Kahoot and Quizzlet activites, scavenger hunts throughout the campus with links to data and reflection questions provided on a web page.

Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly.

Videos about our goals and accomplishments may be created to share with stakeholders, including personnel and students.

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

Desired Annual Outcome
Full implementation of the 4 Essential actions for Lever 5, Effective Instruction, by 100% of instructional staff. Actions developed will be in place and functioning as demonstrated through the academic progress of students. Artifacts and data to support a rating of full implementation will be made available.

100% of students will meet or exceed their individual growth target.

Performance targets for Reading (44% Meets) and Math (46% Meets) will be met for the All Students group in Domain 3.

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

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

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

100% of the instructional personnel will be implementing systems fully and consistently.   100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals.

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

100% of the instructional personnel will be implementing systems fully and consistently.   100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals.   At least 50% of students in 3rd-5th grade will demonstrate attainment of the STAAR meets level for Reading and Math.   100% of students will demonstrate attainment of their individual growth target.

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

Barriers to Address During the Year

Time management
Monitoring data tracking tool

Barriers to Address: Cycle 1 (Sept-Nov)

Implementation of data tracking tool

Barriers to Address: Cycle 2 (Dec-Feb)

Time management

Barriers to Address: Cycle 3 (March-May)

Time management

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

*Pre and Post data will be completed for each student. The short time frame may not indicate the growth required to move students to on grade level.

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District Actions: Cycle 1 (Sept-Nov)

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

District Actions: Cycle 2 (Dec-Feb)

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

District Actions: Cycle 3 (March-May)

District Actions Cycle 3: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

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

Palm will be hosting a short summer program that focuses on reading and math. Ms. Alvirez will be invited to observe classrooms and provide feedback during the program.

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?
Our students are making progress, but we did not meet our performance goal for Cycle 1. • Currently about 30% of students are attending in person.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
*Our students are making progress, but we did not meet our performance goal for Cycle 1. • Currently about 30% of students are attending in person.

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?
*Adjustments • Teachers are making adjustments in instruction.   (3rd-5th teachers are including in their instruction-Jam Board and Pear Deck) • Now that more teachers will be back on campus, we will be able to use part time specialist to resume small group intervention. o Create small groups o Create scope and sequence for small groups o Implement Imagine Learning in all classes grades K-1st • All students in grades 2nd-5th have begun graphing individual data. Teachers and administrators will meet with students • Map Growth • Professional learning for all Palm staff focused on Use RIT scores more effectively • Schedule meetings with teachers to discuss student data

What new action steps do you need to add to the next cycle?
*Remote Learners • We have been making home visits and daily phone calls to students who are not logging in or attending consistently

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?
*While the 90 day outcome was not fully met due to winter storm, school closure, and other challenges including remote instruction, gains did occur.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
*The goals were not met. Students who participate in remote instruction, completed the assessment at home and completed tests were brought to campus to be graded.

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?
*Calendar of important tasks that need to be completed including student meetings.

What new action steps do you need to add to the next cycle?
*Expectation of posting and reviewing with students the learning objectives (TEKS) for each lesson.

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?
Desired outcome was partially achieved for focus areas 1 and 2. Prioritized Focus Area 1-CST teams met to review student data, student academic and emotional needs, test results. CST checklist... was completed. Admin calendar... is in place. Focus Area 2-About 50% of students had 3 conferences regarding academ

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
The 20-21 STAAR Data indicates that our campus did not achieve the student performance goal. Several of the students who scored meets on the MOY assessment did not participate in the STAAR assessment.

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?
CST teams will follow up with diagnostician to ensure that there is an accurate list of students pending evaluation completion. PSS will follow up with students who will benefit from attending summer programs.

What new action steps do you need to add to the next cycle?
Admin team will meet to draft admin/instructional team calendar for 21-22 school year.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?
The desired outcome was met. Revisions will be made for the 21-22 school year.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?
Progress was made as teachers used assessment data from the MOY and weekly assessments to guide instruction. Assessment data was at times unreliable due to circumstances that included remote instruction, quarantining of class and or teachers and other challenges.

Comprehensive Needs Assessment

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($112,860)			

Palm 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 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CST Teams will meet bi-weekly to monitor attendance, discipline referrals, and attendance and discipline interventions. CST team will monitor new students to Palm/AISD and meet with individual students as necessary. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Attendance Clerk, CST Chair, Principal, Teachers	May 2021 CST Mtg Notes		Criteria: ECST Minutes, CST service tracking and intervention plans 06/04/21 - On Track 03/29/21 - On Track 03/01/21 - On Track 01/28/21 - On Track 12/17/20 - On Track 12/17/20 - Pending 12/17/20 - On Track
2. Use CST checklist and information document to maintain student data and monitor student needs, and the process is tracked and completed (Target Group: All,AtRisk) (Strategic Priorities: 4)	Administrators, Teachers	September 2020-May 2021		Criteria: Maintenance of CST checklist 06/04/21 - On Track 05/24/21 - On Track 03/29/21 - Significant Progress 12/17/20 - Significant Progress
3. Create an administrative calendar that documents CST meetings, teacher walk throughs, school systems progress, and student progress monitoring (Target Group: All) (Strategic Priorities: 2,4)	Principal	May 2020		Criteria: Admin and Instructional Team Schedule and Calendar 06/04/21 - Significant Progress 03/29/21 - Significant Progress 12/17/20 - Significant Progress

Palm Elementary School

Goal 2.   (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences (either remote or face to face)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. Use interim assessments in grades 3-5 to track progress toward the "Meets" goal. Have teachers analyze interim assessment results utilizing a verification of mastery form, use the results to inform future instruction and interventions and submit them to campus administration. This process will include the analysis of achievement gap data (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Campus Leadership Team, General Ed and Sped Teachers, Principal	November 15, 2020		Criteria: Common Assessments Scheduled on lesson plans and school calendar Completed Verification of Mastery Forms by Teacher 06/04/21 - Significant Progress 03/29/21 - On Track 01/28/21 - On Track 12/18/20 - On Track
2. Create an assessment calendar that specifies the frequency of common assessments and approved / vetted item banks(from what resources, TEA interim assessments in DMAC and resources. (ELAR Stepping Up Reading, Motivation Reading, and Motivation Math (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, PLC Leaders, PLCs - Grade-level, Principal	November 15, 2020		Criteria: Assessment Calendar 06/04/21 - On Track 05/28/21 - On Track 03/29/21 - On Track 12/18/20 - On Track
3. Create system that monitors new to Palm students. Create system to monitor students participating in remote learning. Meet with new to Palm students to familiarize them with instructional strategies specific to Palm. Establish check in system for engaged in remote learning. (Title I SW Elements: 1.1,2.1) (Target Group: All,AtRisk) (Strategic Priorities: 2,3,4)	Assistant Principal, Counselor, Literacy Coach, Principal, Teachers	November 15, 2020		Criteria: New Student Enrollment Log Counselor Meeting Logs New Student to Palm Getting to Know You Checklist 06/04/21 - Significant Progress 05/28/21 - Significant Progress 03/30/21 - Some Progress 03/29/21 - On Track 12/18/20 - Significant Progress
4. Create a system in which students will set goals and monitor their own progress on academics. Goal setting conferences will be held with each student monthly..(Common Assessments (3-5) and Lexile Levels for Grades (1-2) (Title I SW Elements: 1.1,2.1)	Assistant Principal, Principal, Teachers	November 15, 2020		Criteria: Student Goal Setting Folders 06/04/21 - Some Progress 06/04/21 - Some Progress 05/28/21 - Some Progress

Palm Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences (either remote or face to face)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
(Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,3,4)				05/28/21 - Pending 03/30/21 - No Progress 03/30/21 - Some Progress 03/30/21 - Pending 03/29/21 - Some Progress 12/18/20 - Significant Progress
5. All teachers use the AISD blueprint lesson plans to ensure the alignment to standards, scope and sequence, and the expected level of rigor. (Target Group: All) (Strategic Priorities: 4)	Administrators, Teachers	September 30, 2020		Criteria: Completed walk through forms. 06/04/21 - On Track 05/28/21 - On Track 03/29/21 - On Track 12/18/20 - On Track
6. Palm instructional team meets regularly with teachers to identify students who have significant learning gaps. Teachers inform and involve families in the process of providing interventions for struggling learners. (Target Group: All,SPED,504) (Strategic Priorities: 2,4)	Administrators, Teacher Assistants, Teachers	November 15, 2020		Criteria: Intervention list and student meeting notes 05/28/21 - Significant Progress 03/29/21 - On Track 12/18/20 - Significant Progress
7. Campus leaders complete bi-weekly walk throughs in all classrooms and provide teachers with actionable feedback. (Target Group: All) (Strategic Priorities: 4)	Administrators	November 15, 2020		Criteria: Completed walk through calendar and forms 06/04/21 - Some Progress 05/28/21 - Some Progress 03/30/21 - Some Progress 03/29/21 - Significant Progress 12/18/20 - Significant Progress
8. Implement Seidlitz Step 5 Vocabulary Development: Develop a school wide vocabulary development plan that is incorporated into daily instruction and school wide activities including Friday assemblies (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Team, Teachers	November 2020- May 2021		Criteria: Completed Walk Through Forms 05/28/21 - On Track 03/29/21 - On Track 12/18/20 - Significant Progress

Palm Elementary School

Goal 3. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. Create and maintain an outdoor learning space in which all students can engage in hands-on experiences that allow students to understand complex and diverse biological ecosystems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in lessons that explore the relationship between health and the nutrition of fresh fruit and vegetables (Target Group: All) (Strategic Priorities: 3)	Administrative Team, Teachers	November 2020-May 2021		Criteria: Completed lesson plans 06/04/21 - On Track 03/29/21 - On Track 12/18/20 - On Track
2. Students will develop the skills to tend a garden from seed to harves (Target Group: All) (Strategic Priorities: 3)	ACE Leader, Teachers	November 2020-May 2021		Criteria: Gardening lesson plans 06/04/21 - Some Progress 03/29/21 - On Track 12/18/20 - On Track

Palm Elementary School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All office staff will complete AISD customer service cares training (Target Group: All) (Strategic Priorities: 1)	Principal	December 2020		Criteria: HCP certificates of completion for Customer Cares 06/04/21 - Significant Progress 03/29/21 - On Track 12/18/20 - On Track
2. Palm office staff will implement learnings from AISD Cares training into daily interactions with Palm community members (Target Group: All)	Principal	Sept. 2020-May 2021		Criteria: CARES Customer Service Audit 06/04/21 - On Track 03/29/21 - On Track 12/18/20 - On Track

Palm Elementary School

Goal 4.   (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2.   (Targeted Utilization Plans) Targeted Utilization Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet weekly with campus marketing team and monthly with AISD marketing coordinator to update school website and other campus materials. (Target Group: All)	Principal	November 2020-May 2021		06/04/21 - Significant Progress 03/29/21 - Significant Progress 12/18/20 - Significant Progress
2. Create Targeted Utilization Plan in compliance with AISD TUP guidelines (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Principal	May 2020		Criteria: Completion of Plan 06/04/21 - Significant Progress 03/29/21 - On Track 12/18/20 - Significant Progress

Palm Elementary School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 3. (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a marketing plan to increase student enrollment at Palm (Target Group: All)	Principal	March 2021		Criteria: Completion of marketing plan 06/04/21 - Significant Progress 03/29/21 - Significant Progress 12/18/20 - Significant Progress
2. Revamp and update campus website to be an effective hub of marketing marketing activities that create a positive image of our school. (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Librarian, Teachers	September 2020- May 2021		Criteria: Up to date website and calendar of meetings 06/04/21 - On Track 03/29/21 - On Track 12/18/20 - On Track

Palm Elementary School

Goal 5. (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 through daily morning meetings and regularly scheduled counseling lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Actively create and maintain an environment in which staff and students' diverse backgrounds, identities, strengths and challenges are respected and honored. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2,3)	Administrative Team, Counselor, Teachers	August 18, 2020		Criteria: Classroom visits during daily morning meetings-Checklist to document visits 06/04/21 - On Track 03/29/21 - On Track 12/18/20 - On Track

Palm Elementary School

Goal 6. (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 11/04/20 - 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 11/04/20 - 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 11/04/20 - 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 11/04/20 - 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	10/30/2020		Criteria: Sample communications in languages other than English 11/04/20 - Completed

Palm Elementary School

Goal 6. (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	10/30/2020		Criteria: Documentation of notice on school letterhead 11/04/20 - 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 11/04/20 - 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 11/04/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/04/20 - 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 11/04/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Bosquez, Diana	3rd Grade Teacher
Atencio, Elvita	PK Teacher
Marquez, Melissa	5th Teacher
Ybarra, Alyssa	CAC Parent
Ybarra, Yvonne	CAC Parent
Aguilar, Ernie	Assistant Principal
Huerta, Angelina	Admin Asst. CAC Classified Rep
Hunt, Karen	Tutor

Evidence Tracking Hub
Svante Palm Elementary

TIP

Objective 1.1

Strategy 1:	Strategy 2:	Strategy 3:
CST Teams will meet bi-weekly to monitor attendance, discipline referrals, and attendance and discipline interventions. CST team will monitor new students to Palm/AISD and meet with individual students as necessary.	Use CST checklist and information document to maintain student data and monitor student needs, and the process is tracked and completed	Create an administrative calendar that documents CST meetings, teacher walk throughs, school systems progress, and student progress monitoring
- CST Monitoring Checklist - Attendance CST - Data Binder 2019	CST Monitoring Checklist	- Walk Through Form - Walk Through Responses - Data Binder 2019 - Classroom Visit/Walk Through Schedule

Objective 2.1

Strategy 1:	Strategy 2:	Strategy 3:
Use interim assessments in grades 3-5 to track progress toward the "Meets" goal. Have teachers analyze interim assessment results utilizing a verification of mastery form, use the results to inform future instruction and interventions and submit them to campus administration. This process will include the analysis of achievement gap data	Create an assessment calendar that specifies the frequency of common assessments and approved / vetted item banks(from what resources, TEA interim assessments in DMAC and resources. (ELAR Stepping Up Reading, Motivation Reading, and Motivation Math	Create system that monitors new to Palm students. Create system to monitor students participating in remote learning. Meet with new to Palm students to familiarize them with instructional strategies specific to Palm. Establish check in system for engaged in remote learning.
- Progress Monitoring 20-21 - Progress Monitoring 19-20	- Assessment Calendar	New to Palm

Strategy 4: Create a system in which students will set goals and monitor their own progress on academics. Goal setting conferences will be held with each student monthly..(Common Assessments (3-5) and Lexile Levels for Grades (1-2)	Strategy 5: All teachers use the AISD blueprint lesson plans to ensure the alignment to standards, scope and sequence, and the expected level of rigor.	Strategy 6: Palm instructional team meets regularly with teachers to identify students who have significant learning gaps. Teachers inform and involve families in the process of providing interventions for struggling learners.
• [Student Goal Graphs Example](#) • [Student Goal Setting Templates](#) •	• [Classroom Visit/Walk Through Schedule](#)	• [Agenda Template](#)
Strategy 7: Campus leaders complete bi-weekly walk throughs in all classrooms and provide teachers with actionable feedback.	**Strategy 8:** Implement Seidlitz Step 5 Vocabulary Development into daily instruction and schoolwide activities including Friday assemblies	
• [Classroom Visit/Walk Through Schedule](#)	[Vocabulary Professional Learning #1](#)	

ILP: Coleman

Goal 1: Implement and utilize a variety of strategies to encourage effective two way communication including end of nine week surveys for staff and families (Send survey first 3 nine weeks)	Goal 2: Implement bi-weekly check in meetings for new teachers and staff new to Palm (Ongoing)	Goal 3: Create clear, concise, and agreed upon processes to empower routine and systematic decisions, activities, and initiatives for continuous school improvement during Remote/Blended Learning through monthly team leader meetings, staff meetings, and PBIS meetings. (Ongoing)

Goal 4: Leadership calendar with PLCs, morning meetings and walkthroughs scheduled	**Goal 5:** Bi-Weekly check in meetings that include protected time questions/answers and Social and Emotional Activities for Staff (Ongoing)	**Goal 6:** System to identify students who have significant learning gaps and intervention calendar November-Ongoing
Goal 7: SEL/morning meeting expectations will be shared with all teachers September	**Goal 8** Conduct observations in each PreK-5th grade classroom at least once every two weeks to ensure implementation of instructional expectations and campus initiatives and provide each teacher with (written/electronic) feedback within 48 hours. Feedback includes actionable, bite-sized feedback with due date. Walkthrough completion checked weekly at leadership meetings.	
	• Walk Through Summaries • Walk Through Form • 2020-2021 Evaluation Schedule • Walk Through Schedule •	

ILP: Aguilar

Goal 1: Plan and facilitate bi-weekly wellness activities/meetings for staff	**Goal 2:** Collaborate with counselor and teachers to build student leadership on campus	**Goal 3:** Train, model, and monitor teachers in the implementation of community-building circles (in F2F, virtual, and concurrent settings)

● Progressive Muscle Relaxation (Nov 4) ● Gratitude Meditation (Nov 18)	● Student Leadership Meeting (Nov 13) ●	
Goal 4: **Develop and deliver workshops for staff on equity** ● **monitor nine-week academic data for emerging bilinguals and African American students** ● **collaborate with teachers to develop intervention plan** ● **monitor implementation of intervention plan**	**Goal 5:** **Create a format for Friday assemblies (one assembly per week)**	**Goal 6:** **Create end-of-nine-week assemblies: focus on academic achievement**
	● Friday Assemblies	● Assemblies with Awards (Honor Roll) (First Nine Weeks) ●
Goal 7: **Cultural events:** **-develop virtual and implement format**	**Book Studies:** ● T*he Energy Bus* **by Jon Gordon** ● *Creating a Culture of Reflective Practice* ● *Dare to Lead* **by Brene Brown**	
● Dia de Muertos Celebration ● Veterans Day Celebration		

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	72	Map Growth	50		MOY	50		Map Growth	70		70
		All	All	Reading	Meets	STAAR	33	Map Growth	10		MOY	10		Map Growth	50		50
		All	All	Reading	Masters	STAAR	16	Map Growth	10		MOY	10		Map Growth	15		15
		All	All	Mathematics	Approaches	STAAR	79	Map Growth	50		MOY	50		Map Growth	70		75
		All	All	Mathematics	Meets	STAAR	43	Map Growth	10		MOY	10		Map Growth	50		50
		All	All	Mathematics	Masters	STAAR	25	Map Growth	10		MOY	10		Map Growth	20		20
		All	All	Science	Approaches	STAAR	54	9 Week Assessment	50	35	MOY	50		9 Week Assessment	70		70
		All	All	Science	Meets	STAAR	25	9 Week Assessment	10	13	MOY	10		9 Week Assessment	50		50
		All	All	Science	Masters	STAAR	4	9 Week Assessment	10		MOY	10		9 Week Assessment	15		15
		All	All	Social Studies	Approaches	STAAR	n/a	NA	NA		NA	NA		NA	NA		NA
		All	All	Social Studies	Meets	STAAR	n/a	NA	NA		NA	NA		NA	NA		NA
		All	All	Social Studies	Masters	STAAR	n/a	NA	NA		NA	NA		NA	NA		NA
		All	All	Writing	Approaches	STAAR	50	Map Growth	50		MOY	50		Map Growth	70		70
		All	All	Writing	Meets	STAAR	21	Map Growth	10		MOY	10		Map Growth	50		50
		All	All	Writing	Masters	STAAR	3	Map Growth	10		MOY	10		Map Growth	15		15
2. Domain 3 Focus 1	Focus1 Components Academic Achievement	All	All	Reading	Meets	STAAR	33	Map Growth	50		MOY	50		Map Growth	50		50
		All	All	Mathematics	Meets	STAAR	43	Map Growth	50		MOY	50		Map Growth	50		50
3. Domain 3 Focus 2	Focus 2 Components Student Success	All	Hisp	Reading	Meets	STAAR	33	Map Growth	50		MOY	50		Map Growth	50		50
		All	SpEd	Mathematics	Meets	STAAR	17	Map Growth	25		MOY	25		Map Growth	30		30
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	24	Map Growth	40		Practice TELPAS	40		Map Growth	50		50

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	72	Map Growth	50		MOY	50	51	Map Growth	70		70
		All	All	Reading	Meets	STAAR	33	Map Growth	10		MOY	10	24	Map Growth	50		50
		All	All	Reading	Masters	STAAR	16	Map Growth	10		MOY	10	14	Map Growth	15		15
		All	All	Mathematics	Approaches	STAAR	79	Map Growth	50		MOY	50	63	Map Growth	70		75
		All	All	Mathematics	Meets	STAAR	43	Map Growth	10		MOY	10	38	Map Growth	50		50
		All	All	Mathematics	Masters	STAAR	25	Map Growth	10		MOY	10	19	Map Growth	20		20
		All	All	Science	Approaches	STAAR	54	9 Week Assessment	50	35	MOY	50	35	9 Week Assessment	70		70
		All	All	Science	Meets	STAAR	25	9 Week Assessment	10	13	MOY	10	17	9 Week Assessment	50		50
		All	All	Science	Masters	STAAR	4	9 Week Assessment	10		MOY	10	8	9 Week Assessment	15		15
		All	All	Social Studies	Approaches	STAAR	n/a	NA	NA		NA	NA	NA	NA	NA		NA
		All	All	Social Studies	Meets	STAAR	n/a	NA	NA		NA	NA	NA	NA	NA		NA
		All	All	Social Studies	Masters	STAAR	n/a	NA	NA		NA	NA	NA	NA	NA		NA
		All	All	Writing	Approaches	STAAR	50	Map Growth	50		MOY	50	48	Map Growth	70		70
		All	All	Writing	Meets	STAAR	21	Map Growth	10		MOY	10	17	Map Growth	50		50
		All	All	Writing	Masters	STAAR	3	Map Growth	10		MOY	10	6	Map Growth	15		15
2. Domain 3 Focus 1	Focus1 Components Academic Achievement	All	All	Reading	Meets	STAAR	33	Map Growth	50		MOY	50	24	Map Growth	50		50
		All	All	Mathematics	Meets	STAAR	43	Map Growth	50		MOY	50	29	Map Growth	50		50
3. Domain 3 Focus 2	Focus 2 Components Student Success	All	Hisp	Reading	Meets	STAAR	33	Map Growth	50		MOY	50	23	Map Growth	50		50
		All	SpEd	Mathematics	Meets	STAAR	17	Map Growth	25		MOY	25	17	Map Growth	30		30
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	24	Map Growth	40		Practice TELPAS	40		Map Growth	50		50

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	72	Map Growth	50		MOY	50	51	STAAR	70	59%	70
		All	All	Reading	Meets	STAAR	33	Map Growth	10		MOY	10	24	STAAR	50	29%	50
		All	All	Reading	Masters	STAAR	16	Map Growth	10		MOY	10	14	STAAR	15	15%	15
		All	All	Mathematics	Approaches	STAAR	79	Map Growth	50		MOY	50	63	STAAR	70	47%	75
		All	All	Mathematics	Meets	STAAR	43	Map Growth	10		MOY	10	38	STAAR	50	18%	50
		All	All	Mathematics	Masters	STAAR	25	Map Growth	10		MOY	10	19	STAAR	20	9%	20
		All	All	Science	Approaches	STAAR	54	9 Week Assessment	50	35	MOY	50	35	STAAR	70	39%	70
		All	All	Science	Meets	STAAR	25	9 Week Assessment	10	13	MOY	10	17	STAAR	50	19%	50
		All	All	Science	Masters	STAAR	4	9 Week Assessment	10		MOY	10	8	STAAR	15	3%	15
		All	All	Social Studies	Approaches	STAAR	n/a	NA	NA		NA	NA	NA	NA	NA	n/a	n/a
		All	All	Social Studies	Meets	STAAR	n/a	NA	NA		NA	NA	NA	NA	NA	n/a	n/a
		All	All	Social Studies	Masters	STAAR	n/a	NA	NA		NA	NA	NA	NA	NA	n/a	n/a
		All	All	Writing	Approaches	STAAR	50	Map Growth	50		MOY	50	48	STAAR	70	32%	70
		All	All	Writing	Meets	STAAR	21	Map Growth	10		MOY	10	17	STAAR	50	11%	50
		All	All	Writing	Masters	STAAR	3	Map Growth	10		MOY	10	6	STAAR	15	3%	15
2. Domain 3 Focus 1	Focus1 Components Academic Achievement	All	All	Reading	Meets	STAAR	33	Map Growth	50		MOY	50	24	STAAR	50	25%	50
		All	All	Mathematics	Meets	STAAR	43	Map Growth	50		MOY	50	29	STAAR	50	20%	16
3. Domain 3 Focus 2	Focus 2 Components Student Success	All	Hisp	Reading	Meets	STAAR	33	Map Growth	50		MOY	50	23	STAAR	50	26	50
		All	SpEd	Mathematics	Meets	STAAR	17	Map Growth	25		MOY	25	17	STAAR	30	0	30
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	24	Map Growth	40		Practice TELPAS	40	NA	STAAR	50	26	50