

Casey Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan.



CASEY
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Campus Mission

The mission of Casey Elementary School is to collaboratively educate respectful and responsible citizens who think critically and positively impact the world through innovation and creativity.

Campus Vision

The mission of Casey Elementary School is to collaboratively educate respectful and responsible citizens who think critically and positively impact the world through innovation and creativity.

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.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Ms. Debbie Warnken

Date

10/20/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Ms. Lina Villarreal

Date

10/20/2020

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.

The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

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

Lever 1: Strong School Leadership and Planning

The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).

Lever 2: Effective, Well-Supported Teachers

The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development.

Lever 3: Positive School Culture

The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).

Lever 4: High Quality Curriculum

The district provides access to assessments aligned to the standards and the expected level of rigor.

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 district provides access to high-quality formative assessments for PK-2nd grade in early literacy and math, and the district provides data systems to track student progress, and the district provides structures to support teachers to allow the principal to eliminate barriers and provide support and conditions for success, then students in PK-2nd will be on or above grade level in both reading and math, setting them up for success in the upper elementary grades.

Prioritized Focus Area #1

Prioritized Focus Area #1

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

If teachers are able to plan with the end in mind by deciding what formative assessment will address the current lesson's TEKS objectives then teachers will be able to assess the learning at the end of the lesson and plan for students' next steps.

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

Administration will meet with the 2nd-5th team leaders to discuss what formative assessments look like for reading and math.

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

These priorities will be discussed with all 2nd-5th teachers, students and families. Administration will train teachers and teachers will discuss the formative assessments with the students. Principal will discuss the formative assessment ideas with the CAC.

Desired Annual Outcome

The desired outcome includes that 2nd-5th teachers will continue to design a lesson with the end in mind around a formative assessment to do at the end of each lesson in order to drive instruction.

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

60% of students in 2nd-5th will be on or above grade level at the end of the 90 days in the TEKS that were taught from September-November.

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

70% of students in 2nd-5th will be on or above grade level at the end of the 90 days in the TEKS that were taught from September-November.

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

80% of students in 2nd-5th will be on or above grade level at the end of the 90 days in the TEKS that were taught from September-November.

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

Begin bi-weekly formative assessments.

Barriers to Address During the Year

Students in 2nd-5th that are doing remote learning at home are difficult to assess for a few reasons. One is that parents tend to help students and this does not allow for a students to show mastery. The other barrier is that it is very difficult to monitor a home testing environment.

Barriers to Address: Cycle 1 (Sept-Nov)

Getting authentic data from the students that are doing remote learning from home.

Barriers to Address: Cycle 2 (Dec-Feb)

Getting authentic data from the students that are doing remote learning from home.

Barriers to Address: Cycle 3 (March-May)

Getting authentic data from the students that are doing remote learning from home.

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

We were in the pandemic. Many students did not come to school.

District Commitment Theory of Action (ToA)

If the district provides access to high-quality formative assessments for 2nd-5th grade in reading and math, and the district provides data systems to track student progress, and the district provides structures to support teachers to allow the principal to eliminate barriers and provide support and conditions for success, then students in 2nd-5th will be on or above grade level in both reading and math, setting them up for success as they continue their education.

District Actions: Cycle 1 (Sept-Nov)

Provide reading and math formative assessments for 2nd-5th.

District Actions: Cycle 2 (Dec-Feb)

Provide reading and math formative assessments for 2nd-5th.

District Actions: Cycle 3 (March-May)

Provide reading and math formative assessments for 2nd-5th.

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

We are in summer session and a no grading period.

Prioritized Focus Area #2

Prioritized Focus Area #2

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Our school has no Title 1 money to purchase additional coaches or provide for tutoring. For this reason, we must build instructional leaders at each grade level so that they can support the other teachers on their team.

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

Provide professional development for each of these teachers to lead learning and support other teachers on their team. We could provide a small stipend for each team leader by partnering with the PTA.

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

We will communicate this to all stakeholders at meetings.

Desired Annual Outcome

Grow instructional leaders at each grade level that will provide support for each of their teams.

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

Meet with each team leader once a month to cover one high leverage teaching strategy that can be taught to the other teachers on the grade level.

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

Meet with each team leader once a month to cover one high leverage teaching strategy that can be taught to the other teachers on the grade level.

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

Meet with each team leader once a month to cover one high leverage teaching strategy that can be taught to the other teachers on the grade level.

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

Students cannot be measured over the summer.

Barriers to Address During the Year

The barriers include time and alignment across the grade levels.

Barriers to Address: Cycle 1 (Sept-Nov)

Revisit strategies with team leaders once a month.

Barriers to Address: Cycle 2 (Dec-Feb)

Revisit strategies with team leaders once a month.

Barriers to Address: Cycle 3 (March-May)

Revisit strategies with team leaders once a month.

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

Getting student to attend in person.

District Commitment Theory of Action (ToA)

If the district provides access to high-quality formative assessments for 2nd-5th grade in reading and math, and the district provides data systems to track student progress, and the district provides structures to support teachers to allow the principal to eliminate barriers and provide support and conditions for success, then students in 2nd-5th will be on or above grade level in both reading and math, setting them up for success as they continue their education.

District Actions: Cycle 1 (Sept-Nov)

Allow administration to support teachers as it aligns with the school's goals.

District Actions: Cycle 2 (Dec-Feb)

Allow administration to support teachers as it aligns with the school's goals.

District Actions: Cycle 3 (March-May)

Allow administration to support teachers as it aligns with the school's goals.

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

The district will implement a new system to benchmark.

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?

For prioritized focus area 1 we did not meet the 90 day outcome. Principal is setting up training for formative assessments to move forward. Focus area 2 has somewhat reached the 90 day goal. The team leader gets training and then turns it around to their team.

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

The data for MAP Growth was not accurate because of different expectations for English and Spanish.

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

The principal is setting up training for formative assessments. The teams will be meeting to review MOY Benchmark Data and a response to that information to make an intervention plan.

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

None at this time.

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?

The first prioritized area was not met. 70% of students have not mastered TEKS in 2-5th grade. TEKS are being retaught during intervention time to address this. Admin is meeting with teams monthly to review data per action step 2.

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

No the goals were not met. The campus made a response to the MOY benchmark to work on the TEKS that were missed.

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?

All goals are being continued.

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

Per the response to MOY benchmark the campus has included more intervention time for the grade levels to address these concerns.

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

Reflection and Planning for Next 90-Day Cycle

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

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

No, we did not. Math was 62%, Reading 58%, Science 25% & Writing 28%.

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

No, not all.

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?

Continue formative assessment.

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

Add a bi-weekly progress monitoring.

End of Year Reflection - due June 4

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

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

No, we are in the pandemic. Many parents opted not to send their children to school.

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

No, we are in the pandemic. Many parents opted not to send their children to school.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

One strength is science since we received a Science Distinction Designation. Early literacy is a strength for the school that will eventually impact STAAR scores. The percentage of PK students that met the Kinder Readiness was 85%. The number of Hispanics that scored on or above grade level on EIY ISIP was 82% and 77% for economically disadvantaged.

Student Achievement Weaknesses

The Closing the Gap 2019 shows that we need to make improvements in our growth measure. The score was 45/100 total.

Student Achievement Needs

We need to meet with teachers in 2nd-4th to discuss students' growth as determined by MAP Growth.

Student Achievement Summary

A calendar needs to be developed to meet individually with teachers to have them set the goals for their class, which will require them to set goals with their students.

2020-21 Campus and Targeted Improvement Plan Checklist: Casey (173)

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

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
2019 State Accountability Ratings							
State Overall Scaled Score	TEA	73	70	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	72	71	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	69	67	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	72	72	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	75	64	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	SpEd	No Data	none	Required to be addressed if any groups were identified in 2018-19	
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	86	82	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	MSR	MSR	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	69	82	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	65	77	No Data		GPM 1.4	
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	34	34	No Data	37	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	20	*	No Data	N/A	
	Hispanic	STAAR	34	27	No Data	30	
	White	STAAR	40	67	No Data	68	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	50	*	No Data	N/A	
	Special Education	STAAR	<1	19	No Data	23	
	Economically Disadvantaged	STAAR	34	26	No Data	29	
	English Learners	STAAR	38	17	No Data	21	
3 rd grade Math % Meets Grade Lvl	All Students	STAAR	35	39	No Data	42	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	20	*	No Data	N/A	
	Hispanic	STAAR	36	35	No Data	38	
	White	STAAR	30	58	No Data	60	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	50	*	No Data	N/A	
	Special Education	STAAR	<1	19	No Data	23	
	Economically Disadvantaged	STAAR	33	26	No Data	29	
	English Learners	STAAR	48	33	No Data	36	
Domain 3 Reading Academic Achievement targets missed	STAAR	All, SpEd	All, Hisp, SpEd, ECD	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and	

2020-21 Campus and Targeted Improvement Plan Checklist: Casey (173)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Math Academic Achievement targets missed	STAAR	All, Hisp, White, SpEd	All, Hisp, White, SpEd	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Reading Growth targets missed	STAAR	none	All, Hisp, ECD, EL	No Data	none	
Domain 3 Math Growth targets missed	STAAR	All	All,	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	55	49	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	70	69	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	3.5	5.4	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	7.3	7.5	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	84	96	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	12	9	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

2020-21 Campus and Targeted Improvement Plan Checklist: Casey (173)

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

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

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	43	70	78
Principal Leadership (% favorable responses)*	TELL	62	84	86
There is an atmosphere of mutual trust and respect.	TELL	58	81	92
The faculty and leadership have a shared vision.	TELL	49	81	83
Overall, my school is a good place to work and learn.	TELL	76	93	90
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	92
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	83
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	86
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	82
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	95
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	90
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	95
I feel safe at my school.	Student Climate Survey	96	97	97
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	76	81	95
Managing Student Conduct subscale (% favorable responses)*	TELL	72	68	92
Students at this school follow rules of conduct.	TELL	58	79	92
Attendance rate (all students, grades 1-12)	PEIMS	95.0%	95.7%	As of 3/12/20: 95%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =2%, Cardio =3%, Curl Ups =11%, Push Ups =12%, Sit & Reach =12%, Trunk Lift =0%	BMI =-4%, Cardio =6%, Curl Ups =7%, Push Ups =22%, Sit & Reach =4%, Trunk Lift =4%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

For the past four years, the campus has used the Really Great Reading program to increase early literacy in the primary grades. This targeted focus has led to increased scores for specific sub groups. For example, in 2019, 82% of Hispanic students in grades 1-2 were reading on or above grade, while students labeled "economically disadvantaged" were doing so at a rate of 79%. Currently, all but two teachers in grades K-2 are trained in one of the key reading programs/interventions: SRA, Boost, etc.

Curriculum, Instruction and Assessment Weaknesses

The campus does not have any instructional coaches or interventionists to support teachers in developing high-quality, research-based lessons and so the follow-through falls solely to the campus administrators. This year, teachers are also having to modify curriculum based on the district-provided blueprints to meet the needs of remote and in-person learners, while often teaching concurrently themselves.

Curriculum, Instruction and Assessment Needs

- To begin implementation of the Really Great Reading program.
- A data day to review cycle 1 assessments (MAP growth/TX-KEA/Circle) and adapt lessons, small groups, etc. accordingly.
- A plan to deliver materials to remote families.
- A continued process of Tier 2 and Tier 3 interventions, specifically for grades 3-5.

Curriculum, Instruction and Assessment Summary

Continue to focus on early literacy and track with MAP Growth.

Comprehensive Needs Assessment Data Sources

% of beginning teachers (TAPR)

% unfilled sub vacancies

CCMR disaggregated by student group

Coordinated School Health ratings

District Family Survey results

Fitnessgram results - BOY to EOY growth

Focus Groups/Interviews

Graduation Rates disaggregated by stud. grp.

GT-CAMP ratings

<https://txschools.gov/>

Casey 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. Administration will create a Google Form that will make clear expectations and provide feedback to teachers. Feedback will be aligned to scheduled walk-throughs.	Principal	Ongoing, Quarterly checks		Criteria: Google Forms that populate to Excel Spreadsheet 06/04/21 - Some Progress 03/26/21 - On Track 12/09/20 - Some Progress
2. CST Team and administration will meet with teachers to discuss students that are struggling in K-2 reading. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2)	Counselor, MTSS, Principal	MOY and Ongoing	(L)Campus BTO - \$4,500	Criteria: On going scheduled meetings and MOY data kept in Casey Remote Learning Hub for review. Roster Based grouping kept in CST. 06/04/21 - On Track 03/26/21 - Significant Progress 03/26/21 - On Track 01/28/21 - Some Progress
3. Provide training on formative assessment during July 2021 that allows for PLED credit. (Target Group: H,AA,ECD,SPED,Dys,504) (Strategic Priorities: 1,2)	Principal	Ongoing, Quarterly checks	(F)Title 1, Part A - \$300	Criteria: Survey feedback from staff attending training. 06/04/21 - Significant Progress 03/26/21 - Significant Progress 01/28/21 - No Progress

Casey 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. Meet with all teachers twice formally (MOY and EOY) to ensure student needs are being met through strategic goal planning and assessment data review for struggling students. Teachers will meet with CST team as needed to discuss specific students. (Target Group: H,AA,ECD,LEP,SPED,Dys,504) (Strategic Priorities: 2)	Assistant Principal, CST Chair, CST Team, Principal	MOY, EOY and as needed		<p>Criteria: MOY reading data will determine intervention plans needed to support students. Teachers in K-2 will use SRA and/or Read Naturally to progress monitor.</p> <p>06/04/21 - Some Progress 03/26/21 - Significant Progress 03/26/21 - Significant Progress 01/28/21 - Some Progress</p>

Casey Elementary School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use SRA a research-based reading intervention for K-2 struggling students. (Target Group: All,K,1st,2nd) (Strategic Priorities: 1,2,4)	Assistant Principal, Principal, Teachers	Every 3 weeks	(L)Campus BTO, (O)Other	Criteria: Roster Based Grouping Progress monitoring in CST. 06/04/21 - Completed 03/26/21 - Significant Progress 01/28/21 - Some Progress

Casey Elementary School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training on formative assessments during July 2021 that can also get PLED credit. (Target Group: All) (Strategic Priorities: 2)	Principal	Summer PD 2021		Criteria: Sign-in for training and evidence on Walkthrough form. 03/26/21 - Significant Progress 01/28/21 - No Progress

SY 20-21 CIP Developers List

Name	Position
Farr, Bridget	Campus Administrator-Assistant Principal
Warnken, Debbie	Executive Director of School Leadership
Villarreal, Lina	Campus Manager-Principal
Perkins, Thais	CAC Co-Chair (Parent)
Moore, Stephanie	CAC Co-Chair (Staff)
Miranda, Dulce	CAC Classified Rep
Gallegos, Griselda	CAC/PTA President

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71		Benchmark (MAP)	76		District Interim	76		Benchmark	76		76
		All	All	Reading	Meets	STAAR	39		Benchmark	44		District Interim	44		Benchmark	44		44
		All	All	Reading	Masters	STAAR	19		Benchmark	24		District Interim	24		Benchmark	24		24
		All	All	Mathematics	Approaches	STAAR	73		Benchmark	78		District Interim	78		Benchmark	78		78
		All	All	Mathematics	Meets	STAAR	42		Benchmark	47		District Interim	47		Benchmark	47		47
		All	All	Mathematics	Masters	STAAR	22		Benchmark	27		District Interim	27		Benchmark	27		37
		All	All	Science	Approaches	STAAR	70		Benchmark	75		District Interim	75		Benchmark	75		75
		All	All	Science	Meets	STAAR	42		Benchmark	47		District Interim	47		Benchmark	47		47
		All	All	Science	Masters	STAAR	38		Benchmark	43		District Interim	43		Benchmark	43		43
		All	All	Social Studies	Approaches	STAAR	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Meets	STAAR	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Masters	STAAR	n/a		n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Writing	Approaches	STAAR	51		Benchmark	61		District Interim	61		Benchmark	61		61
		All	All	Writing	Meets	STAAR	20		Benchmark	30		District Interim	30		Benchmark	30		30
		All	All	Writing	Masters	STAAR	1		Benchmark	11		District Interim	11		Benchmark	11		11
2. Domain 3 Focus 1	Academic Achievement	All	Hispanic	Reading	Meets	STAAR	63		Benchmark	70		District Interim	70		Benchmark	70		70
All		ELL	Reading	Meets	STAAR	55		Benchmark	65		District Interim	65		Benchmark	65		65	
3. Domain 3 Focus 2	Academic Achievement	All	EcoDis	Reading	Meets	STAAR	60		Benchmark	70		District Interim	70		Benchmark	70		70
		All							Benchmark			District Interim			Benchmark			
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	37		Benchmark	38		District Interim	40		Benchmark	42		42

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71		Benchmark (MAP)	76		District Interim	76	49	STAAR	76	58	76
		All	All	Reading	Meets	STAAR	39		Benchmark	44		District Interim	44	19	STAAR	44	34	44
		All	All	Reading	Masters	STAAR	19		Benchmark	24		District Interim	24	10	STAAR	24	16	24
		All	All	Mathematics	Approaches	STAAR	73		Benchmark	78		District Interim	78	53	STAAR	78	62	78
		All	All	Mathematics	Meets	STAAR	42		Benchmark	47		District Interim	47	24	STAAR	47	22	47
		All	All	Mathematics	Masters	STAAR	22		Benchmark	27		District Interim	27	9	STAAR	27	7	37
		All	All	Science	Approaches	STAAR	70		Benchmark	75		District Interim	75	44	STAAR	75	25	75
		All	All	Science	Meets	STAAR	42		Benchmark	47		District Interim	47	16	STAAR	47	11	47
		All	All	Science	Masters	STAAR	38		Benchmark	43		District Interim	43	8	STAAR	43	4	43
		All	All	Social Studies	Approaches	STAAR	n/a		n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Meets	STAAR	n/a		n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Masters	STAAR	n/a		n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Writing	Approaches	STAAR	51		Benchmark	61		District Interim	61	33	STAAR	61	28	61
		All	All	Writing	Meets	STAAR	20		Benchmark	30		District Interim	30	7	STAAR	30	6	30
		All	All	Writing	Masters	STAAR	1		Benchmark	11		District Interim	11	1	STAAR	11	0	11
2. Domain 3 Focus 1	Academic Achievement	All	Hispanic	Reading	Meets	STAAR	63		Benchmark	70		District Interim	70	14	STAAR	70	25	70
All		ELL	Reading	Meets	STAAR	55		Benchmark	65		District Interim	65	13	STAAR	65	23	65	
3. Domain 3 Focus 2	Academic Achievement	All	EcoDis	Reading	Meets	STAAR	60		Benchmark	70		District Interim	70	11	STAAR	70	21	70
		All							Benchmark			District Interim			STAAR			
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	37		Benchmark	38		District Interim	40	13	STAAR	42	23	42