GUERRERO THOMPSON

2021- 2022 Dr. Janis Guerrero-Thompson Elementary Campus Improvement Plan
2021/2022

All about the ABCs: Achieving, Believing, and Caring.

Dr. Janis Guerrero-Thompson Elementary
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Date Reviewed: Date Approved:

Campus Mission

Guerrero-Thompson Elementary is committed to providing high-quality and challenging instruction in a safe learning environment so that students are on or above grade level in all subjects while becoming life-long learners and responsible citizens.

Campus Vision

Guerrero-Thompson Elementary students will leave fifth grade college, career, and life ready.

Campus Values

Diversity, academic excellence, and equity.

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.

GUERRERO THOMPSON

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 Guerrero-Thompson Elementary community will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey. Input from community members representing all demographic groups will be gathered to ensure equitable representation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus CATCH/SEL committee will meet every third Thursday to review campus health and wellness initiatives and make two recommendations for staying on track with CSH survey requirements. One recommendation should be related to the staff and one directly related to student outcomes. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	CATCH Team, SEL Committee	Monthly starting in Sept		Criteria: Google Form submissions, committee meeting notes 10/29/21 - Some Progress
2. Develop a #GreenGrizzlies team of students to meet during lunch and WIN times to identify ways the Guerrero-Thompson community better protect the environment and improve the school grounds. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1)	Green Committee, Librarian	October through May		Criteria: Green committee meeting notes, #GreenGrizzlies flyers, social media posts 10/29/21 - Some Progress
3. Provide recess wellness kits for students to customize and maintain that include equipment to improve FitnessGram scores for all students. PE coach will provide students with options to customize each grade level kit. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)	PE Teacher, Teachers	October 2021; March 2022		Criteria: Google form responses 3rd-5th; surveys 10/29/21 - No Progress

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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. (Social and Emotional School Climate) By the end of SY 21-22, the campus will provide enrichment & engagement opportunities for all stakeholders in which the participation rate will increase by 5% and the satisfaction rate will be satisfied for all families of color.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus-wide book study of "How to Be an Antiracist" by Ibram X. Kendi. All campus instructional staff will utilize and incorporate at least one strategy from the book into their daily instructional activities and interactions with students. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1)	Administrators	January 2022		Criteria: Lesson plans, walkthrough feedback forms, PLC agendas 10/29/21 - On Track
2. Host Literacy Family Night (in the Fall) and SEL Family Night (Spring). Ensure that the event is promoted ahead of time via all social media platforms of communication. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1)	Counselor, Librarian, Teachers	October 2021; March 2022		Criteria: Flyers and social media posts 10/29/21 - On Track
3. Provide teachers with SEL programming from The Positivity Project that is designed to be implemented in small fifteen-minute increments to ensure students have daily opportunities to engage in self-care. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Counselor, SEL Campus Coordinator	Ongoing		Criteria: Lesson plans, student work, social media posts 10/29/21 - On Track

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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.   (Family Engagement) In order to increase family engagement by 10% by the end of SY 21-22, teachers will directly contact and invite all families to campus-wide special events such as Literacy Night, SEL Night, and principal coffees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Positive family contacts and interactions that utilize culturally inclusive and responsive pedagogy and courageous conversations through the PTA, Principal Coffee, newsletters, website, and family nights. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Teachers	Ongoing		Criteria: Flyers, principal coffee presentations, ClassDojo positive feedback data 10/29/21 - On Track
2. Conduct virtual walkthrough tours via ZOOM that highlight key programs such as STEM, dual language, #GreenGrizzlies, and Head start for current and prospective families. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team	November 2021; April 2022		Criteria: ZOOM recordings, social media posts, Google Form feedback 10/29/21 - On Track
3. Invite parents to provide feedback on and participate in future campus-wide book studies focused on SEL needs within the Guerrero-Thompson community. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	October 2021; March 2022		Criteria: Principal Coffee agendas, meeting notes 10/29/21 - Significant Progress

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Goal 2. (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)) By week three of the 2021-2022 school year, classroom teachers will monitor and review weekly assessments via verification of mastery spreadsheets with work samples at weekly PLC meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers create and submit daily lesson plans 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 emergent bilinguals among other student groups, and daily formative assessments along with exemplar responses. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2)	Instructional Leadership Team, Teachers	Ongoing, weekly		Criteria: Lesson plans, Google Drive Folders 10/29/21 - On Track
2. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Instructional Leadership Team	Ongoing, weekly		Criteria: Weekly PLC agendas, meeting notes 10/29/21 - On Track
3. Teachers will develop response plans for students in all groups achieving less than 70% mastery or scoring below their progress measure goal for the 2021-2022 school year. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)	Administrators, Instructional Specialists/Coaches, Teachers	Ongoing, monthly		Criteria: VOM spreadsheets, guided group binders 10/29/21 - On Track

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Goal 3. (Increased Enrollment) Guerrero-Thompson families will receive clear communication regarding registration and will be provided with resources to complete enrollment in Austin ISD which will include follow-up phone calls within 24 hrs of the first point of contact to complete enrollment.

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 539 to 590 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. Monitor enrollment numbers by week and by student group. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Registrar	Ongoing, weekly		Criteria: Daily membership spreadsheet 10/29/21 - On Track
2. Contact each no show family within the first two weeks of school to ascertain why the student left and where they are currently enrolled. (Title I SW Elements: 2.4,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Teachers	September 2021		Criteria: Google sheet 10/29/21 - Completed
3. Provide every parent trying to enroll at Guerrero-Thompson and not zoned to our campus with assistance in requesting a transfer. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 1)	Office Staff, Registrar	Ongoing		Criteria: MIS student transfer files 10/29/21 - Completed

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Goal 4. (Exemplary Customer Service) Guerrero-Thompson staff will utilize CARES programming training to provide all parents to provide an exemplary customer service experience.

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 Communications section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff with weekly newsletters that provide important upcoming events, due dates, and meetings to communicate with their classroom families. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1)	Principal	Ongoing		Criteria: GT Weekly 10/29/21 - On Track
2. Host Principal Coffee events every third Thursday that includes time on the agenda for Q&A sessions and feedback. (Title I SW Elements: 2.1,3.1) (Target Group: All)	Parent Support Specialist, Principal	Ongoing		Criteria: Flyers, meeting notes 10/29/21 - Some Progress
3. Utilize the Let's Talk platform to send out surveys regarding the quality of service and response times to community members after they contact the front office. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Office Staff	Ongoing		Criteria: Let's Talk survey reports 10/29/21 - Some Progress

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Goal 5. (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 10/05/21 - 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 10/05/21 - 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 10/05/21 - 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 10/05/21 - 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 10/05/21 - Completed

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Goal 5. (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 10/05/21 - 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 10/29/21 - Completed 10/05/21 - No Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				10/05/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/05/21 - 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 10/29/21 - Completed 10/05/21 - No Progress

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.

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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.

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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.
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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.

GUERRERO THOMPSON Site Base

Name	Position
Garcia, Briana	Principal
Villarreal, Claudia	Counselor
Ruelas Mendoza, Elsa	KG DL
Duenas, Laura	Bil ECSE
Whited, Ana	PSS
Rodriguez, Ida	5th Bilingual
Tolentino, Erica	Parent
Saracho, Fabiola	PTA President

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

INSTRUCTIONS: (Hide when downloading PDF)
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 I, L, and O.
2019 or 2021 Results (column F):
Use 2019 results if participation rate in 2021 was lower than 80%.

2022 Summative Goals (column R):
Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.
Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

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.

Downloading PDF of AISD Data Tracker:
Hide instructions row #1
Click File from tool bar above and select download: PDF document

Campus Name: Guerrero-Thompson

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						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.	78%	SCA 1	50%	70%	SCA 2	60%	-	SCA 3	70%	-	STAAR	85%
	All	All	Reading	Meets	40%	SCA 1	30%	40%	SCA 2	40%	-	SCA 3	50%	-	STAAR	60%
	All	All	Reading	Masters	17%	SCA 1	15%	28%	SCA 2	20%	-	SCA 3	25%	-	STAAR	30%
	All	All	Math	App.	61%	SCA 1	50%	81%	SCA 2	60%	-	SCA 3	70%	-	STAAR	90%
	All	All	Math	Meets	27%	SCA 1	20%	63%	SCA 2	40%	-	SCA 3	50%	-	STAAR	60%
	All	All	Math	Masters	12%	SCA 1	15%	46%	SCA 2	20%	-	SCA 3	25%	-	STAAR	30%
	All	All	Science	App.	48%	SCA 1	50%	79%	SCA 2	60%	-	SCA 3	70%	-	STAAR	80%
	All	All	Science	Meets	14%	SCA 1	20%	47%	SCA 2	40%	-	SCA 3	50%	-	STAAR	55%
	All	All	Science	Masters	3%	SCA 1	10%	24%	SCA 2	20%	-	SCA 3	25%	-	STAAR	20%
	All	Emer. Bilingual	Reading	Meets	39%	SCA 1	30%	41%	SCA 2	40%	-	SCA 3	50%	-	TELPAS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	38%	SCA 1	30%	80%	SCA 2	40%	-	SCA 3	50%	-	STAAR	60%
	All	Hispanic	All	Meets	39%	SCA 1	30%	40%	SCA 2	40%	-	SCA 3	50%	-	STAAR	60%
	All	Emer. Bilingual	All	Meets	26%	SCA 1	30%	41%	SCA 2	40%	-	SCA 3	50%	-	STAAR	60%
	All	Special Education	All	Meets	20%	SCA 1	30%	13%	SCA 2	40%	-	SCA 3	50%	-	STAAR	60%
	3rd	All	Reading	Meets	34%	SCA 1	30%	14%	SCA 2	40%	-	SCA 3	50%	-	STAAR	60%
	3rd	All	Math	Meets	22%	SCA 1	30%	43%	SCA 2	40%	-	SCA 3	50%	-	STAAR	55%

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**	
58 / 88 / B	

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Guerrero-Thompson

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.

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	85	60	100	93	100	75	100	56	67	88	100	94
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.) Guerrero-Thompson staff will engage the community by hosting several events with the goal of bringing healthy practices and self-care resources to the Rundberg community. Our campus will host Principal Coffee events that include time for parents to observe and learn what daily instructional activities within the campus look like.

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group

School Year	All Students	African American Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Hispanic Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	White Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Female Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	710	**33**	0	1	0	0	**605**	0	0	0	0	**29**	0	0	0	0	**356**	0	0	0	0
2018-2019	714	**35**	**0**		0	0	**612**	0	1	0	0	**22**	0	0	0	0	**342**	0	0	0	0
**2019-2020	693	**32**	**0**	0	0	0	**611**	**0**	0	0	0	**21**	0	0	0	0	**323**	**0**	0	0	0

School Year	All Students	Male Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Economically Disadvantaged Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Special Education Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	710	354		1			**657**		1			**91**		1		
2018-2019	714	372		1			**668**		1			**98**				
**2019-2020	693	370					**653**					**104**				

*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? Guerrero-Thompson's staff believes in and utilizes SEL strategies with fidelity. Our referral rate is extremely low. 78% of referrals for students come from bus drivers.

What are the top 3 reasons students get referrals? Bus incidents are the number one cause of referrals at Guerrero-Thompson. The only other referral that has been repeated in three years has been for physical aggression towards staff.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Guerrero-Thompson

SY 20-21 MAP Growth BOY to EOY

| | English | | | | | | | | Spanish | | | | | | | | |
| | BOY | | | EOY | | | | Change | BOY | | | | EOY | | | | Change |
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	80	46	18	36	29	69	17	14	-22	48	21	13	67	51	65	18	18	-49
2	72	68	13	19	23	83	13	4	-15	52	40	13	46	49	71	20	8	-38
3	44	52	2	45						23	30	26	43	1				
4	52	60	31	10						18	39	39	22					
5	84	71	14	14						36	53	19	28					
All		60	16	24						177	36	19	45					

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages? Our STAAR 2021 scores for grade 3rd-5th are much higher than our Map Growth scores. Additionally, our primary scores last year were higher last year when compared to this year's BOY scores due to stronger testing protocols. Our goal is to practice the user interface presented to students to during MAP Growth testing.

SY 20-21 TELPAS Progress

| | Composite Progress for 2020 Cohort | | | | | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
| | 2020 | | 2021 | | 2020 to 2021 | 2021 | | | |
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K			0						
1			61	38		38	44	11	2
2			63	65		65	10	21	25
3			54	80		80	43	35	40
4			50	14		14	24	51	26
5			73	52		52	22	62	57
All			301	50		50	28	36	30

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? Our students make greater gains on the English STAAR test than they do on TELPAS. The CAC will review the Summit K12 quote to utilize the program to improve TELPAS scores by giving students more opportunities to practice similar strategies. Students struggle with the user interface in TELPAS' TestNav programming and need more practice recording themselves correctly.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Guerrero-Thompson

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

2021 STAAR	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	70	92	63	24	7	3	100				63	91	60	21	8	2	100			
Math	04	65	100	58	29	20	3	100				56	100	57	29	18	2	100			
Math	05	81	96	48	25	6	3	100				76	96	49	25	7	0				
Math	All	216	96	56	26	11	9	100	44	22	11	195	96	55	25	10	4	*	*	*	1
Reading	03	71	93	69	32	15	3					64	93	67	30	13	2				
Reading	04	65	100	77	38	14	3					56	100	79	39	13	2				
Reading	05	82	98	85	45	21	3					77	97	84	47	21	0				
Reading	All	218	97	78	39	17	9	100	78	33	22	197	97	77	39	16	4	*	*	*	*
Writing	04	63	97	48	16	3	3	100				54	96	46	15	2	2				
Science	05	79	94	46	14	3	3	100				74	94	47	15	3	0				

2021 STAAR	Test Grade	Econ Disadvantaged					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	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	69	92	62	25	7	59	92	63	24	7	11	92	36	27	9	3	100			
Math	04	62	100	62	31	21	57	100	56	26	18	7	100	43	14	<1	5	100	20	20	
Math	05	79	96	49	25	6	73	96	49	26	7	7	88	14	<1	<1	1	100			
Math	All	210	96	57	27	11	189	96	56	25	10	25	93	32	16	4	9	100	11	11	
Reading	03	70	93	69	33	16	60	94	70	30	10	11	92	36	27		3	100			
Reading	04	62	100	79	39	15	57	100	77	39	14	7	100	29			5	100			
Reading	05	80	98	85	44	21	74	97	84	46	22	8	100	63	25	13	1	100	20		
Reading	All	212	97	78	39	17	191	97	77	39	16	26	96	42	19	4	9	100	11		
Writing	04	61	98	49	16	3	55	96	44	16	4	6	86	33	17		5	100	20		
Science	05	77	94	47	14	3	70	93	47	14	3	6	75	50			0				

STAAR/EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups? Our students taking the STAAR assessment in Spanish in all grade levels outperformed all demographic groups taking the test in English. Special education students are the least likely group to earn a score of masters.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs²	Forecast 5			
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)? All classroom teachers must have guided group rotations in all core subjects. Instructional expectations are for each teacher to have a rotation that includes high-achieving students with differentiated work meant to challenge the students. Students also have the opportunity to utilize our Makerspace for group projects.

How are you communicating with all families about GT and/or advanced learning opportunities?
Parents are provided with information regarding our campus-wide STEM program and are invited to join students in at-home projects that match the theme for the month. We also offer parent book studies that model how to engage students at home.

How do you support a culture that provides advanced learning opportunities to all students?
Teachers are encouraged to advance their own learning by participating in on-campus professional development related to STEM programming and journalism. Summer professional development opportunities are encouraged and funded via Title 1 funds.

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	R		E	E	C		E	C	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).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	8	3	3
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	91	73	73
% of African American SpEd students	SEEDS	5	3	3
% of Initial, Transfer, and Annual ARDs held on time	CRTE	93	79	38
% parent participation for ARD meetings	CRTE	76	88	91

% 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: Our campus has 28 overdue referrals for 504 and SpEd testing from the 2020-2021 school year. These students were referred last year and have yet to be assigned an evaluator to file consent. The campus support staff will continue to support students in the testing queue and continue to advocate for their parents who have been waiting for services. Parent feedback on ZOOM ARD meetings has been very positive for our parents without paid leave.

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	56	1	54	0	0	1	0	0	56	50	7		48	8			
Growth Score	78		77						78	75			74				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y		Y						Y	Y			Y		5	5	100

Math #PM Tests	68	1	66	0	0	1	0	0	68	62	7		52	16			
Growth Score	41		39						41	40			42				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N	N			N		0	5	
Total															5	10	50

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from historically underserved student groups? All reading growth targets were met. Guerrero-Thompson will continue to work on our African-American student growth measures. Math will be a point of focus for Guerrero-Thompson. Problem-solving strategies for students will be updated to utilize the campus model FAST. Special education and dyslexia students have traditionally been the targeted demographic group with inconsistent year-to-year growth. IEPs will be revised to include accelerated instruction inside the general education classroom.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Guerrero-Thompson

Enrollment & Utilization	Enrollment	640	636	659	553
	Students in enrollment area	687	676	714	607
Transfers	Transfers to other AISD schools	47	40	55	54
TELL Survey	General School Climate	91	93	97	97
	Managing Student Conduct	100	100	100	100
	Principal Leadership	87	97	93	97

Reflection Questions: Why do you think families are transferring to other AISD schools? Guerrero-Thompson zoned families transfer to campuses that are within walking distance of their homes. Families in the Quail Creek development area are more likely to transfer to campuses they do not have to cross Lamar to reach. These are McBee and Cook Elementary. We also only have the capacity for 32 three-year-olds and once the program fills our parents have to find service at another AISD campus.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? Our enrollment increased after the addition of our PK3 Head Start program. This school year we have an all-time high of 174 total transfers due to students electing to stay after PK3.

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.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
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	

Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Customer service practices will be our number one priority. Training for front office staff on de-escalation strategies and strict follow-up guidelines will be reviewed.

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.

> **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

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 <u>PARENT/FAMILY ENGAGEMENT POLICY</u> 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 <u>PARENT/FAMILY/SCHOOL COMPACTS</u> 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 <u>ANNUAL PARENT/FAMILY MEETING</u> 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 <u>Right to Know Teacher Qualifications</u>. *(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)*

NA

☐ **Attachment #9.** *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*

NA

☐ **Attachment #10.** CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)* Plan works

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)**
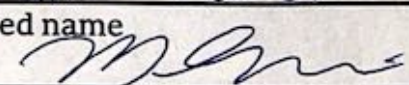
Guerrero Thompson
Campus Name

[signature]
Principal's Signature

_9/13/21_
Date

❤ *Department of State, Federal, & Private Accountability 2021-2022*

Campus Name Guerrero Thompson _____ Org# 186

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. Garcia, Briana	Principal
2. Villarreal, Claudia	Counselor
3. Mendoza, Elsa	DL KG
4. Dueñas, Laura	Bil ECSE
5. Tolentino, Erica	PTA Parent
6. Saracho, Fabiola	PTA President
7. Rodriguez, Ida	DL 5th
8. Whited, Ana	PSS
9.	
10.	

Briana Garcia	9/13/21
Printed name	Date
(signature)	
Signature	

08/10/2021