

GARCIA YMLA

Gus Garcia Young Men's Leadership Academy

2021/2022

"Boys Yesterday, Young Men Today, Leaders Tomorrow"



GUS GARCIA
YOUNG MEN'S
LEADERSHIP ACADEMY
AUSTIN Independent School District

Jose Luis Mejia
7414 Johnny Morris Rd
512-841-9400
jose.mejia@austinisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 41

Date Approved:

12/8/2021

Campus Mission

Gus Garcia Young Men's Leadership Academy will educate scholars in an academic environment where they will learn to be leaders, provide community service, empathy toward others, develop a strong sense of community, graduate from a four-year college or university and/or pursue a career.

Campus Vision

In an environment of brotherhood, the Gus Garcia Young Men's Leadership Academy will develop scholars who are empathetic, service oriented, problem solvers, life-long learners who are successful in high school, college, career, and life.

Campus Creed

I am a Young Man
I am my Brother's Keeper
I take responsibility for my actions and the actions of my brothers
I take pride in my community and will work to make it a better place
I pledge to work hard in my classroom as well as in my extracurricular arena
I pledge to be a positive influence and successful in everything that I do
I will be a College Man, a Global Citizen, and a Life-Long Learner
I will be your friend, your brother, and your leader
I look good
I feel good
I AM a GUS GARCIA MAN!

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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

GARCIA YMLA

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Garcia YMLA will invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Leadership Team, CATCH Team	September 2021	(L)Campus BTO - \$400	Criteria: Completion of a minimum of 2 CATCH events per year. 10/29/21 - On Track
2. Garcia YMLA will add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, CATCH Team, Parent Support Specialist, PTA	September 2021- May 2022	(F)Title 1, Part A - \$1,000	Criteria: CAC/PTSA involvement in CATCH events. 10/29/21 - On Track
3. Garcia YMLA will add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, CATCH Team	October 2021- May 2022		Criteria: Meeting agenda with next steps for CATCH implementation. 10/29/21 - Significant Progress

GARCIA YMLA

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Employee Wellness) SMART Goal: 90% of employees will participate in a campus wide wellness activities that model for students healthy adult behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Garcia YMLA will ensure staff and teachers receive required training related to health services. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2,3,4)	Administrators, Counselor, Crisis Response Team, CST Team, Department Chairs, Family Resource Center, Parent Support Specialist	September 2021	(F)Title 1, Part A - \$15,000	Criteria: Communication to staff about services available to student/staff/community at Garcia YMLA. 10/29/21 - Completed 08/31/21 - Some Progress
2. Garcia YMLA staff will participate in at least one Wellness School Challenge. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1)	CATCH Team	December 2021		Criteria: Staff will participate in a campus wide school wellness challenge. 10/29/21 - Significant Progress 08/31/21 - Pending
3. Garcia YMLA will assign a dedicated campus wellness champ to monitor health/CATCH initiatives. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Coaches	October 2021- May 2022		Criteria: Meeting agenda and campus events. 10/29/21 - Completed

GARCIA YMLA

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Social and Emotional School Climate) SMART Goal: 90% of teachers will take an active role in the SEL advisory framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Garcia YMLA will engage our campus community in No Place for Hate activities annually that will be byproduct of SEL advisory framework. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, Campus Leadership Team, Counselor, Parent Support Specialist, Parents	October 2021-April 2022	(L)Campus BTO - \$200	Criteria: 2 annual No Place activities per year. 10/29/21 - On Track
2. Garcia YMLA will promote SEL and CP&I via our advisory framework and other methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, CAC Members, Campus Leadership Team, Counselor	September 2021-May 2022		Criteria: A weekly SEL framework with delivery of CP& I lessons/themes. 10/29/21 - On Track
3. Garcia YMLA will create a dedicated peer mediation student group focused on receiving CP&I and SEL weekly lessons. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Counselor, Librarian, SEL Committee	August 2021-May 2022		Criteria: Student attendance/participation in peer mediation group activities. 10/29/21 - Completed
4. Strategy 4: A Garcia YMLA teachers will engage in monthly staff professional development sessions from the Culturally Responsive Restorative Practices team based in current campus cultural needs assessments. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, SEL Committee	August 2021-June 2022		Criteria: Weekly Blend lessons on SEL, Student Circles, dedicate peer groups, and staff developing on culturally restorative practices (e.g. agenda, professional development powerpoints, and videos).

GARCIA YMLA

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 4. (Family Engagement) SMART Goal: Garcia will a minimum of 2 family nights and community events focused on CATCH initiatives aligned to wellness activities in collaboration with community agencies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Garcia YMLA will create a family academic engagement team led by our parent support specialist to discuss annual events focused on student achievement, health, and school services. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Parents	September 2021-May 2022		Criteria: CAC scheduled meeting, community feedback, and minutes. 10/29/21 - On Track
2. Garcia YMLA will collaborate with community and governmental entities to support two family night events focused on student achievement, health, and career exploration. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, Community Partner, Parents, Students, Teachers	September 2021-May 2022		Criteria: Community organization partnerships and two scheduled family night events. 10/29/21 - Significant Progress
3. Garcia YMLA will incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights in accordance with our education innovation and research grant (EIR). (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, AVID Coordinator, CAC Members, Community Partner, Counselor, Department Chairs, Executive Director, PTA	October 2021-May 2022	(F)Title 1, Part A - \$2,000	Criteria: Family events scheduled with Culturally Responsive & Inclusion topics, and parent feedback through the TELL survey. 10/29/21 - On Track

GARCIA YMLA

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Annual Goal: By the end of the 2021-2022 school year Garcia YMLA's Vision, Mission and Values will be integrated 100% into a fully developed house system that will be embedded into the campus environment, staff routines, and student expectations for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cycle 1 Goal Strategy 1: Staff will utilize campus reports to measure student success and award points to each house. (Title I SW Elements: 2.1,2.5,2.6,3.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED,GT,M,AtRisk,5 04) (Strategic Priorities: 3,4)	Administrators, CAC Members, Community Partner, Counselor, CST Chair, Department Chairs, Parent Support Specialist, PTA	October 2021- May 2022		Criteria: ECST data, discipline reports, academic data. 10/29/21 - On Track
2. Cycle 1 Goal Strategy 2: AVID Schoolwide Leadership: The school's mission and vision are aligned with AVID's mission and vision for college readiness and are evident in school policies, practices, and procedures (e.g. classroom AVID strategy implementation and AVID Binders) (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Advisory Teachers, AVID Team, CAC Members, Counselor	September 2021- May 2022	(L)Campus BTO - \$1,000	Criteria: Student AVID binders & AVID Classroom Strategy Implementation. 10/21/21 - Some Progress
3. Cycle 1 Goal Strategy 3: AVID Schoolwide Leadership: The school's house system will integrate components that will communicate AVID initiatives (Guest speakers, College exhibitions, virtual tours). Stakeholders are engaged in community partnerships that will allow for guest speakers to participate in house meetings (e.g., Urban League, Cedric Benson Mentoring Foundation, Austin-Talent Search, MIT leadership Department, colleges and high school recruitment). (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, AVID Team, Community Partner, Department Chairs, Teachers	October 2021- May 2022		Criteria: Community partnerships and guest speakers in connection with building college awareness. 10/21/21 - Completed
4. Cycle 2 Strategy 1: Garcia Leadership Team and district support staff will collaborate with a school consultant from the School of Obama to provide recommendations to the house system focused on creating a positive environment for students and staff. In January members of the Garcia	Administrators, CAC Members, Counselor, Department Chairs, Grade Level Team, Parent Support Specialist, PTA	August 2021-May 2022	(L)Campus BTO - \$1,000	Criteria: Weekly House Meeting Agendas, Ron Clark Point System Documentation Student academics, attendance, and behavior rates. 10/29/21 - On Track

GARCIA YMLA

Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Annual Goal: By the end of the 2021-2022 school year Garcia YMLA's Vision, Mission and Values will be integrated 100% into a fully developed house system that will be embedded into the campus environment, staff routines, and student expectations for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
YMLA Faculty will visit the school of Obama Young Men's Leadership Academy to observe school culture, routines, procedures, rituals, and celebrations. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)				
5. Cycle 2 strategy 2: Staff members will collaborate in developing a common understanding of the house system framework and practices that guide how they are present in the daily life of the school for tracking student academics, attendance, and behaviors. Points will be tracked using the Ron Clark House Point System and awards will be presented at house meetings once per month. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, Advisory Teachers, AVID Team, CAC Members, Community Partner, Counselor, Department Chairs, Librarian, Parent Support Specialist, Parents, PLC Leaders, PTA, Students	December 2021- May 2022	(F)Title 1, Part A - \$3,000	Criteria: House System Framework with students assigned to each of the 4 houses on TEAMS/Frontline for the purpose of tracking student achievement. 10/29/21 - Significant Progress 10/21/21 - Significant Progress
6. Cycle 2 Strategy 3: The Garcia team will host weekly house meetings focused on the Garcia YMLA mission, vision, and creed. (Title I SW Elements: 2.1,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, AVID Coordinator, CAC Members, Campus Leadership Team, Community Partner, Counselor, PTA	November 2021- May 2022		Criteria: The creation of a 4 house system that will review the vision, mission, and creed weekly during house meetings. House meeting planning documents. 10/29/21 - Significant Progress 10/21/21 - Some Progress
7. Garcia YMLA teachers will engage in two professional development sessions (Fall & Spring) in collaboration with the Cultural Proficiency and Inclusiveness department and Facing History to address staff, student, and community relationships. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)	Administrators, District Departments, Teachers	October 2021 & Jan. 2022		Criteria: Attendance at the professional development sessions. 10/29/21 - On Track

GARCIA YMLA

Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Annual Goal: By the end of the 2021-22 school year Garcia YMLA will have 90% functioning PLCs that identify student learning gaps through data collection, and plan & implement the appropriate re-teach and interventions to remediate the identified gaps in student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cycle 1 Goal Strategy 1: All teachers create and submit daily lesson plans/PLC agendas that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and among other student groups (African American & Emergent Bilinguals), and daily formative assessments along with exemplar responses. (Title I SW Elements: 2.2,2.3,2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Campus Leadership Team, Department Chairs, PLCs	September 2021-May 2022		Criteria: Lesson Plan Templates, PLC framework, Progress on student data, and PLC agendas. 10/21/21 - Some Progress
2. Cycle 1 Goal Strategy 2: Teachers will create and analyze common assessment data in PLCs two times per 9 weeks, to ensure students are growing and identify interventions and enrichments accordingly. - Evidence: Common Assessment Data Review forms. (Substitutes will be provided for all core teachers and for the Principal so that they engage in data analysis after each Short Cycle Assessment.) (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Department Chairs, PLCs	September 2021-May 2022	(S)ESF Focused-Support Grant - \$10,440	Criteria: Teacher created common assessments and supports for analyzing data using our student tracker. 09/28/21 - Completed
3. Cycle 1 Goal Strategy 3: Students receive their own common assessment data in class two times per 9 weeks that is included in their AVID binders. (Teachers will run reports in DMAC/School City and provide the data to students.) Students track progress toward Approaches, Meets and Masters. - Evidence: student progress monitoring tracking chart/s and classroom tracking. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All)	Administrators, AVID Team, CAC Members, Campus Leadership Team, Counselor, Department Chairs, PLCs	August 2021-May 2022		Criteria: Student progress tracking & Student AVID Grade tracking. 10/21/21 - Some Progress
4. Cycle 2 Strategy 1:	Administrators, Teachers	September 2021-		Criteria: Common assessment

GARCIA YMLA

Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Annual Goal: By the end of the 2021-22 school year Garcia YMLA will have 90% functioning PLCs that identify student learning gaps through data collection, and plan & implement the appropriate re-teach and interventions to remediate the identified gaps in student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Garcia YMLA will continuously refine the PLC protocols in alignment with the Leverage Leadership and TIL training to include student work analysis in concert with know/show charts and standards, and developing reteach plans at least biweekly. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>		May 2022		<p>data tracker (biweekly) and PLCs minutes on interventions aligned to lesson planning. Common Assessment Data Reports on School city and Data Driven Instruction meeting videos.</p> <p>10/29/21 - On Track</p>
<p>5. Cycle 2 Strategy 2: Garcia YMLA leadership team and district support staff will attend ESF/TIL Framework training in collaboration with Region 13. PLC support will be increased through the use of a substitute administrator, academic leadership specialist, and development of campus leaders through TIL participation. (Administrative subs will be provided for Principals and APs so they can actively engage in each required TIL professional learning opportunity.) (Title I SW Elements: 2.1,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,3,4)</p>	Administrators, Counselor, CST Chair, Department Chairs, Grade Level Lead, Grade Level Team	August 2021-May 2022	(O)AVID - \$10,000, (O)Other - \$10,000, (S)ESF Focused-Support Grant - \$13,812	<p>Criteria: TIL certificates, PLCs agendas/minutes, academic leadership specialists professional development and participation in PLCs.</p> <p>10/29/21 - On Track 09/23/21 - Some Progress</p>
<p>6. Cycle 2 Strategy 3; All requirements of the TIL DDI Cohort will be met, including recording PLC data meetings, and scripting coaching to strengthen DDI processes. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	Administrators, Department Chairs, PLC Leaders, PLCs	December 2021	(S)ESF Focused-Support Grant - \$6,027	<p>Criteria: PLC minutes, Leverage leadership Scripts, Data instruction video.</p> <p>10/29/21 - Some Progress 10/21/21 - Pending</p>
<p>7. Department chairs will participate in Leverage Leadership Framework retreat in August 2021 and receive monthly professional development on professional learning communities, instructional practices, lesson</p>	Administrators, Department Chairs	August 2021-May 2022	(S)ESF Focused-Support Grant - \$15,921	<p>Criteria: Department chair attendance and implementation of strategies.</p> <p>10/29/21 - Significant Progress</p>

GARCIA YMLA

Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Annual Goal: By the end of the 2021-22 school year Garcia YMLA will have 90% functioning PLCs that identify student learning gaps through data collection, and plan & implement the appropriate re-teach and interventions to remediate the identified gaps in student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
design, and student data tracker. Teachers and campus leaders will engage in ESF-aligned professional learning activities during the summer of 2022 in order to ensure momentum from SY 21-22 is not lost moving into SY 22-23 (extra duty pay provided for teachers). (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)				
8. Administrators will design an instructional team framework that identifies instructional trends and action steps to improve class instruction based on weekly teacher observations and feedback. An Accountability Coordinator and Instructional Leadership Coach will assist the District Coordinator of School Improvement (DCSI) and Campus Leadership Team in developing this plan, monitoring implementation of this plan, engaging in data analysis to ensure progress is being made toward plan goals, and ensuring all TEA monitoring and submission requirements are met. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, PLCs - Instructional, Teachers	September 2021- May 2022	(O)Other - \$2,000, (S)ESF Focused-Support Grant - \$9,587	Criteria: Weekly administrator observation and feedback tracker. 10/29/21 - On Track

GARCIA YMLA

Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.1)) Garcia YMLA teachers create and submit daily lesson plans that include clear 3-part objectives, opening activities, multiple lesson engagers and activities, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English Language learners among other student groups, and daily formative assessments along with exemplar lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Garcia YMLA teachers will participate in walkthroughs two times per semester to observe best practices and set up personal video recordings of instructional classroom practices. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teachers	August 2021-May 2022		Criteria: Teacher participation in walkthroughs and video recording reflections/ teacher feedback from administrators. 11/16/21 - Some Progress
2. Garcia YMLA academic PLCs will plan weekly using the district IPGs as the instructional foundation in working with our academic leadership specialist to incorporate rigorous activities. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Instructional Leadership Team, Teachers	August 2021-2022		Criteria: Academic Leadership professional development agendas, videos, and summary reports. 11/16/21 - On Track

GARCIA YMLA

Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 243 to 300 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Garcia YMLA will set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Counselor, Parent Support Specialist, Parents	January -May 2022	(L)Campus BTO - \$3,000	Criteria: Enrollment Numbers based on yearly projections. 10/29/21 - Some Progress
2. Garcia YMLA will update the campus website and social media weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 1,3,4)	Administrators, Librarian, Parent Support Specialist	August 2021-2022		Criteria: Weekly website updates. 10/29/21 - On Track
3. Garcia YMLA will utilize Mobility Blueprint to identify hot spots to provide on-time enrollment information and call 5th grade students in our vertical and non-vertical schools. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, CAC Members, Campus Leadership Team, Counselor, Office Staff, Parent Support Specialist	October 2021 - April 2022		Criteria: Recruitment phone call logs. 10/29/21 - Some Progress
4. Garcia YMLA will leverage community outreach (churches, neighborhood events, nextdoor application, radio and other media outlets) to promote campus enrollment. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, Campus Committees, Campus Leadership Team, Counselor, Office Staff, Parent Support Specialist, PTA	August 2021-2022		Criteria: Consistent participation in events. 10/29/21 - On Track
5. Garcia YMLA will create student programs (Social Justice, AVID, and Dual Language) to offer diverse student options upon enrollment. (Title I SW Elements: 1.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 2)	Administrators, Department Chairs, District Departments, Teachers	August 2021-May 2022		Criteria: Creation of a social justice and dual language pathway. 10/29/21 - Significant Progress
6. Garcia YMLA will create a recruitment team that will create a yearly plan for increasing enrollment and marketing the Gus Garcia Brand within the community. Activities include participation in community events, elementary visits, maintaining social media presence, enrollment set ups at apartment complexes,	Administrators, CAC Members, Counselor, Parent Support Specialist	October 2021- April 2022	(O)Other - \$4,000	Criteria: Yearly marketing & Enrollment Plan. 10/29/21 - On Track

GARCIA YMLA

Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 243 to 300 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
parent support specialist visiting community organizations. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)				

GARCIA YMLA

Goal 5. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the "Campus Culture of Respect" section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Garcia YMLA will ensure campus communication strategies are systematically cultivated and reviewed through an equity lens (e.g. newsletters, school messenger and other forms of communication). (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, Department Chairs, Office Staff, PTA	September 2021-May 2022	(O)Other	Criteria: Communication that matches community demographics. 10/29/21 - Significant Progress
2. Garcia YMLA will ensure the language line for preferred languages is systematically prioritized and actively implemented. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Office Staff, Teachers	September 2021-May 2022		Criteria: Language line resources posted in the main office. 10/29/21 - On Track
3. Garcia YMLA will ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff (e.g. Restorative circles, wellness checks, and Culturally Inclusive lessons). (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, Department Chairs, PTA, Teachers	September 2021-May 2022		Criteria: Evidence of Culturally Responsive lesson in the classroom. 10/29/21 - Significant Progress

GARCIA YMLA

Goal 6. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 09/30/21 - 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 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/30/21 - 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 9/17		Criteria: Parent/Family School Compact 09/30/21 - 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 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/30/21 - 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 9/17		Criteria: Sample communications in languages other than English 09/30/21 - Completed

GARCIA YMLA

Goal 6. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 09/30/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 09/30/21 - 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.				09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/30/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/30/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

GARCIA YMLA Site Base

Name	Position
Mejia, Jose	Campus Manager
Coburn, Kenisha	District User
Wilson, Velma	District User
May, Ryan	District User
Rodriguez, Gabriella	District User
Finan, Dillon	District User
Sanchez, Jessica	Parent
McNair, Ann	Parent
Guerrero, Cuitlahuac	Parent
Tabasco, Liliana	Community Member
Barrera, Gavino	Assistant Principal
Smith, Melissa	Fine Arts Teacher
Powell, James	PTSA
Johnson, Lashanda	Dyslexia Interventionist
Banks, Madison	Special Education

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

Required in PlanWorks

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus’s level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Level 1: Strong School Leadership and Planning</i>	<i>Level 2: Strategic Staffing</i>	<i>Level 3: Positive School Culture</i>	<i>Level 4: High-Quality Instructional Materials and Assessments</i>	<i>Level 5 (5.1): Effective Instruction</i>	<i>Level 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	3	3	3	4	3	3

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
--	--	--

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
3.1	The campus staff and students are engaged in planning activities that foster the campus mission and vision to increase student achievement. Guiding documents and statements are also visible and spoken throughout the campus. Consistently implementing the vision is an area of growth through climate surveys over the school year, along with increasing communication and community engagement with the mission and vision. Following through with practices central to the vision for student culture at a YMLA is also a focus.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

5.3	Garcia YMLA will create protocols for teachers focused on lesson delivery, instructional practices, data analysis, monitoring, and reteaching. Academic PLCs will develop lesson plans, student assessments, and interventions that will reflect those protocols that will promote measurable student growth.
-----	---

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Required in PlanWorks

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	71	60	40	87	45	67	88	65	67	88	83	88
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

- 1) Garcia YMLA will achieve 70% or higher on CSH implementation and SEL.

*Garcia YMLA will coordinate two yearly events focused on CHS initiatives.

* Garcia YMLA will have 100% of teachers participating in SEL advisory lessons by the end of the school year.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA



2) Garcia YMLA will achieve 70% or higher on family engagement and employee wellness.

*Garcia YMLA will create at least 2 annual family engagement activities focused on health and wellness.

*Garcia YMLA will have 2 employee wellness events (e.g, FLU shots and walking Month).

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	427	113		52	92	7	284		117	156	16	16		11	8						
2018-2019	458	111		108	112	9	317	1	78	124	10	15		6	4						
**2019-2020	440	109		43	34	2	308		55	35	7	16		2	4						
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	427	427		184	266	23	388		171	247	22	78		58	67	6					
2018-2019	458	458	1	202	250	19	431	1	195	244	19	92	1	82	91	10					
**2019-2020	440	440		102	74	10	406		98	73	10	111		45	25	5					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

- 1) There was a major decrease of disciplinary actions (home/in-school suspensions) for African American students from 2018-2019 to 2019-2020.
- 2) Overall the school saw disciplinary actions (home suspensions/in-school suspensions/removals) decline between 2017-2020 for all populations from 2017-2020.
- 3) Special education disciplinary actions are higher in correlation to actual student populations on campus.

What are the top 3 reasons students get referrals?

- 1) Lack of tier 1 behavior support in the classroom.
- 2) Teacher cultural proficiency/awareness.
- 3) Special Education support to address social skills in the general education classroom.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	2020		2021		2020 to 2021 Change	2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
6						42	29	42	38
7						45	8	45	22
8						39	13	46	53
All						42	17	44	39

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

- 1) An overall need to increase TELPAS scores in the areas of Speaking (lowest domain across all grade levels).
- 2) The writing domain is also a secondary need for emergent bilinguals.
- 3) Overall there is a general decline in the TELPAS domains as students go from 6th-8th grade in listening and speaking. Reading and Writing seem to sustain from 6th-8th grade.
- 4) All domains (listening, speaking, reading, writing) need specific targeted instruction (e.g Summitk12) for emergent bilinguals.

SY 20-21 STAAR Results (Reading, Math, Writing, Science, and Social Studies).

	Test Grade	African American					Hispanic					White					Econ Disadvantaged					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
2021 STAAR																						
Math	06	15	56	40	7	<1	50	74	26	10	2	1	50				63	71	27	10	2	
Math	07	9	60	11	11	<1	29	69	14	14	<1	1	50				38	66	13	13	<1	
Math	08	17	50	24	6	6	84	67	31	11	5	5	63	60	20	<1	94	62	28	10	3	
Math	All	41	54	27	7	2	163	69	26	11	3	7	58	43	14	<1	195	65	25	10	2	
Reading	06	15	56	47	13	<1	50	74	26	8	2	1	50				63	71	30	8	2	
Reading	07	14	56	36	14	7	51	64	33	18	8	3	50				62	61	34	18	8	

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

Reading	08	11	48	18	18	9	47	52	47	26	6	3	75				55	50	35	16	2
Reading	All	40	53	35	15	5	148	62	35	17	5	7	58	29	14	14	180	60	33	14	4
Writing	07	18	72	11	11	6	65	81	23	9	2	3	50				48	81	21	10	2
Science	08	12	52	17	17	8	48	53	33	8	<1	3	75				57	52	23	4	<1
Social Studies	08	11	46	18	9	9	45	50	20	4	<1	3	75				53	48	13	4	<1

2021 STAAR	Test Grade	Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	06	43	75	30	12	2	14	58	29	21	<1	5	50	20	<1	<1
Math	07	28	80	14	14	<1	21	72	24	24	<1	6	60	<1	<1	<1
Math	08	47	64	19	9	<1	18	55	17	11	11	15	83	7	<1	<1
Math	All	118	71	22	11	1	53	62	23	19	4	26	68	8	<1	<1
Reading	06	43	75	30	9	2	14	58	21	21	<1	5	50	<1	<1	<1
Reading	07	41	69	32	20	7	22	63	32	23	9	10	67	30	<1	<1
Reading	08	27	52	26	11	<1	14	52	14	7	7	8	62	<1	<1	<1
Reading	All	111	66	30	14	4	50	58	24	18	6	23	61	13	<1	<1
Writing	07	48	81	21	10	2	27	79	19	19	7	12	80	<1	<1	<1
Science	08	26	51	19	4	<1	13	48	15	8	8	9	69	11	<1	<1
Social Studies	08	24	47	4	<1	<1	13	46	15	8	8	10	77	10	<1	<1

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

- 1) There was a general 10 point decline or higher on students reaching approaches, meets, masters in year to year change for Reading based on the 2021 STAAR data.
- 2) In Reading, 8th grade had the highest decrease in students attaining approaches levels from year to year data.
- 3) Math across the grade levels saw a major decline in STAAR 2021 data compared to other core subject areas.
- 4) Writing saw an overall decrease in students reaching approaches levels across all student populations. African American and special education students had the most decrease at approaches levels from year to year data.
- 5) Science had a decrease in students attaining approaches levels with a 30 point decrease from year to year data. African American, Emergent Bilinguals, and Economically had the highest decrease in student populations.
- 6) Social studies had a decrease in students attaining approaches levels. The lowest decreases were in hispanic, emergent bilingual, and economically disadvantaged student population.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA



Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5			12
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			13

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?

- 1) We cluster GT students into advanced courses.

How are you communicating with all families about GT and/or advanced learning opportunities?

- 1) We designate a GT advocate to send out community information about: GT programming, professional development, parent/teacher referral process, and screening (Fall & Spring).

How do you support a culture that provides advanced learning opportunities to all students?

- 1) We have all teachers completed the 6 hour annual GT foundations professional development.
- 2) We designate a GT advocate that ensures marginalized student populations are referred for screening.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E		E	E	E		E	E	E		E	O	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

- 1) Garcia YMLA will provide GT professional development to teachers in the Fall & Spring Semester using the GT toolbox.
- 2) Teachers will participate in learning about the referral and screening process to ensure students in marginalized student populations are referred.
- 3) Community communication will go out ensuring parents know about parent recommendations for GT screening and GT programming at Garcia YMLA.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				
<p>1) Garcia YMLA will assign a dedicated dyslexia designee that will assist 504 students in literacy.</p> <p>2) Garcia YMLA will provide ongoing ECST support to target RTI interventions with monthly student tracking.</p> <p>3) Parents participate in ARDs by providing 2 week notice and are able to participate in various methods: Phone, Zoom, or designating a parental designee.</p> <p>4) Garcia has a 26% special education population with 2 lifeskills classes that account for our percentage of students taking STAAR ALT-2.</p>				

Domain 3 Campus Reports

Growth 50%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continuing Enrollment	Not Continuing Enrollment	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	151	35	110	5	0	0	0	1	137	81	39	<25	117	34			
Growth Score	42	30	45						43	49	47		41	49			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N	N	N						N	N	N		N	N			
Math #PM Tests	193	36	150	5	0	0	0	2	177	116	48	<25	151	42			

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

Growth Score	18	25	16							17	18	28		14	36			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%				
Met Target	N	N	N							N	N	N		N	N			
Total																		

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

1) Reading: All student populations did not reach the “Met Target” criteria (0/8) eligibility. Overall, Hispanic, ELLs, SPED were close to meeting target criteria. African American and Economically disadvantaged student populations had the largest gaps.

2) Math: All student populations did not reach the “Met Target” criteria (0/8) eligibility. Overall, compared to Reading the academic gaps are greater in Math across all student groups. African Americans and Special Education students had higher growth scores.

*EL Current and Former

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

Required in PlanWorks

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	394	416	399	341
	Students in enrollment area	567	635	579	
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	79	83	69	
	Managing Student Conduct	82	87	81	
	Principal Leadership	90	88	57	

Reflection Questions: Why do you think families are transferring to other AISD schools?

- 1) Economics-Affordable housing has been limited in central Texas. Affordable housing is now attained in Del Valle, Manor, Buda, Kyle, Pflugerville, Bastrop, Elgin (this has impacted minority-majority schools located near those boundaries).
- 2) School location: Commute & Travel time
- 3) Limitations with school transportation
- 4) Limitations in after school care.
- 5) Comparable educational services provided at surrounding districts.
- 6) Charter schools targeting high density areas and marketing strategies.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

- 1) Steady decline in student enrollment each year

Year	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment	416	399	341	Projections: 299 (actual 2640)

Possible links to decrease in student enrollment:

- 1) **Changing economic shifts in the community (lack of affordable housing). Gentrification in neighborhoods.**
- 2) **Geographical location of the school and targeted student population (All AISD). Parents do not want their children on a bus for long durations and also want quick accessibility in case of an emergency.**
- 3) **Density of Charter schools in the area.**
- 4) **Marketing supports district wide and creating unique supports for the school (e.g, transportation, difference in start/end times, programming).**
- 5) **Community Perceptions**

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

- | |
|--|
| 6) Opt in vs Opt out Forms
7) COVID |
|--|

Required in PlanWorks

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website		X		
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals		X		
Customer service prioritization			X	
Facility & Operations				
Grounds		X		
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <ol style="list-style-type: none"> 1) Maintaining and active website/ social media presence to communicate important messages and highlight points of pride. 2) Work on campus culture of respectful practices through SEL and customer care audit data. 3) Work on grounds and building environments to make it a welcoming environment. 4) Increasing signage for bilingual communities and to foster dual language. 				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Garcia YMLA

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form)*
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- 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. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. **(Upload ALL documents in PlanWorks)**

Gus Garcia YMLA

Campus Name

Principal's Signature

9-16-2021

Date

Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name Gus Garcia YMLA Org# 064

Instructions: List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Sanchez,	Jessica	Parent
2. McNair,	Ann	Parent
3. Guerro - Mojarro,	Cuitlahuac	Parent
4. Tabasco,	Lilliana	Community Member
5. Mejia,	Jose	Principal
6. Barrera,	Gavino	Asst. Principal
7. Carr,	Bruce	Asst. Principal
8. Smith,	Melissa	Teacher
9. Powell,	James	Teacher
10. Johnson,	Lashanda	Teacher
11. Banks-Jemes,	Madison	Teacher
Jose Mejia		9/16/2021
Printed name		Date
Signature		

08/10/2021

Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name Gus Garcia YMLA Org# 064

Instructions: List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Sanchez,	Jessica	Parent
2. McNair,	Ann	Parent
3. Guerro-Mojarro,	Cuitlahuac	Parent
4. Tabasco,	Liliana	Community Member
5. Mejia,	Jose	Principal
6. Barrera,	Gavino	Asst. Principal
7. Carr,	Bruce	Asst. Principal
8. Smith,	Melissa	Teacher
9. Powell,	James	Teacher
10. Johnson,	Lashanda	Teacher
11. Banks-James,	Madison	Teacher
Jose Mejia		9/16/2021
Printed name		Date
Signature		

08/10/2021

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf1I7AIIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals in Column R are greater than or equal to the 2019 or 2021 Results in column F.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1.

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	53%	SCA 1	53%	38%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Meets	27%	SCA 1	27%	12%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Masters	10%	SCA 1	10%	7%	SCA 2			SCA 3			STAAR	
	All	All	Math	App.	68%	SCA 1	68%	37%	SCA 2			SCA 3			STAAR	
	All	All	Math	Meets	34%	SCA 1	34%	5%	SCA 2			SCA 3			STAAR	
	All	All	Math	Masters	12%	SCA 1	12%	2%	SCA 2			SCA 3			STAAR	
	All	All	Science	App.	58%	SCA 1	58%	57%	SCA 2			SCA 3			STAAR	
	All	All	Science	Meets	27%	SCA 1	27%	13%	SCA 2			SCA 3			STAAR	
	All	All	Science	Masters	12%	SCA 1	12%	6%	SCA 2			SCA 3			STAAR	
	All	All	SocStu	App.	50%	SCA 1	50%	43%	SCA 2			SCA 3			STAAR	
	All	All	SocStu	Meets	31%	SCA 1	31%	18%	SCA 2			SCA 3			STAAR	
	All	All	SocStu	Masters	11%	SCA 1	11%	15%	SCA 2			SCA 3			STAAR	
	All	Emer. Bilingual	Reading	Meets	17%	SCA 1	17%	6%	SCA 2			SCA 3			TELPAS	36%
Scorecard	All	African American	All	Meets	20%	SCA 1	20%	9%	SCA 2		0%	SCA 3		0%	STAAR	36%
	All	Hispanic	All	Meets	33%	SCA 1	33%	10%	SCA 2		0%	SCA 3		0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	33%	SCA 1	33%	7%	SCA 2		0%	SCA 3		0%	STAAR	37%
	All	Special Education	All	Meets	25%	SCA 1	25%	1%	SCA 2		0%	SCA 3		0%	STAAR	29%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
49	80	B	

District Commitments Theory of Action

Prioritized Essential Action #1 5.3 Data-Driven Instruction

If the district ensures that campus leaders receive initial and ongoing training and coaching focused on instructional leadership systems and provides school with academic, behavioral, and on-track to graduate data, then campus leaders will provide teachers with the professional development, time, and data needed to deliver instruction that meets the needs of all students.

- Cycle 1 Action: The DCSI will support the campus by providing feedback on the professional learning community protocols and artifacts. Additionally, the DCSI will engage in PLC observations alongside the leadership team and help coach the principal to further refine PLC processes.

Prioritized Essential Action #2 3.1 Vision, Mission, Goals and values focused on a safe environment and high expectations.

If the district provides systems to track school culture data, tools for engaging families, access to professional development focused on school culture, and student support services, then the campus will develop a positive and inclusive school culture with ownership by all stakeholders.

- Cycle 1 Action: The district will support Gus Garcia YMLA is accessing professional development focused on developing a positive school culture, through district provided opportunities, external professional development, and visits to single gender campuses in other areas of Texas.

Resources

Resource	Source
ESF Focused-Support Grant	State