



**Campus Improvement Plan
School Year: 2020-2021**

GUTE - GUTIERREZ ELEMENTARY

Principal: Laura Gonzalez-Vasquez

Assistant Principals: Carmen Lopez

Mission: Giving Students Positive Direction for Life

Vision: Provide rigorous, TEKS based instruction in a positive climate with high expectations for achievement and character standards to prepare students for college and career opportunities.



Campus Improvement Plan School Year: 2020-2021

GUTE - GUTIERREZ ELEMENTARY

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Campus Improvement Plan School Year: 2020-2021

GUTE - GUTIERREZ ELEMENTARY Committee Signatures

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Campus CNA Committee Signature Page GUTE - GUTIERREZ ELEMENTARY			
Principal: Laura Gonzalez Vasquez 			
<u>Elected SBDM Members:</u>	<u>Roles/Titles need to be identified</u>	<u>Member's Signature</u>	
1.- Christelle Ramos	Teacher Year 1		
2.- Martha De La Paz	Teacher Year 2		
3.- Cindy Garza	Teacher Year 1		
4.- Maria Rincon	Teacher Year 1		
5.- Graciela Huerta	Teacher Year 1		
6.- Maria Mendoza	Teacher Year 1		
<u>LEA Representative:</u>		<u>Member's Signature</u>	
1.- Gloria Gutierrez	Elected District Professional		
<u>Community Members:</u>		<u>Member's Signature</u>	
<u>Parents:</u>		<u>Member's Signature</u>	
1.- Grace Mendoza	Parent		
2.- Brigido Collazo	Parent		
<u>Para-Professionals:</u>		<u>Member's Signature</u>	
1.- Bertha Pedraza	Para-Professional		
<u>Business Representative:</u>		<u>Member's Signature</u>	
1.- David Castellano	Krispy Kreme Doughnuts		



NCLB Comprehensive Needs Assessment 2020-2021 Summary of Priority Needs

GUTE - GUTIERREZ ELEMENTARY

Chair Persons of CNA campus committees prioritize needs and recommend to SBDM Committee initiatives/strategies/activities that will meet campus needs. SBDM Committee will approve initiatives/strategies/activities that will be placed in Campus Improvement Plan.

Demographics

Needs :

Improve attendance:

*12 students (3%) out of 468 had 18 or more absences for the 2019-2020 school year.

*60 students (13%) out of 468 had 10 or more absences for the 2019-2020 school year.

*83 students (18%) out of 468 achieved perfect attendance for the 2019-2020 school year.

Our goal is to decrease the number of students with 18 absences or more from 3% to 2% and to decrease the number of students with 10 or more absences from 13% to 10%, and to increase the number of students achieving perfect attendance from from 18% to to 20%.

Strategies :

1. Develop the Principal's Plan of Action and conduct a parent meeting when a student reaches 6 absences or more to provide additional strategies, interventions and support in order to avoid loss of credit and minimize the impact to daily instruction.

Data Sources :

Tyler Daily Attendance reports



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School Culture and Climate:

Needs :

In order to continue providing students with positive direction for life and to maintain a safe and orderly environment, there is a need to continue to emphasize responsibility for one's actions, ownership for learning, demonstrating appropriate behaviors, and learning how to handle difficult situations that may arise in alignment with our continued PBIS implementation.

Strategies :

1. Create and utilize the PBIS Committee (Peer Coaches) to provide additional support to teachers in the classroom with Tier II/Tier III behavioral supports and implementing the discipline management system of the campus. Recognize monthly "PBIS Gators of the Month" for following PBIS expectations.
2. Distribute "Gator Bucks" for following PBIS expectations and being a good citizen, and allow student to purchase incentives from "Gator Store" monthly.

Data Sources :

Discipline Slips/Referrals Reports, Teacher observations



NCLB Comprehensive Needs Assessment 2020-2021

Summary of Priority Needs

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Curriculum, Instruction, and Assessment (Reading, Math, Writing, Science)

Needs :

- *4th Six Wks Text Levels indicate that a total of 50 of 218 (23%) K-2nd Grade students are reading one or more text levels below the district standard.
- *EOY 2019 STAAR Math scores 3rd grade- 76%, 4th grade-87% and 5th grade-98% indicate there is a need to improve Math instruction
- *EOY 2019 STAAR Reading scores 3rd grade-79%, 4th grade 82% and 5th grade-94% indicate there is a need to improve Reading instruction.
- *EOY 2019 STAAR Writing scores 4th grade 86% indicate that additional learning opportunities are needed to improve Writing instruction.
- *EOY 2019 STAAR Science scores 5th grade 76% indicate that additional learning opportunities are needed to improve Science instruction.
- *System safeguards in our 2019 State of Texas Accountability system indicate that our ELL student population is meeting the standard of 60% of ELs passed Math at Meets Standard, 42% of ELs passed Reading at Meets Standard, and 50% of ELLs passed Writing at Meets Standard.
- *TELPAS results indicate a ___% for students advancing one level or more and a ___% for students obtaining Advanced High.

Strategies :

1. Implement MAP Growth a minimum of 30 minutes per week for students in Kinder-5th grade.
2. Conduct professional development during weekly PLC's for Reading, visits to other campuses, and other PD sessions to assist with the implementation of small group instruction, learning stations and effective reading comprehension instructional strategies.
3. Implement a campus wide STREAM Carnival for students and parents on diverse science topics as well as a Science intervention class/tutorials.
4. Implement "Flocabuary" for vocabulary development in various subject areas.
5. Implement a Writing Camp for 4th grade EL students to be held after-school during tutorials to target their needs in preparation for Writing STAAR.
6. Implement "Wordly Wise" 45 minutes per week during "Gator Time" to develop vocabulary skills, along with other resources to improve oral language development, vocabulary, reading comprehension, problem solving, revising and editing skills, and science process skills to allow students additional opportunities to practice their ELPS and develop their language.
7. Implement Weekly Class Math Bee Challenges and recognize top students on v-brick every Monday as well as Multiplication Challenge.
8. Implement a STREAM Club that will meet monthly for our 3rd-5th Grade students to include deliberate emphasis on vocabulary and other science activities in a small group setting.
9. Implement "Mystery Reader" monthly to expose students to different careers and develop vocabulary skills while reading books based on those

Data Sources :

MAPS Reading Weekly Reports (Usage reports, tier reports), Teacher Progress Monitoring Sheet(Google), Math Bee Folders, STAAR Scores (Math, Reading, Writing, Science), Benchmark scores, Spiral Weekly exams, "Wordly Wise" implemented into "Gator Time" activities.



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School Context and Organization

Needs :

Assist teachers and staff with being aware of all campus events, scheduled meetings/ trainings and campus deadlines through the use of google calendar.

Strategies :

1. Develop a campus virtual calendar at the beginning of the year with all campus events and timelines.

Data Sources :

Campus ITT, Technology Trainings, Administrators



NCLB Comprehensive Needs Assessment 2020-2021 Summary of Priority Needs

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Student Achievement

Needs :

Create opportunities for teachers and administration to self-reflect, communicate, and collaborate with each other about instructional planning and delivery and its impact on student achievement in an effort to bring about improved student performance and maintain high expectations for all students.

Strategies :

1. Conduct professional development during weekly PLC's for Math, Reading, Writing and Science with visits to other campuses, and other PD sessions to assist with the implementation of small group instruction, learning stations utilizing math fluency, vocabulary, problem-solving skills, math journals and instructional technology.
2. Provide additional training on Campus wide initiatives such as Reading Metacognitive strategies, Math strategies, Wordly Wise program, Flocabulary and Google Suite.
3. Utilize Science Teacher Mentor/Science Team Leaders to plan activities for all grades K-5th when students visit the Science Lab.

Data Sources :

Team Leader's Binder, Benchmarks, Checkpoints, Weekly Spiral Tests



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Teacher Quality

Needs :

*Additional training on campus wide initiatives to ensure that all teachers are providing the effective instruction for our students.

Strategies :

1. Provide teachers guidance on updating DMAC RTI documentation during after school sessions and designated planning periods led by Reading Intervention Teacher.
2. Provide additional training on "Wordly Wise" and "Flocabulary" programs for campus implementation.

Data Sources :

PLC's, Lesson Plans, Observations, Reading/Math STAAR Scores, Textlevels



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Family and Community Involvement

Needs :

Increase parental attendance at academic events and awareness nights.

Strategies :

1. Provide training for parents to utilize the parental involvement tracking chart to track attendance at all events and to motivate parents to be active participants in their child's education. Parents will be eligible for a certificate at the end of the year upon return of the chart.
2. Design PTC Meetings to include an interactive component to increase parental participation and encourage student/family interaction. Sept/Title I, Oct/Health Fair, Nov/Dual Language Showcase, Dec/Fine Arts Fiesta, Jan/Academic/Academic (STAAR) Night, Mar/Dr.Seuss, Apr/STREAM Carnival
3. Provide additional parenting sessions throughout the year on campus.
4. Provide training for parents through the Parent Learning Summit as well as campus based sessions, on a variety of topics. Implement "Parents As Partners" curriculum sessions.

Data Sources :

PTC sign in Sheets, Parent Training Sessions Sign In sheets, Library Night Sign In Sheets



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Technology

Needs :

There is a need to utilize instructional and technological resources to improve student achievement, with an emphasis on the use of visual tools and interactive tools available through technology.

Strategies :

1. Utilize Instructional and Technological resources (Google Apps) / dictionaries for ELL, workbooks (Wordly Wise), Flocabulary and assessments along with other resources to improve oral language development, vocabulary, reading comprehension, problem solving, revising and editing skills, as well as science process skills.

Data Sources :

Benchmarks, Spiral Tests, Checkpoint Tests



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Campus Improvement Plan 2020-2021

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Goal 1.1 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.

Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data, Istation Reports, Text Levels, Accelerated Reading STAR Reports,

Long Range Goal By the year 2022, 90% of the students will reach state standard.

Annual Performance Objective

READING/ELA - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 85% to 88%, 48% to 51% and 29% to 32%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 84% to 87%, 16% to 19% and 5% to 8%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 86% to 89%, 21% to 24% and 18% to 21%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

School Progress Domain: To increase the percentage of students achieving ACADEMIC GROWTH in reading from 80 to 85. (Address if Academic Growth is not currently at 85)

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	State Assessment	Instruction and Curriculum	Rigor and Relevance	Academic Performance	Reading / ELA	CAMPUS-Implement MAP Growth a minimum of 30 minutes per week for students in Kinder-5th grade, and follow usage criteria for Tier II (60 minutes) and Tier III (90 minutes) and continue to utilize small group instruction/Tutorials with identified Tier II and Tier III students and EL/Migrant students in need of services. Provide additional support with instructional materials/supplies to supplement instruction in Reading/ELA.	2 CIP	08/01/2020 PROJECTED COMP. DT 05/01/2021	MAP Growth Usage Reports, Benchmark Results, Text Levels	

TIA COMPONENTS - SCHOOLWIDE PROGRAM

- | | | | |
|---------|-----------------------------------|---------|-------------------------------------|
| 1 CNA | Comprehensive Needs Assessment | 6 SIPI | Strategies to Incr. Parental Inv. |
| 2 RS | Reform Strategies | 7 TRAN | Transition |
| 3 IHQT | Instruction by HQ Teachers | 8 TDMRA | Teacher Decision-Making Reg. Assmt |
| 4 HQPD | HQ Professional Development | 9 ETAS | Eff & Timely Assistance to Students |
| 5 SAHQT | Strategies to Attract HQ Teachers | 10 CI | Coordination and Integration |

TIA COMPONENTS - TARGETED AREA

- | | | | |
|--------|------------------------------------|--------|-------------------------------------|
| 1 PR | Use Pgm Resources to meet St stdrs | 5 IHQT | Prov Instr by HQ Teachers |
| 2 SIP | Incorp into School Impr Plan | 6 HQPD | HQ Professional Develp |
| 3 EMIS | Use Effec Methods & Instr Stra | 7 SIPI | Stra to Incr Parental Involv |
| 4 REP | Coord with & supp Reg Edu Pgm | 8 FSLP | Coord & Int Fed St & Loc srv & Pgms |



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INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
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1	ALL = All Students AR = At Risk Mig = Migrant	Principal, Asst. Principal, Reading Intervention Teacher, Team Leaders	Title I <u>\$7,828.00</u> Bil <u>\$2,022.00</u> Kinder - 5th Grade = 3 Teacher Assistants Computer Lab Assistant - 1 (Total 4FTEs) State Comp FTE <u>\$ 71,981.75</u> 6118RTI Funds <u>\$4,800.00</u> 6118AI funds <u>\$6,000.00</u>	BOY MAP Growth Level Lexile Level, Benchmark 1 results, BOY Text Levels, STAAR Results	EOY MAP Growth Level, Lexile Level, Benchmark 2 Results, EOY Text Levels, STAAR Results		
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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	State Assessment and Data Systems	Data Systems and System Safeguards	Rigor and Relevance, Modeling/Mentoring	Academic Performance, Teacher Quality	Reading/ELA	CAMPUS-Conduct professional development during weekly PLC's for Reading, Additional PD sessions to assist with the implementation of small group instruction, learning stations and effective reading comprehension instructional strategies.	2 CIP	08/01/2020 PROJECTED COMP. DT 05/01/2021	PLC Meeting Journals in Grade Level Binders	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students, SE = Special Education, ELL=English Language Learners	Principal, Assistant Principal, Reading Intervention Teacher, Team Leaders	Teachers, Administrators, Reading intervention Teacher	BOY Text levels, 3rd, 4th ,and 5th Reading Benchmark #1	EOY Text levels, 3rd, 4th ,and 5th Reading Benchmark #2	



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3	State Assessment	Instruction, System Safeguards	Rigorous and Relevant	Academic Performance	Reading / ELA, ELL	CAMPUS-Implement LEXIA online subscription program 45 minutes three times per week during "Gator Time" instruction to develop foundational reading skills, development, vocabulary, reading comprehension, problem solving, revising and editing skills and to allow students additional opportunities to practice their ELPS and develop their English language.	2 CIP	08/01/2020 PROJECTED COMP. DT 05/01/2020	Google Sheets, Walk through Documentation	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students AR = At Risk ALL = All Students AR = At Risk Bil = Bilingual	Principal, Assistant Principal, Reading Intervention Teacher, Team Leaders	<u>Title I \$3,763.00</u> Bil \$2,981.00 State Comp. <u>\$3,156.00 Online Subscription LEXIA</u>	1st and 2nd Grade Reading CBA#1, 3rd, 4th, 5th Reading Benchmark #1, BOY Text Levels	1st and 2nd Grade Reading CBA#2, 3rd,4th,5th Reading Benchmark #2, STAAR Reading results for 3rd-5th, EOY Text Levels	



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4	State Assessment	Instruction	Rigorous and Relevant	Academic Performance	Reading / ELA	CAMPUS-Implement Accelerated Reader a minimum of 30 minutes daily for students in K-5th grade to reinforce reading and vocabulary development and revamp campus wide goals for students. Provide virtual incentives for students meeting AR goals. As well as purchase additional reading books to enhance reading program in the classrooms (K-5th).	2 CIP	08/01/2020 PROJECTED COMP. DT 05/01/2021	AR Weekly, Monthly, Yearly reports	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
4	ALL = All Students	Principal, Asst. Principal, Teachers, Librarian	<u>Title I: \$4,420.00</u>	AR Weekly/Monthly Reports	AR Yearly Report		



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5	Completion	Curriculum Assessment	Rigor & Relevance	Academic Performance	Reading	CAMPUS: Implement "Mystery Reader" monthly to expose students to different careers and develop vocabulary skills while reading books based on those careers.	2 CIP	08/01/2020 PROJECTED COMP. DT 05/01/2021	Lesson Plans, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
5	ALL = All Students	Principal, Asst. Principal, Teachers, Reading Intervention Teacher	Principal, Asst. Principal, Teachers, Librarian	BOY Text Levels, 3rd-5th Grade BM #1, AR BOY ZPD	EOY Text Levels, 3rd-5th Grade BM #2, AR EOY ZPD	



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6	Completion	Instruction	Active Learning, Rigorous and Relevant	Academic Performance	Reading / ELA	CAMPUS: Implement "Gator Time" daily 45 minutes to develop reading skills (Comprehension/Fluency) /RTI Interventions/GT Pullout/Wordly Wise/AR	2 CIP	08/03/2020 PROJECTED COMP. DT 05/28/2021	Lesson Plans, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
6	ALL = All Students	Principal, Asst. Principal, All Teachers, Reading Intervention Teacher	Principal, Asst. Principal, All Teachers, Reading Intervention Teacher	1st and 2nd Grade Reading CBA#1/Text Levels 3rd, 4th, 5th Reading Benchmark #1	1st and 2nd Grade Reading CBA#2/Text Levels 3rd,4th,5th Reading Benchmark #2	



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Campus Improvement Plan 2020-2021

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Goal 1.1 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.

Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data, Istation Reports, Text Levels, Accelerated Reading STAR Reports,

Long Range Goal By the year 2022, 90% of the students will reach state standard.

Annual Performance Objective

READING/ELA - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 85% to 88%, 48% to 51% and 29% to 32%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 84% to 87%, 16% to 19% and 5% to 8%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 86% to 89%, 21% to 24% and 18% to 21%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

School Progress Domain: To increase the percentage of students achieving ACADEMIC GROWTH in reading from 80 to 85. (Address if Academic Growth is not currently at 85)

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
7	Completion	Curriculum Assessment	Student Learning Targeted Professional Development	Teacher Quality Academic Performance	ELAR/SS, Science, Math	DISTRICT: Virtual training to better service during COVID shelter-in-place on Google platform, virtual lesson planning and delivery, and online programs as they tie into the scope for teachers and parents.	1 CNA 2 CIP	06/01/2020 PROJECTED COMP. DT 05/01/2021	Sign-ins	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
7	PK-5th	Executive Director, Elementary, Director, Coordinators, Principals	Human Capital	Teacher Survey feedback, Parent survey feedback	End-of-year progress monitoring of implementation	



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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
8	Completion	Curriculum Assessment	Student Learning Targeted Professional Development	Teacher Quality, Academic Performance	ELAR/SS, Science, Math	DISTRICT: Weekly virtual PLCs on scope and sequence support for teachers in the event of school closures	2 CIP	08/01/2020	Sign-ins	
								PROJECTED COMP. DT		
								05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
8	PK-5th	Executive Director, Elementary, Director, Coordinators, Principals	Elementary Department	Survey Feedback	Scope Submissions		



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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
9	Completion	Curriculum Assessment	Daily Monitoring of Student Progress, Rigor, Relevance	Academic Performance, Teacher Quality, Learning Time	Reading / ELA and Writing	DISTRICT: Reading Academies preparation and support infusing writing using a virtual platform in the event of school closures.	1 CNA 2 CIP	08/10/2020 PROJECTED COMP. DT 05/01/2021	Sign ins, Teacher RA registrations	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
9	PK-5th	Elementary Executive Director, Director, Coordinators	Elementary Department, Region I	Monthly progress monitoring of teacher participation	Completion of Reading Academies	



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10	Special Education	Curriculum Assessment	Student Learning, Targeted Professional Development	Academic Performance	Reading	DISTRICT: Professional development for special education teachers in Reading Horizons program in Elementary to address struggling readers/students identified with dyslexia and establish a system to monitor the implementation.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	ERO Sign-ins, Class Rosters, Walk throughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
10	Kinder-3rd Students in SPED	Executive Director/Director of Special Education, Executive Director of Elementary Education, Campus Administration, Special Education Coordinators, Teachers	Dyslexia Grant/Special Education Department	Six Weeks Text Levels, Benchmark Data	EOY Text Levels, STAAR Reading Results (3rd)	



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11	Special Education	Curriculum Assessment	Student Learning, Targeted Professional Development	Academic Performance	Reading	DISTRICT: Follow-up professional development on the LETRS (Language Essentials for Teachers of Reading and Spelling) for elementary special education teachers.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	ERO Sign ins, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
11	Kinder-3rd Students in SPED	Executive Director/Director of Special Education, Executive Director of Elementary Education, Campus Administration, Special Education Coordinators, Teachers	Dyslexia Grant/Special Education Department	Six Weeks Text Levels, Benchmark Data, BOY Teacher Survey		EOY Text Levels, STAAR Reading Results (3rd), EOY Teacher Survey	



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12	Completion	Curriculum, instruction, Student Support	Monitoring of Student Progress	Academic Performance	Reading	DISTRICT: Implement and train PK-2nd grade teachers with the NEW LAP form	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	ERO Sign in sheets, IRIS LAP file report	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
12	PK-2nd Grade students	Director for Bilingual/Dual Language, Bilingual Compliance Coordinators, LAPICS, Executive Director for Instructional Accountability	Bilingual Education Department	District local Assessments		Literacy Level results, LAS Links results, TELPAS assessment results	



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13	Completion	Curriculum and Instruction	Monitoring of Student Progress	Academic Performance	Reading	DISTRICT: Purchase the Lexia program and provide 100 site licenses for each elementary school to provide Reading intervention for identified at-risk students.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	Purchase Order, Program reports	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
13	Pk-2nd grade at risk students	Director of Bilingual Education, LAPICS, Elementary Principals	Federal Programs Dept.-Title IV	District Local Assessments	State Assessments	



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14	Special Education	Curriculum and Assessment, Virtual/Remote Learning	Student Learning Targeted Professional Development	Academic Performance	Special Education	DISTRICT: Professional development for Elementary, Middle and High School Special Education teachers on virtual implementation of accommodations in the event of school closures.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	ERO Sign-ins, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
14	EC-12th Students in Special Education	Executive Directors, Directors of Special Education/Director of Elementary/Middle/High School Education, Campus Administration, Special Education Coordinators, Teachers	Special Education Department	BOY Teacher Survey	EOY Teacher Survey		



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15	Special Education	Curriculum and Assessment, Virtual/Remote Learning	Collaborative Planning, Family and Community Engagement, Student Learning	Academic Performance, Family and Community Engagement	Special Education	DISTRICT: Review revise and update the UISD Special Education Department Action Plan Guide for School Closures to ensure continuity, implementation of IEP's and effective delivery of services for students in special education in the event of school closure.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	Teacher/Special Ed. Staff/Parent Survey	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
15	EC-12th Students in Special Education	Executive Directors, Directors of Special Education/Director of Elementary/Middle/High School Education, Campus Administration, Special Education Coordinators, Special Education Staff	Special Education Department	Teacher/Special Ed. Staff/Parent Survey	Updates to the UISD Special Education Department Action Plan Guide for School Closures	



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16	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	All Grade Levels	DISTRICT: Provide training to all teachers in using Google Classroom and other cloud based technologies for delivering on- line instruction	1 CNA	07/01/2020 PROJECTED COMP. DT 05/01/2021	Training Program and ERO	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
16	All Teachers	Executive Director of IT Director of Curriculum Instructional Technology Director of Staff Development	CIT Staff	Teacher usage of Google Classroom and other cloud based technologies	End of Year Reports - Title 1 Survey	



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17	Completion	Instruction, Curriculum and Assessment, Student Support	Use of Technology, Technology Integration	Academic Performance	All Grade Levels	DISTRICT: Provide Internet access to low- income students to narrow the digital divide using mobile hot-spots or connectivity technologies	1 CNA	07/01/2020 PROJECTED COMP. DT 05/01/2021	MI-FI Purchases and Distribution	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
17	ECO Students	Executive Director of IT Director of Curriculum Director of Instructional Technology	4500,000 IT/CIT Staff	Student Access reports	Student Access reports		



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Campus Improvement Plan 2020-2021

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Goal 1.2 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports
Long Range Goal By the year 2022, <u>95%</u> of the students will reach state standard.
<p>Annual Performance Objective</p> <p>MATH - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 86% to 89%, 61% to 64% and 38% to 41%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 79% to 82%, 42% to 45% and 26% to 29%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 82% to 85%, 39% to 42% and 21% to 24%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.</p> <p>School Progress Domain: To increase the percentage of students achieving ACADEMIC GROWTH in reading from <u>82</u> to 85. (Address if Academic Growth is not currently at 85)</p>

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1	State Assessment	Curriculum Assessment,	Active Learning	Academic Performance, Learning Time	Math	CAMPUS-Implement the Math Bee Weekly Challenge Campus Wide and recognize top students on V-Brick every Monday.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Google Sheet with Student Performance Data	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Principal, Assistant Principal, Math Team Leaders	Administrators, Teachers	Weekly Math Bee Folders(K-5th), 3rd, 4th ,and 5th Math Benchmark #1		5th Six Weeks Math Grades 3rd, 4th ,and 5th Math Benchmark #2	



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2	State Assessment, Data Systems	Data Systems, System Safeguards	Rigor and Relevance, Modeling and Mentoring	Academic Performance, Teacher Quality	Math	CAMPUS-Conduct professional development during weekly PLC's for Math. Additional PD sessions to assist with the implementation of small group instruction, learning stations utilizing math fluency, vocabulary, problem-solving skills, math journals and instructional technology.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	PLC Meeting Journals in Team Leader Binders	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students, SE = Special Education	Principal, Assistant Principal, Reading Intervention Teacher, Team Leaders	Administrators, Teachers	1st-2nd CBA #1, 3rd, 4th ,and 5th Math Benchmark #1	1st-2nd CBA #2, 3rd, 4th ,and 5th Math Benchmark #2		



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Long Range Goal By the year 2022, <u>95%</u> of the students will reach state standard.
<p>Annual Performance Objective</p> <p>MATH - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 86% to 89%, 61% to 64% and 38% to 41%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 79% to 82%, 42% to 45% and 26% to 29%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 82% to 85%, 39% to 42% and 21% to 24%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.</p> <p>School Progress Domain: To increase the percentage of students achieving ACADEMIC GROWTH in reading from <u>82</u> to 85. (Address if Academic Growth is not currently at 85)</p>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
3	Completion	Instruction	Active Learning	Academic Performance	Math	CAMPUS: Implement "Marvelous Math Day" twice a year to develop math skills based on 2020 BM #2 Data.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Lesson Plans, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Principal, Assistant Principal, Reading Intervention Teacher, Team Leaders	Principal, Assistant Principal, Reading Intervention Teacher, Team Leaders	Math BM #1		Math BM #2	



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Campus Improvement Plan 2020-2021

GUTE - GUTIERREZ ELEMENTARY

Goal 1.2 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports
Long Range Goal By the year 2022, <u>95%</u> of the students will reach state standard.
Annual Performance Objective MATH - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 86% to 89%, 61% to 64% and 38% to 41%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 79% to 82%, 42% to 45% and 26% to 29%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 82% to 85%, 39% to 42% and 21% to 24%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%. School Progress Domain: To increase the percentage of students achieving ACADEMIC GROWTH in reading from <u>82</u> to 85. (Address if Academic Growth is not currently at 85)

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
4	Completion	Instruction	Active Learning	Academic Performance	Math	CAMPUS: Implement Multiplication challenge for K-5th grade students using tracker with assigned multiplication facts by grade level and providing "Gator Bucks" for students who meet goals.	2 CIP	08/03/2020	Walkthroughs	
							PROJECTED COMP. DT 05/01/2021			

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
4	ALL = All Students	Principal, Assistant Principal, Reading Intervention Teacher, Team Leaders	Principal, Assistant Principal, Reading Intervention Teacher, Team Leaders	Math BM #1, Math Checkpoints	Math BM #2, Math Checkpoints		



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Campus Improvement Plan 2020-2021

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Goal 1.3 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports,
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective SCIENCE - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 77% to 80%, 41% to 44% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 63% to 66%, 25% to 28% and 13% to 16%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 67% to 70%, 33% to 36% and 11% to 14%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	State Assessment	Instruction, System Safeguards	Active Learning	Academic Performance	Science	CAMPUS-Utilize Science Teacher Mentor/Science Team Leaders to plan activities for all grades K-5th when students visit the Science Lab.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Lesson Plans, Walk-throughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students, ELL	Principal, Assistant Principal, Science Teacher Mentor, Science Team Leaders	Teachers	Science Six Weeks Grades 5th Grade Science Benchmark #1	5th Six Weeks Science Grade 5th Grade Science Benchmark #2		



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Campus Improvement Plan 2020-2021

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Goal 1.3 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports,
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective SCIENCE - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 77% to 80%, 41% to 44% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 63% to 66%, 25% to 28% and 13% to 16%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 67% to 70%, 33% to 36% and 11% to 14%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	Data Systems	System Safeguards	Focus on High Impact Strategies	Academic Performance, Learning Time	Science, ELL	CAMPUS-Implement a STREAM Club that will meet monthly for our 3rd -5th Grade students to include deliberate emphasis on vocabulary and other science activities in a small group setting.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Google Calendar Attendance Rosters	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
2	ALL = All Students	Principal, Assistant Principal, Science Teacher Mentor, 5th Grade Science Teachers, 4th Grade Science Team Leader	Teachers	5th Grade Science Benchmark #1	5th Grade Science Benchmark #2, Science STAAR Scores	



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Campus Improvement Plan 2020-2021

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Goal 1.3 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports,
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective SCIENCE - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 77% to 80%, 41% to 44% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 63% to 66%, 25% to 28% and 13% to 16%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 67% to 70%, 33% to 36% and 11% to 14%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
3	Completion	Instruction, Parents / Community	Active Learning	Academic Performance, Family / Community Support	Science, ELL	CAMPUS-Implement a campus wide STREAM Carnival for students and parents on diverse science topics.	2 CIP	08/03/2020	Sign In sheets	
								PROJECTED COMP. DT		
								05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
3	ALL = All Students	Principal, Assistant Principal, Science Teacher Mentor, 5th Grade Science Teachers, Science Team Leads	Principal, Assistant Principal, Science Teacher Mentor, 5th Grade Science Teachers, Science Team Leads	5th Grade Science Benchmark #1	5th Grade Science Benchmark #2, Science STAAR Scores	



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Campus Improvement Plan 2020-2021

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Goal 1.3 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports,
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective SCIENCE - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 77% to 80%, 41% to 44% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 63% to 66%, 25% to 28% and 13% to 16%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 67% to 70%, 33% to 36% and 11% to 14%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
4	Completion	Instruction	Active Learning	Learning Time	Science	CAMPUS: Implement a Science Intervention class/tutorials for 5th grade students to target specific skills based on STAAR 2019 data/2020 BM#2 Data	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Lesson Plans, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
4	ALL = All Students	Principal, Assistant Principal, Science Teacher Mentor, 5th Grade Science Teachers, Science Team Leads	Principal, Assistant Principal, Science Teacher Mentor, 5th Grade Science Teachers, Science Team Leads	5th Grade Science Benchmark #1	5th Grade Science Benchmark #2, Science STAAR Scores		



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Campus Improvement Plan 2020-2021

GUTE - GUTIERREZ ELEMENTARY

Goal 1.3 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports,
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective SCIENCE - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 77% to 80%, 41% to 44% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 63% to 66%, 25% to 28% and 13% to 16%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 67% to 70%, 33% to 36% and 11% to 14%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
5	Completion	Instruction	Active Learning	Learning Time	Science	CAMPUS: Implement STREAM (Project Lead The Way Curriculum) for 3rd -5th grade students to develop the following skills: problem solving, critical/creative thinking, collaboration, communication and ethical reasoning.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Lesson Plans, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
5	ALL = All Students	Principal, Assistant Principal, Science Teacher Mentor, 3rd-5th Grade Science Teachers, 1st-2nd Science Team Leads	Title IV: \$	3rd-4th Science Checkpoint Scores, 5th Grade Science Benchmark #1	5th Grade Science Benchmark #2, Science STAAR Scores	



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Campus Improvement Plan 2020-2021

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Goal 1.4 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective WRITING - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 86% to 89%, 47% to 50% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 50% to 53%, 13% to 16% and 0% to 3%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 75% to 78%, 33% to 36% and 8% to 11%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	State Assessment	Instruction,	Ongoing Monitoring of Instruction by Administrators	Academic Performance, Learning Time	Writing	CAMPUS- Implement a campus wide monthly writing prompt/journal to develop continued awareness of different types of writing/punctuation. Two winners selected ever six weeks to read on V-Brick during morning announcements.	2 CIP	08/03/2020	Writing Journal	
							PROJECTED COMP. DT	05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students, ELL	Principal, Assistant Principal, Language Arts Team Leaders	Teachers, Writing Committee	Six Weeks Language Arts Grades, CBA's, Benchmarks	5th Six Weeks Language Arts Grade,EOY TELPAS Writing Rating		



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Campus Improvement Plan 2020-2021

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Goal 1.4 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective WRITING - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 86% to 89%, 47% to 50% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 50% to 53%, 13% to 16% and 0% to 3%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 75% to 78%, 33% to 36% and 8% to 11%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	Completion	Instruction	Active Learning	Learning Time	Language Arts/Writing	CAMPUS: Implement "Wonderful Outstanding Writing Day" once a year for all grade levels to assist in writing development as well as daily quick writes across subject areas.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Lesson Plans, Walkthroughs, Journals	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
2	ALL = All Students	Principal, Assistant Principal, Language Arts Team Leaders, Teachers	Principal, Assistant Principal, Language Arts Team Leaders, Teachers	WTG BM #1 Scores	WTG BM #2 Scores	



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Campus Improvement Plan 2020-2021

GUTE - GUTIERREZ ELEMENTARY

Goal 1.4 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data
Long Range Goal By the year 2022, <u>90%</u> of the students will reach state standard.
Annual Performance Objective WRITING - To increase the percentage of all students meeting Approaches, Meets, and Masters levels from 86% to 89%, 47% to 50% and 14% to 17%. To increase the percentage of dyslexia students from Approaches, Meets, and Masters levels from 50% to 53%, 13% to 16% and 0% to 3%. To increase the percentage of 504 students from Approaches, Meets, and Masters levels from 75% to 78%, 33% to 36% and 8% to 11%. To increase the percentage of migrant students from Approaches, Meets, and Masters levels from NA% to 100%, NA% to 100% and NA% to 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
3	Completion	Curriculum, Instruction	Differentiation to meet needs, Targeted Professional Development	Academic Performance	Writing	DISTRICT: Implement and train teachers of EL's from 1st-12th with Phase I of Writing Stratigues to enhance the EL students Writing.	1 CNA	08/01/2020 PROJECTED COMP. DT 06/01/2021	ERO, Sign in sheets, IRIS form	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
3	1st-12th grade students	Director of Bilingual Education, LAPICS	Bilingual Education Department	District Local assessments	State assessment results	



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Campus Improvement Plan 2020-2021

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Goal 1.5 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data, Istation Reports, Text Levels, Accelerated Reading STAR Reports,
Long Range Goal By the year 2032, <u>40%</u> of the students will reach state standard.
Annual Performance Objective EL TELPAS/TELPAS ALT. Annual Performance Objective: To increase the percentage of EL Students meeting TELPAS/TELPAS Alt. Attainment and Progress from 47% to 50%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	State Assessment	Instruction, Student Support,	Student Centered	Academic Performance, Learning Time,	ELL	CAMPUS-Implement a Writing Camp for 4th grade ELL students to be held after-school during tutorials to target their needs in preparation for Writing STAAR based on 2020 TELPAS Writing Scores.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Attendance Rosters	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
1	Bil = Bilingual SE = Special Education	Principal, Assistant Principal, 4th Grade Team Leader	4th Grade Teachers SPED \$	Benchmark #1 Writing	EOY Writing STAAR Results	



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Campus Improvement Plan 2020-2021

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Goal 1.5 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.

Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data, Istation Reports, Text Levels, Accelerated Reading STAR Reports,

Long Range Goal By the year 2032, 40% of the students will reach state standard.

Annual Performance Objective
 EL TELPAS/TELPAS ALT. Annual Performance Objective: To increase the percentage of EL Students meeting TELPAS/TELPAS Alt. Attainment and Progress from 47% to 50%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	Completion	Curriculum, Instruction, Student Support	Monitoring of Student Progress	Academic Performance	ELL	DISTRICT: Update, and place on IRIS the EL Plan for Success form and review the effectiveness of initiatives, strategies, and programs available for student success.	1 CNA	08/01/2020 PROJECTED COMP. DT 06/01/2021	ERO, Sign In sheets, IRIS form	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	PK-12th Grade Bilingual students	Director of Bilingual Education, Bilingual Compliance Coordinators, Executive Director for Instructional Accountability	Bilingual Education Department	District local assessments	State assessment results	



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Campus Improvement Plan 2020-2021

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Goal 1.5 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data, Istation Reports, Text Levels, Accelerated Reading STAR Reports,
Long Range Goal By the year 2032, <u>40%</u> of the students will reach state standard.
Annual Performance Objective EL TELPAS/TELPAS ALT. Annual Performance Objective: To increase the percentage of EL Students meeting TELPAS/TELPAS Alt. Attainment and Progress from 47% to 50%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
3	Completion	Data Systems	Alignment	Quality Data	ELL	DISTRICT: Implement the NEW LPAC Oaths (LPAC Administrator, LPAC Clerk, LPAC Committee, and Campus Principal) to align with requirements of TAC Chpt. 89	1 CNA	08/01/2020 PROJECTED COMP. DT 06/01/2021	BOY LPAC meeting, ERO Sign in Sheets, District Bilingual Handbook	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	PK-12th grade Bilingual Students	Director of Bilingual Education, Bil. Compliance Coordinators, Executive Director of Instructional Accountability	Bilingual Education Department	BOY LPAC Minutes		EOY LPAC Minutes	



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Campus Improvement Plan 2020-2021

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Goal 1.5 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data, Istation Reports, Text Levels, Accelerated Reading STAR Reports,
Long Range Goal By the year 2032, <u>40%</u> of the students will reach state standard.
Annual Performance Objective EL TELPAS/TELPAS ALT. Annual Performance Objective: To increase the percentage of EL Students meeting TELPAS/TELPAS Alt. Attainment and Progress from 47% to 50%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
4	Completion	Curriculum, Instruction, Student Support	Alignment	Academic Performance	ELL	DISTRICT: Monitor, review, and provide campus support with the District's Bilingual Programs (Early Exit Transition, DUAL, and ESL Pull Out).	1 CNA	08/01/2020 PROJECTED COMP. DT 06/01/2021	Bilingual Dept. walkthroughs, PD training, Sign in sheets, REview of LAPC minutes, Audits of Bilingual folders.	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
4	PK-12th grade Bilingual students	Director of Bilingual Education, Bil. Compliance Coordinators, LAPICS, LPAC Campus Administrator	Bilingual Education Department	BOY LAS Links Assessment	EOY LAS Links assessment, TELPAS assessment results		



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Campus Improvement Plan 2020-2021

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Goal 1.5 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, PBMAS, DMAC STAAR Reports, TELPAS Data, Istation Reports, Text Levels, Accelerated Reading STAR Reports,
Long Range Goal By the year 2032, <u>40%</u> of the students will reach state standard.
Annual Performance Objective EL TELPAS/TELPAS ALT. Annual Performance Objective: To increase the percentage of EL Students meeting TELPAS/TELPAS Alt. Attainment and Progress from 47% to 50%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
5	Completion	Curriculum, Instruction, Student Support	Alignment	Academic Performance	ELL	CAMPUS: Utilize Instructional and technological resources (Good Apps)/dictionaries for ELL, workbooks (Wordly Wise), Flocabualry and assessments along with other resources to improve oral language development, vocabulary, Reading Comprehension, problem solving, revising and editing skills as well as science process skills.	2 CIP	08/24/2020 PROJECTED COMP. DT 05/03/2021	Program usage , walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
5	ALL = All Students	Principal, Assistant Principal, Team Leader, Teachers	BIL: \$2,003.00	BOY Text Levels, Benchmark 1 Scores	EOY Text Levels, Benchmark 2 Scores	



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Campus Improvement Plan 2020-2021

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Goal 1.6 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need FitnessGram Results
Long Range Goal By the year 2022, all students will pass all six components of the FitnessGram Assessment.
Annual Performance Objective To increase the percentage of students passing all 6 components of the FitnessGram from <u>26%</u> to <u>43%</u>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	Fitness	Student Health	Physical Activity	Fitness	Physical Education	CAMPUS-Conduct a benchmark test in the following areas: PACER test, shoulder stretch, curl-ups, push-up and trunk lift	2 CIP	08/01/2020	Walk throughs	
								PROJECTED COMP. DT		05/01/2021

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches		BOY Benchmark Test		EOY Fitnessgram Results



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Campus Improvement Plan 2020-2021

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Goal 1.6 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need FitnessGram Results
Long Range Goal By the year 2022, all students will pass all six components of the FitnessGram Assessment.
Annual Performance Objective To increase the percentage of students passing all 6 components of the FitnessGram from <u>26%</u> to <u>43%</u>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	Fitness	Student Health	Physical Activity	Fitness	Physical Education, Math	CAMPUS-Increase implementation of targeted areas in daily instruction (Math/Science drills)	2 CIP	08/01/2020	Walk throughs	
										PROJECTED COMP. DT 05/01/2021

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches		9 week benchmark tests, Math/Science checkpoints #1, Math/Science Benchmark #1	EOY Fitnessgram Results, Math/Science checkpoint #2, Math/Science Benchmark #2	



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Campus Improvement Plan 2020-2021

GUTE - GUTIERREZ ELEMENTARY

Goal 1.6 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need FitnessGram Results
Long Range Goal By the year 2022, all students will pass all six components of the FitnessGram Assessment.
Annual Performance Objective To increase the percentage of students passing all 6 components of the FitnessGram from <u>26%</u> to <u>43%</u>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
3	Student's Personal Health	Culture / Climate	Decision Making	Prevention Strategies, School Climates	Physical Education	CAMPUS-Provide body awareness, personal health & parenting awareness sessions through PTC meetings	2 CIP	08/01/2020	sign in sheets	
								PROJECTED COMP. DT		
								05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Principal, Assistant Principal, P.E. Coaches	P.E. Coaches	Benchmarks	State Assessments		



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Campus Improvement Plan 2020-2021

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Goal 1.7 - Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need Federal Guidelines
Long Range Goal By the year 2022, all students eligible for pre-kinder will participate in transition activities.
Annual Performance Objective To increase the percentage of Pre-Kinder and 5th grade students participating in transition activities from <u>15%</u> to <u>20%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	Completion	Student Support	Transition	Family / Community Support	Parent Involvement	CAMPUS-"Round-up" parenting session to be conducted during District timeline for incoming Pre-Kinder and Kinder students, as well as transition for 5th grade student entering 6th grade.	2 CIP	03/01/2021	Sign In Sheets	
								PROJECTED COMP. DT 05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	New Pre-Kinder/Kinder students	Principal, Asst. Principal, Kinder Teachers, Middle school Administrators/ Counselors	Principal, Asst. Principal, Kinder Teachers, Middle school Administrators/ Counselors	Pre-LAS		LAS Scores	



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Campus Improvement Plan 2020-2021

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Goal 2 - A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure learning environment for students and staff.
Data Analyzed To Determine Need Tyler Discipline Report
Long Range Goal By the year 2022, disciplinary referrals will be reduced to 1% of the student population.
Annual Performance Objective To reduce campus discipline referrals from <u>.02%</u> to <u>.005%</u> . To decrease the number of school suspensions from 0% to 0%. To decrease the number of out of school suspensions from 0% to 0%. To increase attendance rate from 94% to 97%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	Discipline	Discipline	ISS, PBIS	School Climate, Teacher Quality	Safe Schools	CAMPUS-Create and utilize the PBIS Committee (Peer Coaches) to provide additional support to teachers in the classroom with Tier II/Tier III behavioral supports and implementing the discipline management system of the campus. Recognize monthly "PBIS Gators of the Month" for following PBIS expectations. Distribute 'Gator Bucks' for following PBIS Expectations and being a good citizen,	2 CIP	08/01/2020 PROJECTED COMP. DT 06/01/2021	Walk-Throughs,	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Principal, Assistant Principal, PBIS Committee/Peer Coaches	All Teachers and Staff	Six Weeks Tyler Discipline Report		EOY Tyler Discipline Report	



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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	State Assessment, Discipline	Instruction, Discipline	Student Attendance	Academic Performance, School Climate, Learning Time, Family / Community Support	Safe Schools	CAMPUS-Develop the Principal's Plan of Action and conduct a parent meeting when a student reaches 6 absences or more to provide additional strategies, interventions and support in order to avoid loss of credit and minimize the impact to daily instruction.	2 CIP	08/01/2020 PROJECTED COMP. DT 06/01/2021	Principal Plans of Action Documentation	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
2	ALL = All Students	Principal, Assistant Principal, Counselor, Registrar, Attendance Officer	Principal, Assistant Principal, Counselor, Registrar, Attendance Officer, Teachers	# of Principal Plans of Action per Six Weeks period	Total # of Principal Plans of Action	



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Campus Improvement Plan 2020-2021

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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
3	Completion	Culture / Climate, Parents / Community	Collaborative Planning	School Climate, Student Support & Family/Community Support	Curriculum and Instruction	DISTRICT-Create public service announcements on pre-recorded sessions on Suicide prevention (S.O.S. =Signs of Suicide) and Attendance laws; b. Increase PK parent commitment & student daily attendance for PK programs (i.e. contract, etc.) *Strategy can be provided during a school closure	2 CIP	07/01/2020 PROJECTED COMP. DT 05/01/2021	PSA, Attendance Rate; Student Case Files	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	All Students and Parents	Admissions Director, Guidance & Counseling Director	\$2,250.00	All middle and high school students went through the SOS program	40 students were referred to an outside agency		



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Goal 2 - A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure learning environment for students and staff.

Data Analyzed To Determine Need Tyler Discipline Report

Long Range Goal By the year 2022, disciplinary referrals will be reduced to 1% of the student population.

Annual Performance Objective
 To reduce campus discipline referrals from .02% to .005%.
 To decrease the number of school suspensions from 0% to 0%.
 To decrease the number of out of school suspensions from 0% to 0%.
 To increase attendance rate from 94% to 97%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
4	Completion	Culture/Climate & Parents/Community	Collaborative Planning	School Climate, Student Support & Family/Community Support	Student Safety & Support	DISTRICT: Provide tele-counseling and pre-recorded sessions for students in need of counseling (anxiety, eating disorders, mild depression, suicide, mental health, etc.) * Strategy can be provided during school closure	1 CNA	07/01/2020 PROJECTED COMP. DT 05/01/2021	End of year statistics	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
4	Students in need of assistance	Guidance & Counseling Director	Guidance & Counseling Director	Call Log	3 students called in for counseling	



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Campus Improvement Plan 2020-2021

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5	Completion	Culture/Climate	Collaborative Planning	School Climate, Student Support & Family/Community Support	Social Emotional Learning	DISTRICT: Professional development training via-prerecorded videos for staff to identify at risk students as well as support and educate students on gangs/bullying/suicide/mental health, behavioral threat assessments, navigate/safety audits, TYLER Intervention Support Module, etc. * Strategy can be provided during school closure	2 CIP	07/01/2020 PROJECTED COMP. DT 05/01/2021	ERO Log sheets	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
5	ALL = All Students	Director for Counseling, Discipline Management Director, Health Services Director	Director for Counseling, Discipline Management Director, Health Services Director	ERO Log Sheets	Counselors provided staff Development and training to all teachers and administrators on Trauma-Informed Practices, Mental Health First Aid, and Human Trafficking.	



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6	Completion	Culture / Climate	Collaborative Planning	School Climate, Family / Community Support, Student Support	Social Emotional Learning	DISTRICT: Purchase books/workbooks/materials for counselors * Strategy can be provided during school closure	1 CNA	07/01/2020	Counselor Outreach Log	
								PROJECTED COMP. DT 05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
6	All Counselors/All Students	Guidance & Counseling Director	Guidance & Counseling Director	Purchase Orders		Purchase Orders	



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Campus Improvement Plan 2020-2021

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7	Completion	Culture / Climate, Parents / Community	Collaborative Planning	School Climate, Student Support & Family/Community Support	Social Emotional Learning	DISTRICT: Utilize Parent Portal (link to pre-recorded video) to inform/educate parents on suicide awareness and mental health or on topics of interest or benefit to parents available on the website. *Strategy can be provided during a school closure	1 CNA	07/01/2020 PROJECTED COMP. DT 05/01/2021	Parent Portal Log-in	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
7	All Parents	Guidance & Counseling Director	Guidance & Counseling Director	Parent Feedback			Signs of Suicide portal is available to parents



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Campus Improvement Plan 2020-2021

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8	Health	Student, Staff & Parental Support-Health	Collaborative Planning	Student Support & Family/Community Support	Health Wellness	DISTRICT: Health Services - training/services for students, staff and parents to educate on prevention tips to address containing the spread of infectious diseases (ie. sanitizing, sneezing, , MCV4, immunizations, flu vaccines, coughing, temperature checks, social distancing, face masks, Hygiene teachings, especially hand washing, CDC guidelines for sick students and staff, provide dental services through Planet Dental for 6th and 9th graders, Rodeo dental provides services to elementary students. Hands-on CPR for 7th through 12 grade and Stop the Bleed training for students and staff.etc.). *Strategy can be provided during a school closure	1 CNA	07/01/2020	Log	
								<div style="border: 1px solid black; padding: 2px; display: inline-block;"> PROJECTED COMP. DT 05/01/2021 </div>		



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INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
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8	Parents, Staff & Students	Health Services Director	Health Services Director	Monthly Feedback	End of Year Feedback		
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9	Completion	Data Systems	Data Systems	Quality Data for informed Decision Making	Counseling	DISTRICT: Evaluate the amount of time a counselor spends on the areas of the Texas Model for Comprehensive School Counseling Programs as well as other duties. Provide training for the counselors on the use of the Counselor Activity Database and how to provide reports for their activities in a given time frame.	1 CNA	07/01/2020 PROJECTED COMP. DT 05/01/2020	Counselor Activities DB Deployment	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
9	Counselors	Special Projects Data Developer	Staff Time	User Feedback	Implementation	



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10	Completion	School Organization	Collaborative Planning	Safety	All Schools	DISTRICT: Enhance training for Behavior Threat Assessment (BTA) Teams at each campus. District administrator will be scheduled to serve on a campus team. Campus teams will meet periodically. District administrator will have access to review their designated campus threats and follow up on interventions. UISD police or outside agencies will be advised as needed.	1 CNA	08/01/2020	Navigate System tracker	
								PROJECTED COMP. DT 05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
10	All Schools	Campus Principal, District Admin.	Campus and District Personnel	Periodic feedback		Review yearly progress feedback	



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Campus Improvement Plan 2020-2021

GUTE - GUTIERREZ ELEMENTARY

Goal 3 - Family Involvement and community Engagement: Promote community partnership and parental involvement.
Data Analyzed To Determine Need Sign-In Rosters of Parental Activities
Long Range Goal By the Year 2022, 90% of all students will be represented at parental involvement activities.
Annual Performance Objective To increase the percentage of parents represented at campus based parental involvement activities from <u>60%</u> to <u>75%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	Parental Involvement	Parents / Community, Culture / Climate	Parent Training	Academic Performance, Family / Community Support, School Climate	Parent Involvement	CAMPUS-Design PTC Meetings to include an interactive component to increase parental participation and encourage student/family interaction. Sept/Title I Parent Mtg, Oct/Health Fair, Nov/Dual Showcase, Dec/ Fine Arts Fiesta, Jan/Academic Night, Mar/Dr.Seuss, April/STREAM Carnival	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	Attendance Monitoring Reports and Principal's Plan of Action Documentation	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Principal, Assistant Principal, Counselor, Campus Fine Arts and Wellness Dept.	Principal, Assistant Principal, Counselor, Teachers, Campus Fine Arts and Wellness Dept.	Sign-In Sheets, Participation Percentages per event	EOY Overall Percentages		



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Campus Improvement Plan 2020-2021

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Goal 3 - Family Involvement and community Engagement: Promote community partnership and parental involvement.
Data Analyzed To Determine Need Sign-In Rosters of Parental Activities
Long Range Goal By the Year 2022, 90% of all students will be represented at parental involvement activities.
Annual Performance Objective To increase the percentage of parents represented at campus based parental involvement activities from 60% to 75% .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	Parental Involvement	Parents / Community, Culture / Climate	Parent Training	Academic Performance, Family / Community Support, School Climate	Parental Involvement	CAMPUS-Provide training for parents to utilize the parental involvement tracking chart to track attendance at all events and to motivate parents to be active participants in their child's education. Parents will be eligible for a certificate at the end of the year upon return of the chart.	2 CIP	08/03/2020	Sign in Sheet	
							PROJECTED COMP. DT 05/01/2021			

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students	Principal, Asst. Principal, Counselor, Librarian, Teachers, staff	Principal, Asst. Principal, Counselor, Librarian, Teachers, staff	Parental Involvement hours		EOY Parental Involvement hours	



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Campus Improvement Plan 2020-2021

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Goal 3 - Family Involvement and community Engagement: Promote community partnership and parental involvement.
Data Analyzed To Determine Need Sign-In Rosters of Parental Activities
Long Range Goal By the Year 2022, 90% of all students will be represented at parental involvement activities.
Annual Performance Objective To increase the percentage of parents represented at campus based parental involvement activities from <u>60%</u> to <u>75%</u> .

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3	Parental Involvement	Parents / Community, Culture / Climate	Parent Training	Academic Performance, Family / Community Support, School Climate	Parental Involvement	CAMPUS-Provide training for parents through the Parent Learning Summit as well as campus based sessions, on a variety of topics.	2 CIP	08/03/2020	Sign in sheets	
								PROJECTED COMP. DT 05/01/2021		

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Principal, Asst. Principal, Counselor, Librarian, Teachers, District staff	Title I <u>\$1,500.00</u> Title I <u>\$1,575.00</u>	Benchmarks, text levels, etc.	State Assessments		



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Campus Improvement Plan 2020-2021

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4	Completion	Family and Community Representation	Family and Community Engagement/Specific/Timely Feedback	Family and Community Engagement Support	All Content Areas	DISTRICT: Parenting Partners Seminars - Parent Engagement Modules offered at the campus level on a monthly basis to create parent capacity to improve student achievement.	3 FPE	08/01/2020 PROJECTED COMP. DT 05/01/2021	Flyers, Agendas, Sign in sheets, parent surveys	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
4	All	Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals, Campus Parenting Partners Team	Title I, Part A Funds (\$5,500.00) Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals	Evaluation	Parent Survey	STAAR Results, Title I Survey Results	



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Campus Improvement Plan 2020-2021

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5	Completion	Virtual/Online Family and Community Representations	Virtual/Online Family and Community Engagement/Specific/Timely Feedback	Family and Community Engagement Technology Support	All Contents Areas	DISTRICT: Virtual/Online Parenting Partners Seminars -Parent Engagement Modules offered at the campus level on a monthly basis to create parent capacity to improve student achievement.	3 FPE	08/01/2020 PROJECTED COMP. DT 05/01/2021	Social Media/Messenger/Online/Virtual/Flyers, Agendas	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
5	All	Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals, Campus Parenting Partners Team, Technology Department	Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals, Technology Department	Online/Virtual Surveys		STAAR Results, Title I Survey Results	



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Campus Improvement Plan 2020-2021

GUTE - GUTIERREZ ELEMENTARY

Goal 3 - Family Involvement and community Engagement: Promote community partnership and parental involvement.
Data Analyzed To Determine Need Sign-In Rosters of Parental Activities
Long Range Goal By the Year 2022, 90% of all students will be represented at parental involvement activities.
Annual Performance Objective To increase the percentage of parents represented at campus based parental involvement activities from <u>60%</u> to <u>75%</u> .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
6	Completion	Family Resource Center	Family and Community Support Engagement	Family and Community Resource Center-To nurture school and home partnership.	All	DISTRICT: To provide tools and resources for parents to help students with school initiatives such as projects, homework. to provide classes to parents on literacy, wellness, health etc.	3 FPE	08/01/2020 PROJECTED COMP. DT 05/01/2021	Flyers, Agendas, Sign in sheets, Parent/Teacher Surveys	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
6	All	Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator-Drop Out Recovery - Family Literacy, Principals	Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator-Drop Out Recovery - Family Literacy, Principals	Evaluation Parent and Teacher Surveys	STAAR Results, Title I Survey Results		



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Campus Improvement Plan 2020-2021

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Goal 3 - Family Involvement and community Engagement: Promote community partnership and parental involvement.
Data Analyzed To Determine Need Sign-In Rosters of Parental Activities
Long Range Goal By the Year 2022, 90% of all students will be represented at parental involvement activities.
Annual Performance Objective To increase the percentage of parents represented at campus based parental involvement activities from 60% to 75% .

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
7	Completion	UISD Parent Volunteer Signs	Family Engagement	Parent Engagement and Involvement	All	DISTRICT: Parents who accumulate a set number of school volunteer hours will get a UISD yard sign to acknowledge their dedication and commitment to their child's school.	3 FPE	08/01/2020 PROJECTED COMP. DT 05/01/2021	Volunteer Sign In sheets at school Online record of hours volunteering and for what purpose	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
7	All	Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator- Drop Out Recovery - Family Literacy, Principals	Title I, Part A Funds Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Coordinator-Drop Out Recovery - Family Literacy, Principals	Online platform, sign in sheets, Evaluation Surveys	STAAR Results, Title I Survey Results	



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Campus Improvement Plan 2020-2021

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8	Completion	Administrators /Parent Engagement	Instructional Leadership, Supervision and Monitoring of the Parent Engagement Statute 116	Parent Engagement	All	DISTRICT: Online subscription will be used to allow administrators to maintain Title I Parent Engagement documentation	3 FPE	08/01/2020 PROJECTED COMP. DT 05/01/2021	Web Mased Document management monitoring Federal Programs Data	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
8	All	Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals	Title I, Part A Funds (\$500.00) Federal & State Programs Executive Director, Federal Programs Coordinator, Parent Engagement Facilitator, Principals	Electronic documentation Title I Crate	STAAR Results, Title I Survey Results		



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Campus Improvement Plan 2020-2021

GUTE - GUTIERREZ ELEMENTARY

Goal 4 - Human Capital: To ensure employee recruitment, development, support, and retain effective teachers, principals and other instructional staff.
Data Analyzed To Determine Need Certification
Long Range Goal By the end of the year 2022, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
1	Teacher Development and Retention	Culture / Climate	Professional Learning Community	Teacher Quality, Academic Performance	Qualified Employees	CAMPUS-Provide teachers guidance on updating DMAC RTI documentation during after school sessions and designated planning periods led by Reading Intervention Teacher.	2 CIP	08/03/2020 PROJECTED COMP. DT 05/01/2021	DMAC RTI, RTI Calendar, RTI PLC's	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
1	Teachers	Principal, Assistant Principal, Reading Intervention Teacher	Principal, Assistant Principal, Team Leaders, Campus Fine Arts/Wellness Department, Teacher Assistants	ERO Sign In Sheets, DMAC RTI Student Lists by Six Weeks	# of students in DMAC RTI Tiers at EOY	



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Campus Improvement Plan 2020-2021

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Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
2	Teacher Development and Retention	Culture / Climate	Professional Learning Community	Teacher Quality, Academic Performance	Qualified Employees	CAMPUS-Provide additional training on Campus wide initiatives such as Reading Metacognitive strategies, Math strategies, Wordly Wise program, Flocabulary and Google Suite.	2 CIP	08/03/2020 <div style="border: 1px solid black; padding: 2px; display: inline-block;"> PROJECTED COMP. DT 05/01/2021 </div>	Lesson Plans, Walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	Teachers	Principal, Assistant Principal, Team Leaders, Reading Intervention Teacher	Principal, Assistant Principal, Team Leaders, Campus Fine Arts/Wellness Department, Teacher Assistants	Spirals	Checkpoints, Benchmarks, STAAR Assessments		



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Campus Improvement Plan 2020-2021

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Data Analyzed To Determine Need Certification
Long Range Goal By the end of the year 2022, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
3	Completion	Human Resources	Instructional Leadership, Supervision and Monitoring	Teacher Quality	Qualified Employees	DISTRICT: Provide/Schedule Review Sessions for Bil./ESL Supp. CRT utilizing virtual modes.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	Human Resources records on file	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	All Teachers and Staff	Associate Superintendent for Human Resources/HR Administrators	Associate Superintendent for Human Resources/HR Administrators	Attendee Feedback	EOY Feedback		



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Campus Improvement Plan 2020-2021

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Data Analyzed To Determine Need Certification
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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
4	Completion	Human Resources	Instructional Leadership, Supervision and Monitoring	Substitutes	Qualified Employees	DISTRICT: Utilizing new COVID-19 safety measures, train all approved Teacher Substitutes through CPI every year to attend to student needs when assigned to Special Education classrooms during an instructional day; all classroom challenges when student actions are in need of intervention, and to address reducing incidences of injuries with proper use of techniques and other interventions.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	Human Resources- Recruitment efforts	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
4	Teacher Substitutes	Associate Superintendent for Human Resources/HR Administrators	Associate Superintendent for Human Resources/HR Administrators	Principal Feedback as required	EOY Principal Feedback	



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Campus Improvement Plan 2020-2021

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Goal 4 - Human Capital: To ensure employee recruitment, development, support, and retain effective teachers, principals and other instructional staff.
Data Analyzed To Determine Need Certification
Long Range Goal By the end of the year 2022, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
5	Completion	Human Resources	Instructional Leadership, Supervision and Monitoring	Para-Professionals	Qualified Employees	DISTRICT: Improve interactions of all Para-Professional Employees of the district with students, coworkers and parents through the use of media, Admn. orientation, District policy and Staff Development.	1 CNA	08/01/2020 PROJECTED COMP. DT 05/01/2021	Human Resources-Recruitment efforts	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
5	Paraprofessional Employees	Associate Superintendent for Human Resources/HR Administrators	Associate Superintendent for Human Resources/HR Administrators	Principal Feedback as required		EOY Principal Feedback	



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Data Analyzed To Determine Need Certification
Long Range Goal By the end of the year 2022, all students will be taught by highly qualified teachers.
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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
6	Completion	Instruction	Collaborative Planning	Academic Performance	Reading / ELA	CAMPUS: Utilize Reading Intervention Teacher to implement daily small group instruction for Tier II and Tier III identified students based on MAP growth results	2 CIP	08/24/2020 PROJECTED COMP. DT 05/28/2021	MAP Growth results, walkthroughs	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
6	ALL = All Students	Principal, Assistant Principal, Reading Intervention Teacher	Reading Intervention Teacher, Title I \$ 72,253.00 1 FTE	BOY MAP Growth results, BOY Text Levels	EOY MAP Growth results, EOY Text Levels	



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Campus Improvement Plan 2020-2021

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Goal 4 - Human Capital: To ensure employee recruitment, development, support, and retain effective teachers, principals and other instructional staff.

Data Analyzed To Determine Need Certification

Long Range Goal By the end of the year 2022, all students will be taught by highly qualified teachers.

Annual Performance Objective
To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	EVIDENCE OF IMPL	EVIDENCE OF IMPACT
7	Completion	Culture / Climate	Teacher / Student Learning Responsibilities	Teacher Quality	Qualified Employees	CAMPUS: Develop a campus virtual calendar at the beginning of the year with all campus events and timelines.	2 CIP	08/24/2020 PROJECTED COMP. DT 05/28/2021	Google Calendar	

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
7	ALL = All Students	Principal, Asst. Principal, Counselor, Librarian and Teachers	Principal, Asst. Principal, Counselor, Librarian and Teachers	Google Calendar	Google Calendar	