

Galindo Elementary Campus Improvement Plan 2020/2021

Includes Targeted Improvement Plan



GALINDO
ELEMENTARY SCHOOL

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Campus Mission

In partnership with parents and our community, Galindo Elementary exists to empower ALL of our students to reach their individual academic, social, emotional, and physical potential. We collaborate to create a safe and engaging learning environment, that values multiculturalism and nurtures a love of learning in ALL students.

Campus Vision

Successful teachers ensure every student is achieving at his or her maximum potential every day. #EveryStudentEveryDay

Campus Values

- **A strong faculty develops a sense of family and engages in cross-school collaboration to continuously improve school systems.**
- **A successful school is built on trusting relationships with parents and the community.**
- **Student achievement increases by setting student goals and monitoring their progress while aligning core instruction and interventions.**
- **Student engagement increases when our students are given outdoor learning time, have their social and emotional needs met, and take ownership of their learning.**

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

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

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

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

Instructions for Campuses

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

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus. The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

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

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

Lever 1: Strong School Leadership and Planning

The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers

The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

The district has effective systems for identifying and supporting struggling learners.

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

Ms. Betty Jenkins

Date

11/3/2020

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. Natascha Barreto-Romero

Date

11/3/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

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 of "all students" did not meet the state target of 44% Meets for Reading and 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?

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

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 activities, 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)

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

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

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

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

We hope to participate in Lead4Ward PD reviewing RTI and Interventions with our Instructional Leadership Teams. We will also have a Leadership Retreat to review and analyze data to prepare for the 2021-2022 school year. We will create a schedule that prioritizes interventions and instructional effectiveness.

Barriers to Address During the Year

- Lack of staffing
- Loss of instructional coaching
- Frequent changes to schedules
- Technology barriers of parents
- Frequent absences of students
- General anxiety of teachers

Barriers to Address: Cycle 1 (Sept-Nov)

- Lack of staffing, loss of instruction coaching, frequent changes, Technology barriers of parents, Frequent absences of students
- General anxiety of teachers

Barriers to Address: Cycle 2 (Dec-Feb)

The following barriers were identified for Cycle 2. • Limited number of instructional minutes for at-home learners. We need to re-assess and increase the number of instructional minutes. Data is showing more time is needed with students. • Need to make adjustments for the reading instructional model of students receiving special education services. • Staffing has been a challenge with teachers out on accommodations and the resignation of one 5th grade teacher and retirement of a 4th grade teacher. To address the teaching vacancies, instructional specialists were re-assigned to teacher positions, leaving the school without the personnel for tier 2/3 intervention. This will also limit the support new teachers will be receiving.

Barriers to Address: Cycle 3 (March-May)

*The following barriers were identified for Cycle 3: Continued changes with students learning in person or on Zoom. Limited staff members available to support instruction as specialist have been assigned to teach in the classroom. Special education interventions that work over zoom have continued to be a challenge.

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

We hope to address staffing over the summer by hiring positions with highly qualified staff. We will also address scheduling and create an intervention and acceleration plan for our students. Additionally we will have 2 content specialist trained on tier 2 and 3 reading strategies.

District Commitment Theory of Action (ToA)

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

District Actions: Cycle 1 (Sept-Nov)

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)

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

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

The district will continue to support principal and instructional leadership through coaching conversations and TIP development and review. The principal will also receive support with targeted professional development aligned to identified areas of need - especially data analysis and formative assessment.

Prioritized Focus Area #2

Prioritized Focus Area #2

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. 2018-19 results indicate student groups of "all students" did not meet the state target of 44% Meets for Reading and 46% Meets for Math. When campuses have clear, written, and transparent roles and responsibilities for their leaders schools will function smoother and begin to prioritize the work of building better student achievement. The focus of this priority area is on providing clarity on whether systems and processes are systemic and practiced campus-wide.

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

Admin will build capacity in this area by meeting with our admin team and developing roles and responsibilities for both in person and virtual times in the year. We will include not only our instructional coaches, but also our team leaders as we know roles will change and shift throughout this year.

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

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

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 include, but not limited to Kahoot and Quizzlet activities, 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

Implementation of 100% of systems in our TIP to ensure increased student achievement. 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 1 will be implemented. Leadership team will monitor to ensure implementation is taking place consistently.

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

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 3 (March-May)

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

Continue to refine systems and protocols developed though out the year. We will focus on PD regarding interventions and the RTI Process. We hope to have 100% of staff trained on Inclusive Reading and Math practices (TEA).

Barriers to Address During the Year

- Lack of staffing
- Loss of instructional coaching
- Frequent changes to schedules
- Technology barriers of parents
- Frequent absences of students
- General anxiety of teachers

Barriers to Address: Cycle 1 (Sept-Nov)

Lack of staffing Loss of instructional coaching Frequent changes to schedules

Barriers to Address: Cycle 2 (Dec-Feb)

Technology barriers of parents Frequent absences of students General anxiety of teachers

Barriers to Address: Cycle 3 (March-May)

Staffing barriers including teachers who resigned due to not getting accommodations and new teachers hired. Frequent absences of students and limited participation for remote learners. General anxiety of teachers and staff.

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

Staff on summer vacation, difficult scheduling, not having full understanding of what COVID protocols and limitations will be in place for the 21-22 school year.

District Commitment Theory of Action (ToA)

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

District Actions: Cycle 1 (Sept-Nov)

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)

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

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

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

The district will continue to support principal and instructional leadership through coaching conversations and TIP development and review. The principal will also receive support with targeted professional development aligned to identified areas of need - especially data analysis and formative assessment.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

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

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

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

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

For reading, my own data analysis indicated our students did make the goals of 50%, 10%, 10%. We will continue to push our students and target skills during interventions so we can improve to our final goals. For Math, my own data analysis indicated the following: While we did meet our goal for Approaches and Meets, we were under on Masters. We will continue to challenge our students during intervention groups so we can move more students towards Mastery. We will continue to push our students and target skills during interventions so we can improve to our final goals. For Science, my own data analysis indicated the following: We did not meet our goal for any areas in science. This remains our biggest area of concern. Our teacher did resign based on conversations about VOMs and a need to continue to respond to data regarding science instruction. So we have placed our Instructional Specialist in this position for the spring. We also hired a new teacher who will co-teach. We will continue to focus on small group instruction, vocabulary development, and will have daily STAAR question reviews. We didn't have an analysis for writing other than our verification of mastery documents. Based on this analysis we are on target. For next semester we have discussed having a bigger focus on paper/pencil for both in person and at home learners. We are going to give all VOM assessments on paper. We have developed a drive through pick up system where our families of virtual learners will pick up assessments and students will take them at home via zoom. The families will then drop off the assessments when they are completed. We are also planning to revamp our intervention groups and have our specialist teaching core content to 4th and 5th grade.

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

December 7, 2020 Met with Principal to review TIP Progress for Cycle 1. Reviewed TIP HUB with evidence collected for Cycle 1. Ensured that the Public TIP meetings had taken place with announcement and CAC Meeting agenda attached in PlanWorks. The following barriers were identified for Cycle 2. • Limited number of instructional minutes for at-home learners. We need to re-assess and increase the number of instructional minutes. Data is showing more time is needed with students. • Need to make adjustments for the reading instructional model of students receiving special education services. • Staffing has been a challenge with teachers out on accommodations and the resignation of one 5th grade teacher and retirement of a 4th grade teacher. To address the teaching vacancies, instructional specialists were re-assigned to teacher positions, leaving the school without the personnel for tier 2/3 intervention. This will also limit the support new teachers will be receiving. Adjustments being made: • The observation and feedback form will be revised to include pacing. Need to ensure that the core lesson includes sufficient time for students to process content. • Staffing changes – Instructional Coaches will teach 4th grade and one will teach 5th grade due to teachers retiring or resigning. • Hold teachers more accountable and consistent to process of verification of mastery. Focusing on process rather than the numbers. Consistent VOM meetings with every grade level. • We're able to see where teachers need support and adjusting the support based on conversations with team leaders. • Co-teaching with new and experienced teachers. • Interventions need to be more focused – more stability with staff would help • Culture and Climate – Being responsive to teacher's needs. Will complete another mini-survey at end of the 2nd 9-week period. • Galindo has been selected to participate in the Early Career Support for the mentoring of new teachers. This is a new partnership between AISD and UT.

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

District Supports Requested: • Identify a school that is meeting the needs of students receiving special education services in Reading. • With the resignation and / or retirement of teachers due to COVID 19, can the academics team provide support to the campuses? There are instructional specialist vacancies and having an experienced person provide intervention would be helpful. • Need a larger pool of qualified bilingual certified applicants. How can HR support this need? • Provide personalized BLEND training for new teachers being hired for the second semester. • Provide additional training to teachers on how to use MAP Growth data to align to IXL, Imagine Learning, and Dreambox • Dual Language BLEND Modules need to look more like ESL BLEND Modules to facilitate alignment on campuses – in content, in how they are laid out, and how the expectations are written out.

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?

Overall, we believe we have met both of our cycle 2 90-Day outcomes for the two focus areas: For the first focus area, we have created documentation (such as leadership team minutes and calendars) to support the monitoring that has been taking place by the leadership team and we've made adjustments based on the data collected. In cycle 2, all PLCs are implementing the instructional systems we have put in place. While consistency is not at 100%, we are committed to striving towards that goal. All students have been assigned a goal setting task that they need to complete. The majority of students have engaged in this process of goal setting during cycle 2. Teachers continue to have goal setting meetings with students as they progress through their learning. As a campus, we've created a detailed data system aligned to the state accountability system which promotes student growth and teacher awareness. For the second focus area, all systems and protocols that we planned to develop to address the needs of Levers 5.3 were created (VOM, MOY data systems, Student Goal Setting). All of these systems are documented and reviewed. In terms of the data tracking system, we are currently in the middle level of implementation, and we're finding more consistent use among PLCs. Professional development during this cycle has been driven by data driven instruction. We've focused on a PLC approach to learning than the whole group training. Moving forward, we plan on joining the Solution Tree: PLCs that Work PD to continue growing in this area. We have made a great campus system for our tracking tool where the campus leaders train the teachers how to use the data tracking tool, and then the teachers train the students. Leadership team follows us with this process in PLC meetings, and it is a regular agenda item in leadership team meetings.

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

Overall, we did not achieve any of our student performance goals. We did, however, score close to the targets in Reading and Math at the approaches and masters grade level. Reasons why we improved: 5th grade students have a stronger foundation from having more years of completed schooling. They are our group that is closest to hitting their targets. This shows that pre-pandemic we were making progress. We have also put a great data tracking system in place that promotes student growth and teacher awareness. We're continuing to focus on the data driven process this year. Reasons why we didn't achieve goals: We have a continued need to improve student attendance, and increase remote engagement. We also continue to need to improve intervention structures. The lack of consistency in staffing has also been a barrier to our success.

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?

We will continue working on the actions steps as planned.

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

None

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?

Overall, we believe we have met our Cycle 3 (90 day outcomes) regarding the implementation and monitoring of our systems. For the first focus area, we have documentation available such as leadership meetings agendas and minutes, calendars, and walk-through forms. We have documentation regarding the articulation of our roles and responsibilities for our instructional leaders and the adjustments we have made throughout the year. For the second lever, we have fully implemented the 3 of the 4 Essential Actions for Lever 5, Effective Instruction including objective driven lesson plans, effective classroom routines and instructional routines, and data driven instruction. We feel we need to continue to develop our RTI for students with learning gaps. All students in 3rd- 5th grade participated in 3 goal setting conferences per 9 weeks reporting periods. Students were able to discuss and articulate goals and their importance for reading and math. For focus area 2., The systems such as VOM, MOY data systems, student goal settings were implemented fully. We developed a campus wide data analysis system to analyze student data and goal setting. We will continue to develop this for intervention data next year.

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

Overall, we did not achieve the student performance goals. We did, however, meet the goal for our 5th grade reading students. 50% of our 5th grade students achieved "Meets" level performance in reading and 38% achieved "Masters" level performance. We also met the target in domain 3 for our EL students achieving "Meets" level performance with 29%. We feel like our 5th grade students achieved their reading goal because they had a stronger foundation, they had completed a full year of 3rd grade pre-pandemic and had experience taking a STAAR test previously. Additionally our focus on consistent implementation of Dual

Language programming over the past 5 years has proven to yield positive results for our EL students performance. We will continue to improve student attendance during intervention times and reassess our intervention structures to continue to work towards improving our scores next year.

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?

We hope to get more clarification on our what the start of next year will look like so we can ensure that our plans are on target with the opening of school. We will focus on accelerated instruction and interventions in reading and math for all students. We will continue to develop our data analysis tracking system and implement it with our interventions. We will continue to work with Solution Tree PLCs at Work as well as participate in PD in TEAs Inclusive Practices in Reading and Math during the summer.

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

none

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?

Overall, we have partially met our desired outcome for focus area one. In terms of implementing Effective Instruction we have made gains in the areas of objective driven lesson plans and effective classroom routines and instructional routines. Our PLCs have adjusted and improved their lesson planning to ensure that students are aware of the objectives and success criteria. Their use of technology platforms such as BLEND and Seesaw have allowed them to be reimagine the way they present the objective driven lessons to students. Additionally, the vast increase in technology usage by all teachers has improved classroom and instructional routines at Galindo. We feel like we have not fully been able to implement effective instruction in terms of RTI for students with learning gaps and therefore we have not fully achieved effective instruction with regards to data driven instruction. Intervention structures have been proven to be challenging this year due to concurrent teaching and student absences.

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

For focus area 2, we partially met our desired outcomes. We have fully implemented our systems with regards to Admin roles and responsibilities, VOM meetings, and student goals. Additionally, we met the desired student outcome for % of students who achieved the "Meets" level on STAAR for 5th grade students in reading. However, we did not meet the desired student outcomes overall.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Galindo Elementary has a strong school community. Students and families feel a strong sense of pride related to our school. We have many strengths to note:

- Small class size 17:1
- Over 8% students participating in Gifted and Talented
- Strong supports for our students in Special Programs: Life Skills, SCORES, ECSE, and DHH.

Demographics Weaknesses

- 23% mobility rate
- 88% of our student special education population is Hispanic.
- 59% of special education students are ELs.

Demographics Needs

- Stronger RTI systems to keep EL students out of special education
- Continue to work on attendance.

Demographics Summary

2020-2021 Demographics:

489 Students

- PK3 = 11
- PK4 = 39
- K = 83
- 1 = 79
- 2 = 90
- 3 = 61

Comprehensive Needs Assessment

Demographics Summary (Continued)

- 4 = 68
- 5 = 56

86% Latinx

6% White

5% Black

2% Asian

20% Special Education

64% EL

90% Economically Disadvantaged

Student Achievement

Student Achievement Strengths

Galindo Elementary 19-20 data indicates that we were on track for improvement based on the 2020 MOY assessments.

READING:

Our reading scores were: 65%/30%/15%. This test was a full star release and while that is not where we wanted it to be, we felt that our students were in a place that we could get them to the goal of 50% meets by STAAR.

MATH:

Our Math MOY assessment was over taught skills and shows that we were getting closer to our targets. Our student results were: 75%/42%/24%. We felt strongly that we were going to be able to move our students up to our goal of 50% meets by STAAR.

WRITING:

We were making significant progress in writing. Our MOY Scores showed that our students were on track to out perform last year's STAAR results. Our results were: 60%/40%/15%

Lower Grade Reading is also a strength: Our results were as follows from the 2019 school year: ISIP EOY: 82%, ISIP AA student group: 71% ISIP; Latinx student group: 84%

Student Achievement Weaknesses

Comprehensive Needs Assessment

We continue to struggle in science. Our MOY results were: 54%/24%/6%. Developing a strong science foundation in all grade levels continues to be a challenge for us. Our 5th grade science teacher continues to need strong modeling for instructional practices. TXKEA Vocabulary in Kindergarten continues to be a struggle for us as we were at 69% which was below our target.

Student Achievement Needs

We are continuing to develop a strong literacy foundation. We would like to build on our phonics program by aligning our vocabulary development. We feel that this will strengthen our overall student achievement in reading. We also need to develop a stronger science program in the lower grades.

Student Achievement Summary

We will continue to focus on ensuring 50% of our students reach the Meets category for all STAAR Assessments. We will also focus our efforts on the MAP Growth for K-2 reading.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

We have a lot of strengths in our school culture and climate at Galindo. Based on our TELL and Student Surveys we have the following high points:

- 90% of teacher respondents agreed that "My school is a good place to work and learn"
- 95% of student respondents stated that the "Exhibit pride in their school"

School Culture and Climate Weaknesses

Culture and climate continue to be an area where we can improve. Based on our results we know we have the following opportunities for growth:

- Only 87% of students responding that they are treated with respect, which is a drop from last year
- 77% of teachers and staff feel like there is an atmosphere of mutual respect
- 81% of teachers and staff trust the administrators

School Culture and Climate Needs

We are committed to continuing to build trust amongst staff and use restorative practices with students. We are prioritizing have conversations about restorative practices for responding to student discipline needs, as well as implementing a strong SEL curriculum through Responsive Classrooms and Morning Meetings.

With staff we are focusing more on our classified staff as we think this might have brought our over all TELL survey down. We will continue to work with our teachers to build strong relationships and trust.

School Culture and Climate Summary

We know that trust is the foundation for a strong culture and climate at Galindo. We are committed to building our credibility, reliability, and openness to supporting the emotions with all staff. We know that these are key components to building trust. We feel that when their is strong trust amongst the adults culture and climate for the students will also be

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

great.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Staff is a crucial part of school improvement. At Galindo, we have the following strengths:

- Strong team leaders who are committed to have a collaborative environment.
- Returning 3rd-5th grade teachers
- A strong focus on student centered practices
- A family atmosphere

Staff Quality, Recruitment and Retention Weaknesses

We continue to struggle with a few novice teachers. Our support systems for them are not quite up to where we would like them to be. Additionally, we feel like we implement strong systems but struggle with admin follow through and accountability. We also have a few pockets of philosophical differences amongst staff members that we are building.

Staff Quality, Recruitment and Retention Needs

We need to continue to leverage team leaders as instructional specialist. We would like team leaders to take a more central role in leading their teams instructionally. Additionally, we will continue to build school-wide systems and ensure they are implemented with fidelity.

Staff Quality, Recruitment and Retention Summary

We recognize that staff is our most important asset. We are committed to building a strong community of empowered and well supported teachers.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

At Galindo Elementary we have built a strong foundation for our curriculum, instruction, and assessments. This is grounded in developing a sense of agency and identity with our students. We are also working hard to develop our Green and Global program that focuses on outdoor learning and celebrating cultures and languages around the world. We have also worked hard to develop our DL program and have established a strong SLA and ELD block for our DL students.

Curriculum, Instruction and Assessment Weaknesses

Our weaknesses lie in the follow through for completing the verification of mastery forms and really spending the time to adjust our instruction based on what our data is showing. We have begun putting the systems in place for common assessments and verification of mastery, however all teachers do not consistently complete and analyze them.

Curriculum, Instruction and Assessment Needs

We need to continue to develop our common assessment calendars, review the grading practices for our common assessments, and build in uninterrupted time to review this assessments. We also need to adjust our instruction based on these needs.

Curriculum, Instruction and Assessment Summary

Curriculum and instruction are relative strengths for us, however we need to continue to focus on the assessments and allow those to be a bigger driver for our instruction.

Family and Community Involvement

Family and Community Involvement Strengths

- 98-100% of all families surveyed feel that their involvement is welcomed by Galindo staff.
- 98-100% of all families feel that they are treated with respect and quality customer service by Galindo staff.
- 98-100% of all families surveyed feel like they get adequate communication about academics and programming at Galindo.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

- 60% of all families surveyed feel like events are held during their work hours and therefore they can not attend.
- 4% of families surveyed feel like their student is not treated with respect and therefore they do not like attending school.
- 4 percentage point decrease in families saying that their children are exposed to different languages and cultures at school from 18-29 to 19-20.

Family and Community Involvement Needs

Families expressed an interested in learning more about
Academics (63%)
Social Emotional Learning (63%)

12% of families reported not feeling welcome at school.

Family and Community Involvement Summary

We have strong foundations in place through parent relationships. We need to consider when we hold events and offer them at varying times to allow for a variety of attendance. We should target academic and social emotional learning classes and events for parents.

Continue to create a welcoming environment for all families.

School Context and Organization

School Context and Organization Strengths

At Galindo we have small class sizes, strong school-wide celebrations and events, good communication systems through our weekly newsletters to teachers and staff. We have continued to make progress over the past 4 years.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

We continue to struggle with making time for collaborative decision making in a way that all voices are heard. This year we are struggling with how to provide interventions due to staffing shortages.

School Context and Organization Needs

Continuing to align systems to our Galindo vision and mission with all stake holders on board.

School Context and Organization Summary

We feel that we are close to becoming a high achieving school. We feel that if we continue to develop our school wide systems we will make significant progress.

Technology

Technology Strengths

We now have 1:1 student devices. Students have access to wifi hot spots if needed. Teachers have participated in extensive training for BLENDED learning and using technology with instruction.

Technology Weaknesses

Parents continue to need support with assisting their students at home. Students don't have access to quality wifi at home. Sharing a hotpot among many students in a family is problematic. Keeping up with chargers and devices on a daily basis is a new challenge.

Technology Needs

We need to continue to develop our tech systems. Teachers are at different levels of knowledge and we need to develop PD that address these different needs.

Comprehensive Needs Assessment

Technology Summary

We have a lot of new technology devices and systems that are being put in place this year. We have jump started our technology development, but sill have a lot of room for growth.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$270,355)			

Galindo Elementary

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. Plan and implement meetings to establish PLC Norms, lesson planning protocols, and systems campus wide such as instructional expectations and use of instructional minutes (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 2,4)	AVID Team, Leadership Team	Sept. 8th, 2020		Criteria: *common lesson plan template *grade level norms *agreed upon formative assessments *Instructional Expectations 06/03/21 - Completed 01/26/21 - Completed
2. Establish regular meeting times for Admin to meet with Team Leaders to review PLC progress to support PLC norms, lesson planning, data review. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Leadership Team, Principal	Sept. 8th, 2020		Criteria: Calendar with meeting times Meeting Notes Lesson Plans 06/03/21 - Completed 01/31/21 - Completed
3. 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. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Leadership Team, Principal	Ongoing- every 2wk		Criteria: *Walk Through Calendar *Results of walk through forms *Feedback Meetings 06/03/21 - Significant Progress (S) 03/30/21 - Significant Progress 01/31/21 - Some Progress
4. Leadership team agenda will be modified to include a weekly check on non-negotiables that are expected to be seen in the classroom through reviewing walk through results. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Leadership Team, Principal	September 9, 2019		Criteria: Leadership meeting agenda, minutes, action steps 06/03/21 - On Track 01/31/21 - On Track
5. PK -5th grade teachers will create explicit lesson plans as decided by PLC and admin which includes:	AVID Trained Teachers, Leadership Team, Principal, Teachers	September 15, 2019		Criteria: Lesson Plans 06/03/21 - Completed

Galindo Elementary

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
What do we want students to learn? (essential standards/TEKS) How will we know when each child has developed the intended knowledge and skills? (team-developed common assessments) How will we teach the essential knowledge and skills? (Daily core lessons) What will we do if they don't learn? (systematic interventions) What will we do if they already know it? (extended learning) (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)				01/31/21 - Completed

Galindo Elementary

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Admin will create climate survey to be given nine weeks to staff with an agenda item added to Leadership Team Meeting to analyze data (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 1,4)	Admin, Counselor	Ongoing through 1st quart		Criteria: Staff Survey Responses Agenda item and minutes from Team Leader Meetings 06/03/21 - Completed 03/30/21 - Completed 01/31/21 - Significant Progress
2. Admin will create a separate climate survey regarding classified staff to address the unique needs of this group. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Counselor	On going		Criteria: Classified Staff Meeting Check In Notes Classified Survey Results 03/30/21 - On Track 01/31/21 - Significant Progress
3. Develop a student culture and climate plan (student management plan) to be shared with all stakeholders, along with a system of rewards and consequences. To ensure staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Admin, AVID Team, SEL Committee	October 2nd, 2020		Criteria: Student climate and culture plan DEEDS reports, office visits 03/30/21 - On Track 01/31/21 - On Track
4. Create a system for monitoring the number of students that are sent to the office for the "fast pass" as a proactive self-regulation strategy and a system for monitoring the number of students being sent to the office for disciplinary challenges (Title I SW Elements: 2.2) (Target Group: All)	Admin, AVID Team, SEL Committee	ongoing throughout Quarte		Criteria: Forms created and results 06/03/21 - On Track (S) 01/31/21 - Significant Progress

Galindo Elementary

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

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Team Leaders and Admin create a common assessment calendar to complete short cycle assessments for reading and math. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Admin, Instructional Team	ongoing throughout Q1		Criteria: Common Assessment Calendar created for each grade level Grade level assessments linked 06/03/21 - Completed (S) 01/31/21 - Completed
2. Team Leaders and Admin create a Verification of Mastery Form for teachers to use every 3 weeks based on common assessments in order to support teachers in using a corrective instruction action planning process. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)	Admin, Leadership Team	ongoing throughout Q1		Criteria: Verification of Mastery Forms with reflective questions filled out 06/03/21 - Completed (S) 01/31/21 - Completed
3. Teachers track progress of individual student outcomes from math and reading common assessments and record it on a data google excel using Verification of Mastery forms (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Admin, Leadership Team, Teachers	ongoing throughout Q1		Criteria: Results on VOM Data Analysis notes from PLCs 06/03/21 - On Track (S) 03/30/21 - On Track
4. Create a data outcomes tab in BLEND and Google Excel to review student progress individually with students. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 2)	Administrative Team, AVID Coordinator, Grade Level Team	Ongoing through Q1		Criteria: Google excel data sheets BLEND Outcome Tabs 06/03/21 - Discontinued (S) 03/30/21 - On Track 01/31/21 - Some Progress
5. Team Leaders and Admin will Review Verification of Mastery forms in order to support teachers in using a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Target Group: All)	Admin, Leadership Team	ongoing throughout Q1		Criteria: Adjustments communicated to Teams from PLC minutes or emails 06/03/21 - On Track (S) 01/31/21 - On Track

Galindo Elementary

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

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>6. Teachers will engage in vertical team PLC focused on review of trends from prior week Verification of Mastery (VoM) from common assessments, discussion of individual student needs (intervention data), and review of the effectiveness of teaching strategies to create actions steps for work with individual students. This will ensure all staff are engaged in coordinated and proactive planning with master teacher peers. (Target Group: All)</p>	<p>AVID Team, Leadership Team, Teachers</p>	<p>Bi-monthly through Q1</p>		<p>Criteria: PLC Notes and Minutes Action Steps for Teachers</p> <p>06/03/21 - Some Progress (S) 03/30/21 - Some Progress</p>

Galindo Elementary

Goal 4. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 20 day attendance challenge will be implemented at key points in the year to increase attendance. (Target Group: All)	Admin, Counselor, Teachers	Spring 2020		Criteria: Student punch cards Attendance records 06/03/21 - Some Progress (S)

Galindo Elementary

Goal 5. (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: Energy, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Green Team) Green Team

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Green Team with Students 3-5 to complete an eco-audit and have PK-2 complete PBL unit with an eco-audit. (Target Group: All) (Strategic Priorities: 3,4)	Global Committee, Green Committee	Spring 2020		Criteria: Meeting Sign in Eco Audit 06/03/21 - Completed (S) 01/31/21 - On Track
2. Create a Green Global Committee to meet regularly and plan toward NWF Green Flag Eco-Team (Target Group: All) (Strategic Priorities: 3)	Global Committee, Green Committee	Spring 2020		Criteria: Meeting Sign In Meeting Minutes Eco Team Progress 06/03/21 - Completed (S) 01/31/21 - On Track

Galindo Elementary

Goal 6. (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. Increase CARES Dashboard Scores for all targets. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team	SY 20-21		Criteria: CARES dashboard results 06/03/21 - On Track (S) 01/31/21 - On Track

Galindo Elementary

Goal 6. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with AISD TUP department to create a plan for advertising our Galindo Green Global program to market to new and prospective students. (Title I SW Elements: 2.1,2.3) (Target Group: All,ECD) (Strategic Priorities: 1,4)	Administrative Team	On going		Criteria: TUP Marketing Materials Created TUP Marketing Materials Distributed 06/03/21 - On Track (S) 01/31/21 - On Track

Galindo Elementary

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PSS will provide classes geared around health and wellness (Title I SW Elements: 3.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 4)	Parent Support Specialist	Spring 2020		Criteria: Class sign in sheets and agendas 06/03/21 - Some Progress (S) 01/31/21 - Some Progress

Galindo Elementary

Goal 8. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/19/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/19/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/19/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/19/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/19/20 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/19/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 11/19/20 - 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	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/19/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Fine Arts Academy Lead, Principal	Due 10/30/20		Criteria: Due 10/30/20 11/19/20 - Completed 11/19/20 - On Track
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: AtRisk)	Principal	Due 10/30/20		Criteria: CIP Developers List 11/19/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Mcbride, Bernadette	Teacher
Best, Meagan	Teacher
Hernandez, Amy	Teacher
Berrong, Lauren	Teacher
Juarez, Julia	Teacher
Casado Neira, Eva	Teacher
Del Valle Castro, Ines	Teacher
Sanders, Danielle	Campus User
Barreto Romero, Natascha	Campus Administrator
Elliot, Bonnie	CAC Chair
Camozzi, DeeDee	CAC Parent
Schultz, Rob	CAC Parent
Santos, Linda	CAC Parent

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71%	MAP GROWTH RDG	50%		MOY DISTRICT BENCHMARK	75%		MAP GROWTH RDG	70%		70%
		All	All	Reading	Meets	STAAR	40%	MAP GROWTH RDG	10%		MOY DISTRICT BENCHMARK	50%		MAP GROWTH RDG	50%		50%
		All	All	Reading	Masters	STAAR	19%	MAP GROWTH RDG	10%		MOY DISTRICT BENCHMARK	20%		MAP GROWTH RDG	20%		20%
		All	All	Mathematics	Approaches	STAAR	77%	MAP GROWTH MATH?	50%		MOY DISTRICT BENCHMARK	75%		MAP GROWTH MATH?	70%		80%
		All	All	Mathematics	Meets	STAAR	39%	MAP GROWTH MATH?	10%		MOY DISTRICT BENCHMARK	50%		MAP GROWTH MATH?	50%		50%
		All	All	Mathematics	Masters	STAAR	15%	MAP GROWTH MATH?	10%		MOY DISTRICT BENCHMARK	20%		MAP GROWTH MATH?	20%		20%
		All	All	Science	Approaches	STAAR	55%	Science 1st 9 weeks Assessment	50%		MOY DISTRICT BENCHMARK	75%		Science 3rd 9 weeks Assessment	75%		75%
		All	All	Science	Meets	STAAR	30%	Science 1st 9 weeks Assessment	10%		MOY DISTRICT BENCHMARK	45%		Science 3rd 9 weeks Assessment	45%		45%
		All	All	Science	Masters	STAAR	10%	Science 1st 9 weeks Assessment	10%		MOY DISTRICT BENCHMARK	20%		Science 3rd 9 weeks Assessment	20%		20%
		All	All	Social Studies	Approaches	STAAR	NA	NA	NA		MOY DISTRICT BENCHMARK	NA		NA	NA		NA
		All	All	Social Studies	Meets	STAAR	NA	NA	NA		MOY DISTRICT BENCHMARK	NA		NA	NA		NA
		All	All	Social Studies	Masters	STAAR	NA	NA	NA		MOY DISTRICT BENCHMARK	NA		NA	NA		NA
		All	All	Writing	Approaches	STAAR	67%	MAP GROWTH + TEACHER RUBRIC?	75%		MOY DISTRICT BENCHMARK	75%		MAP GROWTH + TEACHER RUBRIC?	75%		75%
All	All	Writing	Meets	STAAR	32%	MAP GROWTH + TEACHER RUBRIC?	45%		MOY DISTRICT BENCHMARK	45%		MAP GROWTH + TEACHER RUBRIC?	45%		45%		
All	All	Writing	Masters	STAAR	5%	MAP GROWTH + TEACHER RUBRIC?	15%		MOY DISTRICT BENCHMARK	15%		MAP GROWTH + TEACHER RUBRIC?	15%		15%		
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	Sped	Reading	Meets	STAAR	19%	MAP GROWTH RDG	19%		MOY DISTRICT BENCHMARK	19%		MAP GROWTH RDG	19%		19%
		All	ECD	Mathematics	Meets	STAAR	38%	MAP GROWTH MATH?	50%		MOY DISTRICT BENCHMARK	50%		MAP GROWTH MATH?	50%		50%
3. Domain 3 Focus 2	Focus 2 Components Academic Achievement	All	ELL	Mathematics	Meets	STAAR	40%	MAP GROWTH MATH?	50%		MOY DISTRICT BENCHMARK	50%		MAP GROWTH MATH?	50%		50%
		All	Hispanic	Mathematics	Meets	STAAR	42%	MAP GROWTH MATH?	50%		MOY DISTRICT BENCHMARK	50%		MAP GROWTH MATH?	50%		50%
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	45%	MAP GROWTH RDG ELL PERFORMANCE	45%		MOY DISTRICT BENCHMARK	45%		MAP GROWTH RDG ELL PERFORMANCE	45%		45%

Subject	ALL Students				African American				Hispanic				White				EcD				LEP				SPED			
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
Reading	155	57%	32%	25%	8	50%	25%	13%	131	56%	31%	16%	12	67%	50%	42%	133	54%	26%	17%	103	53%	29%	18%	38	18%	5%	3%
Math	152	53%	26%	16%	8	25%	0%	0%	128	50%	21%	7%	12	67%	42%	25%	131	47%	16%	4%	101	50%	16%	4%	38	16%	5%	3%
Science	42	52%	21%	5%	3	67%	0%	0%	32	53%	22%	3%	6	50%	33%	17%	35	49%	17%	0%	26	50%	19%	0%	8	25%	13%	13%
Social Stu.																												
Writing	62	34%	11%	2%	5	0%	0%	0%	54	37%	9%	2%	2	50%	50%	0%	52	27%	4%	0%	42	26%	4%	2%	19	21%	0%	0%

Instructions

Input data from performance reports into the cells above

Estimated Raw Data

Subject	ALL Students				African American				Hispanic				White				EcD				LEP				SPED			
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
Reading	155	88	49	38	8	4	2	1	131	74	40	21	12	8	6	5	133	72	35	23	103	55	30	19	38	7	2	1
Math	152	76	32	12	8	2	0	0	128	65	27	9	12	8	5	3	131	62	21	5	101	51	17	4	38	6	2	1
Science	42	22	9	2	3	2	0	0	32	17	7	1	6	3	2	1	35	17	6	0	26	13	5	0	8	2	1	1
Social Stu.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Writing	62	21	7	1	5	0	0	0	54	20	6	1	2	1	1	0	52	14	2	0	42	11	2	1	19	4	0	0
Total	411	207		53	24	8	2	1	345	176	80	32	32	20	14	9	351	165	64	28	272	130	54	24	103	19	5	3
Percentage		50%	0%	13%		33%	8%	4%		51%	23%	9%		63%	44%	28%		47%	18%	8%		48%	20%	9%		18%	5%	3%

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	57%
	%Meets	32%
	%Mst	25%
Math	% App	53%
	%Meets	26%
	%Mst	16%
Science	% App	52%
	%Meets	21%
	%Mst	5%
Social Studies	% App	
	%Meets	
	%Mst	
Writing	% App	34%
	%Meets	11%
	%Mst	2%

Domain 1 Estimator

Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
50%	24%	13%	29

Domain 3 SCA Estimates Academic Achievement and Student Success Only

Academic Achievement	ELA	All	AA	His	Wh	EcoD	EL	SpEd	Total	Total Eligible
	# Total Tests	155	8	131	12	133	103	38		
	Score	32%	25%	31%	50%	26%	29%	5%		
	Target	44%	32%	37%	60%	33%	29%	19%		
	Met Target	N	-	N	-	N	Y	N	1	5
									
	Math	All	AA	His	Wh	EcoD	EL	SpEd		
	# Total Tests	152	8	128	12	131	101	38		
	Score	26%	0%	21%	42%	16%	16%	5%		
	Target	46%	31%	40%	59%	36%	40%	23%		
Met Target	N	-	N	-	N	N	N	0	5	
Total									1	10

Student Success		All	AA	His	Wh	EcoD	EL	SpEd	Total	Total
	# Total Tests	411	24	345	32	351	272	103		
	Score	21%	15%	28%	45%	24%	25%	9%		
	Target	47%	36%	41%	58%	38%	37%	23%		
	Met Target	N	-	N	N	N	N	N	0	6
	Total								0	6