

Houston Independent School District
291 Gallegos Elementary School
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Priority Problems of Practice	6
Comprehensive Needs Assessment Data Documentation	7
Board Goals	10
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.	11
Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.	14
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.	18
Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.	20
Board Goal 5: N/A - Additional Campus Goals	22
Title I	44
1.1: Comprehensive Needs Assessment	45
2.1: Campus Improvement Plan developed with appropriate stakeholders	45
2.2: Regular monitoring and revision	45
2.3: Available to parents and community in an understandable format and language	45
2.4: Opportunities for all children to meet State standards	46
2.5: Increased learning time and well-rounded education	46
2.6: Address needs of all students, particularly at-risk	46
3.1: Annually evaluate the schoolwide plan	46
4.1: Develop and distribute Parent and Family Engagement Policy	47
4.2: Offer flexible number of parent involvement meetings	48
Title I Personnel	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Gallegos Elementary is currently serving approximately 357 inner-city children in the Magnolia Park neighborhood of Houston's East Side. The ethnic makeup of our students is 96% Hispanic. We meet the needs of our students in grades PK-5 through Regular, Bilingual, GT, and Exceptional Needs education. Within the current student population, 43% are identified as Emergent Bilingual, 99% Economically Disadvantaged, 12% Special Education, and 4% Gifted and Talented. Gallegos also provides instruction to those students who qualify for the Early Childhood Special Education (ECSE) as well as Structured Learning Classroom (SLC) for students with Autism. Gallegos Elementary School is partnered with DePelchin Children's Center, Centro de Corazon, and Houston Food Bank. DePelchin offers parenting classes and counseling for students and families. Centro de Corazon has a food pantry and they offer free medical services to families in need. The Houston Food Bank provides backpacks for students through Backpack Buddy, free meals, and free school supplies. Gallegos also is a recipient of a State Grant that allows us to operate an after-school program for all students. The Texas ACE After-School program currently has an enrollment of 62 students that stay from 3 until 6 pm to participate in tutorials and enrichment activities at no cost to families. By the end of the school year, ACE will have served 133 students. Gallegos Elementary staff is composed of 1 Principal, 1 Assistant Principal, 2 Teacher Specialists, 22 Teachers, 7 Teaching Assistants, 1 Counselor, 1 Communities in Schools Manager, 1 Wraparound Service Specialist, and 4 Office Staff Members. The staff is 12% male and 88% female as well as 71% Hispanic, 9% African American, 14% White and 5% other.

Demographics Strengths

Gallegos Elementary School is able to provide both academic and non-academic support to students and families by the programs that are offered. Gallegos Elementary provides an extended day for students and it allows for the parents to work outside of their home. 50% of our teachers are bilingual certified. Gallegos has had an increase in enrollment.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Students new to the campus have a significant academic gaps. **Root Cause:** Students are coming from other countries and they have not received the proper years of education.

Student Learning

Student Learning Summary

- The overall percentage of students in 3rd-5th grades achieving Approaches Standard on Reading STAAR was 64%; Meets Standard was 47%; Mastery level was 17%.
- The overall percentage of students in 3rd-5th grades achieving Approaches Standard on Math STAAR was 71% ; Meets Standard was 48% ; Mastery Level was 21%.

Student Learning Strengths

Since almost 100% of our students tested for STAAR in 2021, the students were able to show growth and teachers had data to plan for instruction.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students are 1-2 years behind in their reading and math levels. **Root Cause:** Students lost 1-2 years due to the pandemic, and new comers were not enrolled in school in their countries, so it has caused a n academic gap.

School Processes & Programs

School Processes & Programs Summary

Gallegos Elementary currently has 4% of students in the Gifted and Talented Program. Gallegos also provides instruction to those students who qualify for the Early Childhood Special Ed (ECSE) as well as Structured Learning Classroom (SLC) for students with Autism. 12 students are enrolled in the Structured Learning Center (SLC) and 10 students are in ECSE. The Texas ACE After-School program has an enrollment of about 150 students that stay from 3 P.M. until 6 pm to participate in tutorials and enrichment activities at no cost to families. Teachers provide after school tutorials, small group instruction, as well as Saturday tutorials to target the academic needs of students. In the after school program, students are required to work on Zearn for one hour.

Gallegos Elementary School hires highly qualified teachers and staff that are willing to evolve with the campus needs. The interviewing committee consists of the principal, an assistant principal, and 2 teacher specialists, and team leads as needed. Gallegos strives to retain staff by providing support through professional development opportunities, coaching, and feedback.

School Processes & Programs Strengths

By providing special programs and intervention, Gallegos Elementary School is not only able to meet the academic needs of students, but also the nonacademic needs of students. The after school program allows the students to build on their social skills and improve their academic skills. Teachers are given the opportunity to grow professionally through support from the administration team.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: The campus is adapting new programs such as Zearn and students are learning to test on-line. **Root Cause:** Students are learning online testing skills, and teachers are adapting to new programs.

Perceptions

Perceptions Summary

At Gallegos Elementary school we strive to have a positive culture by having all stakeholders involved in the decision making. Parents and community members participate in Title I meetings, Parent Meetings, and Coffee with the Principal meetings. Teachers, staff members, parents, and students have the opportunity to participate in surveys to give the administration feedback on campus strengths and campus needs. Gallegos Elementary School strives to achieve growth in social emotional learning and academics through rigorous instruction and by instilling a love of learning by providing a solid academic foundation.

Perceptions Strengths

Gallegos Elementary provides a safe place for learning. There has been a positive shift on the campus culture in the past three school years. Gallegos Elementary has systems in place such as arrival/dismissal procedures, lunch schedules, CANVAS to submit important documentation, and an academic calendar that lists all important meetings such as PLC, SDMC, and professional development dates. Gallegos Elementary has social media such as Twitter, Facebook, Class Dojo, and Instagram to inform staff and parents about important dates and or school events.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Teachers are adapting to new systems such as navigating through OneSource to create campus based assessments and navigating through Zearn. **Root Cause:** HISD is adopting new programs.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR: The percentage of 3rd -5th grade students performing at students reading at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 20 percentage points from 47% to 67% in spring 2023. The percentage of 3rd grade-5th grade students performing at students reading at or above grade level in reading as measures by the Approaches Grade Level Standard on STAAR will increase 10 percentage points from 64% to 74% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 65% of students in grades 3-5th will be reading at grade level by the end of the school year.




Evaluation Data Sources: Imagine Literacy











Benchmark running records

STAAR Mock Data

Campus based level assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students in grades whose reading levels is one to two years will receive small group instruction Strategy's Expected Result/Impact: Students will increase reading level by 1 or 2 years Staff Responsible for Monitoring: Teachers, teacher specialists, TDS, administrators Action Steps: Review 2021-2022 Benchmark Running Records data Provide coaching and development on guided reading Monitor progress and adjust groups based on BRR data Administer monthly Really Great Reading HD Word to Tier II and Tier III students Track Individual Student Data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: To increase teacher capacity through coaching as measured by walkthroughs and observations during guided reading instruction and Tier I, Tier II, Tier III instruction by using the Get Better Get Faster Scope and Sequence. Strategy's Expected Result/Impact: Teachers will have the capacity to provide intervention lessons as well as enrichment lessons to impact student learning and increase student achievement. Staff Responsible for Monitoring: Teachers, teacher specialists, TDS, administrators Action Steps: Appraisers will provide coaching using T-TESS and Get Better Get Faster Scope and Sequence Appraisers will use coaching forms to coach Tier 3 teachers Provide vertical planning for teachers Continue to monitor BBR results, Imagine Literacy, Campus Based Assessment, STAAR Release Test, exit ticket data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will analyze the BBR data and review the data collected during guided reading instruction. Strategy's Expected Result/Impact: Teacher s will be able to use the student data results to tier students and plan intervention/enrichment lessons that target the needs of individual students. Staff Responsible for Monitoring: Teachers, teacher specialists, TDS, and administrators Action Steps: Teachers will keep track of students' progress by keeping a guided reading binder with anecdotal notes Teachers will track reading levels data using a data wall Students will record their reading levels on data trackers Data analysis during PLC and coaching sessions Vertical Planning Track exit tickets Teacher self-reflection Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: 100% of teachers will implement the school wide writing plan.







Evaluation Data Sources: Progress of Writer's Notebook








Exit tickets

Unit assessments

Campus based assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement campus wide writing action plan that will be implemented in all content areas. Strategy's Expected Result/Impact: Students will be able to respond to open-ended questions using complete sentences. Staff Responsible for Monitoring: Teachers Teacher Specialists TDS Administrators Action Steps: Include open ended questions in all campus based assessments Student work must include writing in all content areas All students will have a writer's notebook in all content areas Teachers will model the writing process Do Nows and exit tickets will include open-ended questions Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ongoing coaching and support in implementing effective and content based language instruction practices during the literacy block. Strategy's Expected Result/Impact: By providing teachers with coaching and support in implementing effective and content based language instruction practices, teachers will be able to provide quality instruction and promote the development of language proficiency in writing. Staff Responsible for Monitoring: Teachers, teacher specialists, TDS, and administrators Action Steps: Provide professional development on practices such as introducing content checking for comprehension, asking high order thinking questions, small group instruction, and content based language instruction. Create a calendar for classroom visits and coaching sessions. Data analysis during PLC and coaching sessions Vertical Planning Track exit tickets Track students' individual data Teacher self-reflection Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement Summit K-12 to increase student performance in the writing domain. Strategy's Expected Result/Impact: Students will be able to write in complete sentences and express their thoughts through writing. Staff Responsible for Monitoring: Teachers, teacher specialists, TDS, administrators Action Steps: 1. Students will use Summit K-12 during class time 2. Students will also use Summit K-12 during library time 3. The computer labs will be available and a class rotation schedule will be created to ensure the use of Summit K-12. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Math: The percentage of 3rd -5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 20 percentage points from 48% to 68% in spring 2023. The percentage of 3rd grade-5th grade students performing at or above grade level in math as measures by the Approaches Grade Level Standard on STAAR will increase 10 percentage points from 71% to 81% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach




Measurable Objective 1: 70% of students in grades 3rd-5th will perform at or above grade level as measured by district formative assessments





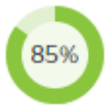





Evaluation Data Sources: Renaissance 360 Math assessments

District Formative Assessments

Mock STAAR

HB3 Board Goal







Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd - 5th Grade students will complete a minimum of 3 ZEARN Math lessons every week.</p> <p>Strategy's Expected Result/Impact: Students will increase grade level math fluency and mastery of grade level TEKS</p> <p>Staff Responsible for Monitoring: Math content area teachers, Teacher Specialist, Administration</p> <p>Action Steps: Teachers will track weekly the number of students completing 3 ZEARN lessons and provide intervention to students not showing mastery on Zearn lessons and/or exit tickets Teacher Specialist and Administration will track weekly the number of students completing 3 ZEARN lessons. Coaching and modeling will be provided for teachers not meeting the expectation.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 2 Details		Reviews			
Strategy 2: 3rd - 5th grade students performing below grade-level standard will receive a 60 - 90 minutes of accelerated instruction per week. Strategy's Expected Result/Impact: Students will close learning gaps and master grade level TEKS Staff Responsible for Monitoring: Math content area teachers Accelerated Learning Coordinator Action Steps: Teachers will provide targeted accelerated instruction to identified students 2-3 times per week. They will track progress in the Houston ISD Accelerated Learning Tracker App. The Accelerated Learning Coordinator will track students' weekly minutes and collaborate with teachers to address needs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: To increase teacher capacity through coaching as measured by walkthroughs and observations during small group math instruction and Tier I, Tier II, Tier III instruction by using the Get Better Get Faster Scope and Sequence. Strategy's Expected Result/Impact: Teachers will have the capacity to provide intervention lessons as well as enrichment opportunities to impact student learning and increase student achievement. Staff Responsible for Monitoring: Math content area teachers Specialists Administrators Action Steps: Appraisers will provide coaching using T-TESS rubric and Get Better Get Faster Scope and Sequence Appraisers will use coaching forms to coach Tier 3 teachers Teachers will be provided opportunities for vertical planning Monitor District Formative Assessment, STAAR Release Test, and exit ticket data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: 80% of students in grades K-2nd will perform at or above grade level on math District Formative Assessments.

Evaluation Data Sources: Unit Assessments
District Formative Assessments
Renaissance 360 Math

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: PK-2nd grade students will receive guided math lessons 2 - 4 times per week.</p> <p>Strategy's Expected Result/Impact: Students will increase math fluency and mastery of grade level TEKS</p> <p>Staff Responsible for Monitoring: Homeroom teachers Teacher Specialist Administration</p> <p>Action Steps: Teachers will tier students based on screener and classroom assessment data. Teachers will deliver guided math lessons daily to Tier III students, 2-3 times a week to Tier II students, and 1-2 times per week to Tier I students. Teacher Specialist and administration will monitor implementation and provide coaching and feedback.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: K-2nd Grade students will complete a minimum of 2 ZEARN Math lessons every week.</p> <p>Strategy's Expected Result/Impact: Students will increase math fluency and mastery of grade level skills</p> <p>Staff Responsible for Monitoring: Homeroom Teachers Teacher Specialist Administration</p> <p>Action Steps: Teachers will track weekly the number of students completing 2 ZEARN lessons and provide intervention to students not mastering Zearn lessons and/or exit tickets. Teacher Specialist and Administration will track weekly the number of students completing 3 ZEARN lessons. Coaching and modeling will be provided for teachers not meeting the expectation.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: To increase teacher capacity through coaching as measured by walkthroughs and observations during small group math instruction and Tier I, Tier II, Tier III instruction by using the Get Better Get Faster Scope and Sequence. Strategy's Expected Result/Impact: Teachers will have the capacity to provide intervention lessons as well as enrichment opportunities to impact student learning and increase student achievement. Staff Responsible for Monitoring: Math content area teachers Specialists Administrators Action Steps: Appraisers will provide coaching using T-TESS rubric and Get Better Get Faster Scope and Sequence Appraisers will use coaching forms to coach Tier 3 teachers Teachers will be provided opportunities for vertical planning Monitor District Formative Assessment, Renaissance 360, and exit ticket data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of continuously enrolled students performing at students reading at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 11 percentage points from 39% to 50% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 50% of continuously enrolled students will read at grade level by the end of spring 2023.

Evaluation Data Sources: Imagine Literacy




Benchmark running records











Ren360

STAAR Mock Data

Campus based level assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Continuously enrolled students will receive small group intervention during the RTI block Strategy's Expected Result/Impact: Students will be able to close the gap on skills they have not yet mastered. Staff Responsible for Monitoring: Teachers Teacher Specialists Administration Action Steps: 1. Teachers will analyze Ren360 data 2. Teachers will tier students and provide targeted intervention during the RTI block. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: 3rd-5th grade continuously enrolled students who did not approach Standards on the Reading STAAR, will receive 60-90 minutes of accelerated instruction Strategy's Expected Result/Impact: Students will increase the mastery of grade level TEKS Staff Responsible for Monitoring: Teachers Accelerated Learning Coordinator Action Steps: 1. Teachers will provide targeted accelerated instruction to identified students 2-3 times per week. They will track progress in the Houston ISD Accelerated Learning Tracker App. 2. The Accelerated Learning Coordinator will track students' weekly minutes and collaborate with teachers to address needs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will analyze the BBR data and review the data collected during small group teacher guided instruction. Strategy's Expected Result/Impact: Students will increase their reading levels by 1-2 years. Staff Responsible for Monitoring: Teachers Teacher Specialists Administrators Action Steps: Teachers will keep track of students' progress by keeping a guided reading binder with anecdotal notes Teachers will track reading levels data using a data wall Students will record their reading levels on data trackers Data analysis during PLC and coaching sessions Vertical Planning Track exit tickets Teacher self-reflection Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: Increase special education student performance from 28% to 40% measured by the Meets Standard on STAAR Reading 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach




Measurable Objective 1: Special education students will increase their reading language arts skills by 12% points.











Evaluation Data Sources: Six Weeks Testing

BOY, MOY, EOY Benchmark Running Records

Mock STAAR Reading

STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Students will receive inclusion or pull out service for reading support by special education teacher/paraprofessional. Strategy's Expected Result/Impact: Impact student behavior and knowledge in a positive manner of the expected IEP goals. Staff Responsible for Monitoring: Teachers/Paraprofessionals Department Chair Campus/District Administration Action Steps: Identify/provide reading designated supports to all special education students according to their IEP. Teachers/paraprofessional will track reading data on weekly service logs, Imagine Literacy, MyOn, Running Records, HFW charts, and Unique Learning System reports Attend professional development to learn appropriate up to date ways in which to implement IEPs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Reading training for all special education teachers using Reading Academy. Strategy's Expected Result/Impact: Impact student ability to read. Staff Responsible for Monitoring: Special education teachers General education teachers Action Steps: District provide training in reading Teachers implement training strategies to special education students Track student progress at least 3 times per year utilizing running record data Provide interventions and/or dyslexia services Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Analyze reading data from various sources and make adjustments to instruction when needed. Strategy's Expected Result/Impact: Strategy's impact on student ability to read on grade level. Staff Responsible for Monitoring: Teachers/Paraprofessionals Department Chair Campus/District Administration Action Steps: Review running record data and formulate groups according to student outcome Practice high frequency words daily with students that has not meet standards Provide tutorial services for students not reading on grade level Implement dyslexia services for qualified students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - Student attendance to increase from 92.55% to 95% for this school year 2022 - 2023.




Strategic Priorities:











Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increases student attendance from 92.6% to 96% by the end of the school year.

Evaluation Data Sources: Attendance percentage tracker

A4E Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Weekly attendance meeting with Campus Attendance Committee to review attendance and establish effective monitoring practice. Strategy's Expected Result/Impact: Increase attendance percentage Staff Responsible for Monitoring: Admin Team SIR Clerk Communities in Schools - Student Support Manager Wraparound Resource Specialist Counselor Action Steps: 1. SIR, Wraparound Specialist, CIS manager, and the counselor will meet once a week to discuss the attendance concerns/trends 2. The SIR, Wraparound Specialist, and CIS manager, and the counselor will meet with the administration team every 2 weeks to discuss the attendance action plans to increase the attendance percentage. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a plan to implement opportunities for student incentives for meeting weekly, monthly, and six-week reporting, and semester attendance goals on campus.</p> <p>Strategy's Expected Result/Impact: Increase students' attendance percentage</p> <p>Staff Responsible for Monitoring: Admin Team SIR Clerk Communities in Schools-Student Support Manager Wrap-Around Specialist Counselor</p> <p>Action Steps: 1. Hold celebrations every six weeks to highlight students with perfect attendance. Conduct a school wide attendance contest (pizza bulletin board to showcase grade level) and reward the classes with the highest number of perfect attendance at the end of each grading cycle. 2. Weekly incentives, spirit week, free dress code pass, and popcorn.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Build Instructional Leadership team capacity on establishing structured, well-implemented, and monitored attendance monitoring</p> <p>Strategy's Expected Result/Impact: Increase students' attendance percentage</p> <p>Staff Responsible for Monitoring: SIR Wraparound Specialist CIS manager Counselor Administrators Teachers</p> <p>Action Steps: 1. At 8:30 a.m. teachers will post the names of students that are absent each day on their door 2. The team will contact 100% of students who are marked absent on a daily basis 3. If it is necessary, meetings will be held with parents. A parent contract will be given to the parent at 5 unexcused to hold stakeholders accountable. The administration team and the classroom teacher will continue to meet with the parents of students that are chronically absent. 4. Home visits will be conducted. A home visit will be conducted after 3 unexcused absences. 5. A referred to TRIAD at 8 unexcused absences.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE




Strategic Priorities:











Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of teachers will follow the Gallegos Behavior Plan Document located in the Gallegos Staff Handbook for students needing behavior interventions.

Evaluation Data Sources: Behavior Intervention Log

Counselor/Teacher behavior plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All teachers will post rules and consequences in their classroom.</p> <p>Strategy's Expected Result/Impact: Reduce the amount of detentions and suspensions on campus to zero</p> <p>Staff Responsible for Monitoring: Classroom Teachers Ancillary Teachers</p> <p>Action Steps: 1. Each teacher develops their own set of rules and consequences 2. Each teacher discusses the expectations of proper behavior in the classroom, cafeteria, playground, corridors, assembly, fire drills, on the bus, arrival, dismissal, and on field trips 3. PK-2nd grade teachers will post the Project Class posters/Use the Project Class language 4. PK-2nd must have a classroom behavior chart posted (One example of a visual behavior tracker is a displayed color-coded chart as a record of daily student behavior (green = excellent, orange = good, yellow = fair, red = poor, purple = unsatisfactory). 5. PK-2nd must have a conduct folder that must be sent home and parents should initial daily</p> <p>Title I: 2.4, 2.5, 2.6</p>				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will document behavior for students who display consistent unwanted behavior patterns in the Behavior Intervention Log for 6 weeks. Strategy's Expected Result/Impact: Reduce the number of detention and suspensions on campus to zero Staff Responsible for Monitoring: Teachers Administrators Action Steps: 1. Teachers will document unwanted behavior for each student in the Behavior Intervention Log. 2. If the unwanted behavior continues after 6 weeks, the teacher will work with the counselor to adjust the behavior plan. The teacher will document the interventions in the Behavior Intervention Log for another 6 weeks. 3. Meet with the parent/guardian once a week for students with constant unacceptable behavior. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use the levels of Misconduct and Disciplinary Options located in the Gallegos Staff Handbook to determine the disciplinary interventions required Strategy's Expected Result/Impact: Reduce the number of detentions and suspensions on campus to zero Staff Responsible for Monitoring: Teachers Administrators Counselor Wraparound specialist CIS manager Action Steps: 1. Teachers will refer to the Levels of Misconduct and Disciplinary Options to determine next steps for unwanted behavior Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - The number of office referrals for incidents of mutual combat will decrease from 3 to 0 and the number of office referrals for bullying and referrals for drugs, alcohol, and tobacco will remain at 0.




Strategic Priorities:











Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Referrals for mutual combat will decrease and referrals for bullying, drugs, alcohol and tobacco will remain at 0.

Evaluation Data Sources: HISD Connect Referral Reports

Weekly conduct reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of staff will complete HISD mandated course on Child Abuse, Sexual Abuse, and Bullying Prevention. Strategy's Expected Result/Impact: All staff members will proactively look for signs of bullying to reduce incidents/maintain incidents at zero. Staff Responsible for Monitoring: Teachers Counselors Administration Action Steps: Allocate time during the pre-service for teachers and staff to complete professional development course. Counselor will provide additional professional development quarterly. TEA Priorities: Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: Students will receive lessons for anti-bullying and bullying prevention. Strategy's Expected Result/Impact: Decrease discipline referrals and improve classroom behavior. Staff Responsible for Monitoring: Teachers Counselors Wrap-Around Specialist Administrators Action Steps: 1. Create a student/parent contract to hold stakeholders accountable 2. The Administration Team and the classroom teacher will continue to meet with the students that are at risk for not meeting violence prevention and safety guidelines. 3. Hold Red Ribbon Week in October and Be Kind week in November to engage students in prevention and anti-bullying skills. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Parents will be offered opportunities to receive training on bullying, cyberbullying, vaping, and drug and alcohol prevention. Strategy's Expected Result/Impact: Decrease office referrals and improve student behavior Staff Responsible for Monitoring: Counselors Wrap-Around Specialist Administrators Action Steps: Create a calendar of topics for parent workshops Distribute calendar and advertise events through Provide parents with opportunities to follow-up on topics and out-of-school resources such as family or individual counseling Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Board Goal 5: N/A - Additional Campus Goals











Goal 4: SPECIAL EDUCATION - Increase student performance from 33% to 45% measured by the Meets Standard on STAAR Math 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Special education students will increase by 12 percent points from 33% to 45% measured by the Meets Standard on STAAR Math.

Evaluation Data Sources: TEA Interim Assessments
Ren360 Math
Zearn Math
Mock STAAR Math
STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Students will receive inclusion or pull out service for math support by special education teacher/paraprofessional. Strategy's Expected Result/Impact: Impact student grade level performance in math Staff Responsible for Monitoring: Special education teachers/paraprofessionals Special education department chair Campus/District Administration Action Steps: Provide math designated supports to all special education students according to their IEP. Teachers/paraprofessional will track math data on weekly service logs, Zearn Math, Ren360 Math, and Unique Learning System reports Attend math professional development sessions on how to teach strategies Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: All students will complete an accelerated math program by completing grade level Zearn lessons weekly. Strategy's Expected Result/Impact: Student performing on grade level in math. Staff Responsible for Monitoring: All teachers/Paraprofessional ACE Coordinator Tutors Campus Administrators Action Steps: Provide all students use technology/headphones/Zearn workbooks to complete lessons. Teachers/Administrators will track lesson progress and tower alerts for additional student supports. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement intense intervention sessions for tier 2/3 students. Strategy's Expected Result/Impact: Students meeting grade level math goals/objectives. Staff Responsible for Monitoring: Math teachers/paraprofessionals Tutors ACE Coordinator/Vendors Campus Administrators Action Steps: Teachers will provided additional math interventions during RTI, ACE and/or Campus Wide Tutorials. Teachers will track, analyze and adjust students according to student math progress. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

The percentage of Emergent Bilingual students showing a performance level of growth as measured by the TELPAS assessment will increase 10 percentage points from 42% to 52% by Spring of 2023.

Strategic Priorities:




Expanding Educational Opportunities











Measurable Objective 1: At least 75% of emergent bilingual students will show a proficiency level of growth in two or more language domains.

Evaluation Data Sources: Summit K-12 weekly reports

Summit K-12 assessment data

TELPAS data

Strategy 1 Details		Reviews			
Strategy 1: Emergent bilingual students will use the K-12 Summit Listening & Speaking and Reading & Writing platform weekly. Strategy's Expected Result/Impact: Students will improve proficiency in the four language domains. Staff Responsible for Monitoring: Teachers Teacher Specialists TDS Administration Action Steps: Teachers will model for students use of the platform and allot time for student use daily during centers/workstations Students will be provided additional opportunities for use during after school tutorials and Saturday tutorials Teachers will monitor assignments weekly and provide students with feedback Specialists will provide professional development, coaching, and feedback to teachers Administrators will monitor weekly usage Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement content-based language instruction (CBLI) strategies daily across content areas. Strategy's Expected Result/Impact: Students will increase their English reading, writing, listening and speaking proficiency due to added opportunities to engage in discourse. Staff Responsible for Monitoring: Teachers CBLI Coach Administrators Action Steps: Teachers will receive monthly professional development in CBLI strategies. Teachers will receive coaching and feedback on their implementation of CBLI strategies Teachers will implement the content-based language instruction strategies in all content areas Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement HISD's ELPS Integration Plan (Steps 1- 4), Strategy's Expected Result/Impact: Teachers will know their emergent bilinguals' proficiency levels to plan and provide appropriate linguistic accommodations and content-based language instruction strategies in lessons. Staff Responsible for Monitoring: CBLI Coach Administration Action Steps: Step 1- Identify students' English language proficiency (ELP) levels in the domains of listening, speaking, reading, and writing. Step 2- Identify appropriate linguistic accommodations and strategies for communicated, sequenced, scaffolded instruction based on the students' English language proficiency. Step 3- Take steps to provide content-based language instruction (CBLI) that emphasizes culturally and linguistically sustaining practices (CLSP), second language acquisition, instructional methods, and diversified support (Seidlitz's 7 Steps to A Language Rich Interactive Classroom). Step 4- Create focused lesson plans that make content comprehensible and build academic language Lesson plans should include: content objective; language objective; targeted vocabulary; build background knowledge; language development activity; linguistic accommodations; scaffolded instruction; checks for understanding. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:




Increasing Organizational Efficiency











Measurable Objective 1: Teachers will communicate with 100% of parents.

Evaluation Data Sources: Parent Communication Logs

ClassDojo participation

Social Media Communication: Twitter, Facebook, Dojo and Instagram
engagement and Gallegos Facebook page

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will keep track of parent/guardian communication using a parent contact log.</p> <p>Strategy's Expected Result/Impact: Build a bridge between the school and the home to impact student learning.</p> <p>Staff Responsible for Monitoring: Teacher Title I Coordinator Administration Team SIR Clerk Communities In Schools-Student Support Manager Wraparound Resource Specialist Counselor</p> <p>Action Steps: Teachers will schedule phone or in person parent teacher conferences. Teachers will keep a Parent Contact Log Administrators will monitor parent communication logs</p> <p>Title I: 4.1, 4.2</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers, administrators, and staff will use social media school platforms and applications to keep parents informed about important school information and events. Strategy's Expected Result/Impact: Parent engagement in the school will impact student learning. Staff Responsible for Monitoring: Teacher Title I Coordinator Administration Team SIR Clerk Communities In Schools-Student Support Manager Wraparound Resource Specialist Counselor Action Steps: Have open labs to help parents download the Class Dojo and Canvas applications Send home the addresses to all of the school's social media platforms Post events and important information on social media platforms and or Class Dojo Title I: 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will set parent conferences consistently by meeting with at least 5 parents a month Strategy's Expected Result/Impact: Increase communication with parents to impact student learning Staff Responsible for Monitoring: Teachers Administrators Action Steps: 1. Set conferences with parents 2. Plan for the conference ahead of time 3. Keep student data and a portfolio 0 Title I: 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					







Measurable Objective 2: 50% of parents will participate in school events.








Evaluation Data Sources: Sign in sheets

Twitter

Class Dojo

VIPS (Volunteer In Public School)

Strategy 1 Details	Reviews			
Strategy 1: Teachers, administrators, and staff will plan family events in the fall and the spring. Strategy's Expected Result/Impact: By having parents involved, the parents will be empowered to be part of their student's education. Staff Responsible for Monitoring: Teachers Title I Administrators SIR Clerk Communities in Schools-Student Support Manager Wrap-Around Specialist Counselor Action Steps: Parents will be invited to the monthly Coffee with the Principal Meetings. Administration team, CIS manager, wraparound specialist, and the counselor will work together to create agendas for Coffee with the Principal. The title I coordinator will plan and execute a Reading Literacy Night in the Spring The Title I coordinator will plan and execute a Math/Science Night in the Fall calendar. Teachers will create "Make a Take" activities for Math and Literacy Family Night. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Selected parents will be members of the Latinos for Education Program Strategy's Expected Result/Impact: Parents will learn to be advocates of their students' education Staff Responsible for Monitoring: Administrators Action Steps: The wraparound specialist will recruit parents to sign up for Latinos for Education Administrators will find a community center where they will have their meetings Latinos for Education will contact the parents who have been selected Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Parent courses will be available on campus for parents and community members. Strategy's Expected Result/Impact: Parents will gain knowledge that this will lead their students to academic success. Staff Responsible for Monitoring: ACE coordinator Wraparound specialist Action Steps: Through the 21st century grant, parents will be offered the opportunity to participate in English courses The wraparound specialist will recruit DePelchin to offer parents parenting classes Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
	 75%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:




Ensuring Student Health, Safety and Well-Being








Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE

Estimated number of students to be screened: 100%

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The nurse, with the help of the wraparound specialist will call parents to ensure that all immunization records have been submitted.</p> <p>Strategy's Expected Result/Impact: 100% of immunization records will be up-to-date.</p> <p>Staff Responsible for Monitoring: Nurse Wraparound specialist Administrators</p> <p>Action Steps: 1. Check immunization record status 2. Call parents whom are missing up-dated immunization records 3. Have parents or guardian submit immunization records</p> <p>Title I: 2.6</p>				








Strategy 2 Details	Reviews			
Strategy 2: The nurse and the wraparound specialist will invite the Houston Health Department to provide free immunizations to students on campus. Strategy's Expected Result/Impact: Have 100% of students on campus vaccinated Staff Responsible for Monitoring: Nurse Wraparound specialist Administrators Action Steps: 1. The nurse and the wraparound specialist will contact the Houston Health Department to set a date to have the vaccine mobile on campus for students to receive free vaccinations 2. Send flyers to the parents of students whom are missing vaccines 3. The nurse will call the parents of students missing vaccines to remind them of the date and time the vaccine mobile will be on campus Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE

Estimated number of students to be screened: 100%

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

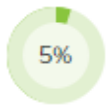
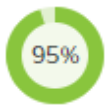
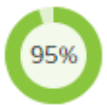




Strategy 1 Details	Reviews			
Strategy 1: The nurse will ensure all students complete a vision screening Strategy's Expected Result/Impact: 100% of students will receive a vision screening. Staff Responsible for Monitoring: Nurse Administrators Action Steps: 1. The nurse will create a schedule for the vision test for all students by grade level and by teacher assignment 2. If a student is absent on the scheduled date, the nurse will create a make-up schedule. 3. Teachers, wraparound specialist, CIS manager, and administrators will help implement the schedule.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE

Estimated number of students to be screened: 100%








Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will have completed a hearing schedule. Strategy's Expected Result/Impact: 100% of students will receive a hearing screening. Staff Responsible for Monitoring: Nurse Administrators Action Steps: 1. The nurse will create schedule for a hearing test for all students by grade level and by teacher assignment 2. If a student is absent on the scheduled date, the nurse will create a make-up schedule. 3. Teachers, wraparound specialist, CIS manager, and administrators will help implement the schedule. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.








Strategy 1 Details	Reviews			
Strategy 1: 100% of required students will receive a diabetes screening. Strategy's Expected Result/Impact: All required students will complete the diabetes screening Staff Responsible for Monitoring: Nurse Administrators Action Steps: 1. The nurse will create schedule for the diabetes screening for all students by grade level and by teacher assignment 2. If a student is absent on the scheduled date, the nurse will create a make-up schedule. 3. Teachers, wraparound specialist, CIS manager, and administrators will help implement the schedule. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: SPINAL SCREENING at Grades 5 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by the school nurse

Estimated number of students to be screened: 100%

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.








Strategy 1 Details	Reviews			
Strategy 1: All required students will receive a the spinal screening Strategy's Expected Result/Impact: All required students will complete the diabetes screening Staff Responsible for Monitoring: Nurse Administrators Action Steps: 1. The nurse will create schedule for the spinal for all required students by teacher assignment 2. If a student is absent on the scheduled date, the nurse will create a make-up schedule. 3. Teachers, wraparound specialist, CIS manager, and administrators will help implement the schedule. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team








Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: The nurse will administer medication if need be to any student whom requires it. If the nurse is not available, the clerks in the front office will be trained to administer the medication. Strategy's Expected Result/Impact: 100% of medication administered to students who need it.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Nurse Administrators Action Steps: 1. The nurse will ensure that all students who need an epi pen have it stored in the clinic. 2. The nurse will keep track of all students who suffer from seizures or have specific allergies 3. The nurse will inform the teachers of students who may suffer from seizures and or allergies. Title I: 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: School nurse
Number of AEDs on campus: 1

Strategy 1 Details	Reviews			
Strategy 1: The nurse does a monthly check on the two AEDs on our campus Strategy's Expected Result/Impact: To ensure the AED is always working Staff Responsible for Monitoring: Nurse Action Steps: 1. The nurse checks the two AEDs once a month. If the green light is on, then the AED is working properly. 2. If the AED has no green light, the nurse will call the phone number on the AED and maintenance will come to the campus to fix it or to replace it.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement







Strategic Priorities:











Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students will participate in a health activity to help prevent obesity, cardiovascular disease, and type 2 diabetes.

Evaluation Data Sources: Lesson plans

Classroom Observation/Teacher Coaching Sessions

Strategy 1 Details	Reviews			
Strategy 1: The coach will develop and implement nutrition lesson plans for students in all grade levels. Strategy's Expected Result/Impact: Increase awareness in nutrition choices Staff Responsible for Monitoring: PE Coach Administrators Action Steps: 1. The coach will plan and execute lessons on nutrition 2. Assess students on the nutrition knowledge. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in the Fresh Fruit and Vegetable Services through the HISD nutrition services. Strategy's Expected Result/Impact: Increase awareness in nutrition choices Staff Responsible for Monitoring: Wraparound specialist CIS manager Action Steps: 1. The wraparound specialist will contact HISD nutrition services to participate in the Fresh Fruit and vegetable program. 2. The wraparound specialist and the CIS manager will create a schedule to distribute the fruit and vegetables to the students Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Students who qualify to be part of the Backpack Buddies Program will be given nutritious food for the weekend. Strategy's Expected Result/Impact: To fill the weekend gap for children in need Staff Responsible for Monitoring: CIS manager Action Steps: 1. CIS manger will contact the Houston Food Bank to participate in the Backpack Buddies Program 2. The principal will approve the form to participate in the program 3. Students in need will be identified 4. CIS manager and the wraparound specialist will create the schedule to distribute the food 5. CIS manager and the wraparound specialist will distribute the food according to the schedule Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Parents will be informed about important nutrition information Strategy's Expected Result/Impact: Families living a healthy life style. Staff Responsible for Monitoring: Nurse Wraparound Specialist Action Steps: 1. The wraparound specialist will make arrangements with the Food Bank to schedule nutrition classes 2. The nurse will send a flyer to invite the parents Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Title I

1.1: Comprehensive Needs Assessment

Gallegos Elementary School increased the accountability rating from a D in 2018-2019 to a B for the 2021-2022 school year. Our campus showed growth by gaining points in domain 1 and 2 and closing the achievement gap-domain 3. The 2021-2022 STAAR results for Gallegos Elementary reflected the following: In Reading 64% of students met standard at Approaches level, 47% met standard at Meets level, and 17% met standard at the Masters level. Data shows an increase in the meets and master levels from 2018-2019. In Mathematics, 71% of students met standard in Approaches level, 48% met standard at Meets level, and 21% met standard at the Master level. Data driven instruction and observation and feedback will be key elements in closing the gaps. Teachers will focus delivering a highly effective first instruction with the support of differentiation through small groups as well as interventions and tutorials to close the gaps created during the pandemic. The literacy block will be implemented with fidelity and our reading teachers in 3rd-5th grade will participate in Literacy Planning for Success Sessions, vertical planning sessions, and they will attend guided reading PD.

2.1: Campus Improvement Plan developed with appropriate stakeholders

During pre-service week, the teachers gave input on the SIP.

The SDMC committee the principal presented the proposed SIP, the members gave input and approved the SIP.

During the Faculty Meeting, the principal and the leadership team presented the proposed SIP, and the teachers and staff provided input.

During the Coffee with the Principal Meeting, the principal and the leadership team presented the SIP. The parents and the community provided input.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

SDMC Meetings – Discuss status of the school. Reflect on ideas and concerns. Create plans of action.

PLC Data Meetings – Track and discuss data from OnTrack and Ren360. Work together to create plans of action to improve data for our underperforming students.

Leadership Meetings – Discuss current strategies and how they are working. Make adjustments if needed through training and support.

Teacher Pre-conferences and post conferences

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- Website, Title I Bin, Front Office

The SIP was made available to parents by:

- Email, Facebook, Twitter, Class Dojo, Coffee with The Principal Meetings

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Gallegos Elementary will implement a HB4545 3rd-5th grade reading and math interventions. Gallegos will also implement a block of RTI intervention in the master schedule. Small group instruction will be offered during school hours to target the academic needs of students. Intervention will also be provided after school and on Saturdays. Gallegos Elementary will also implement a school wide writing action plan in which writing will be a part of all content areas. Teachers will include guided reading and guided math in their lessons.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

To increase learning time and a well-rounded education for students, Gallegos Elementary School is tiering students according to their student academic data. Teachers will use RTI time and Power Up time to provide small group instruction geared towards student academic needs. Teachers will track student data to drive instruction and students will track their own data to monitor their progress. Tutorials will be offered after school and on Saturdays. ACE after school program will offer one hour of tutorials for students and during the school hours, Level Up will be offered in grades 2nd -5th.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Gallegos Elementary School will build teacher capacity by providing professional development that meets the teachers needs.
- Weekly PLC meetings to discuss data and action steps to be taken to improve student achievement.
- Vertical planning to discuss student academic data and at bat opportunities
- Teachers will tier students based on district and teacher assessments.
- Small group instruction will be provided during school hours, RTI time, and Power-up time.

3.1: Annually evaluate the schoolwide plan

The following individuals participated in the development and annual evaluation of the schoolwide plan. In collaboration with the FACE department

Principal: Norma Gonzalez

Teacher Specialist: Katherine Simieou

Teacher Specialist: Eugenia Ruiz

Wraparound Specialist: Norma Pantoja

Teacher: Alma Gonzalez

Teacher: Adan Ortega

Teacher: Nina Maldonado

Teacher: Victor Lara

Teacher: Yolanda Garcia

Special Ed Resource Teacher: Wendy Frisbee

Parent: Michelle Jones

Parent: Yvonne Alcaraz

Four strategies to increase Parent and Family Engagement include:

1. Gallegos will provide workshops for parents and the community based on the needs of the campus so that they may support their children at home/school.
2. Gallegos will use Class Dojo, Facebook, Twitter, Instagram and flyers to announce school activities/events to]the parents and the community to increase participation
3. PTO will invite parent to our meetings and activities as well as our FACE representative.
4. Incorporate a giveaway/incentive system for parent participation in school activities such as literacy and math nights.

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parents who attend the Annual Fall Title I Meeting
- Administration – Principal Gonzalez, Specialist Gonzalez, E. Ruiz, K. Simieou
- Title I Campus Contact – Eugenia Ruiz

The PFE was distributed

- On the Campus Website

- Copies sent home with students
- Class Dojo

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Offer multiple opportunities for parents to attend meetings around their work schedule
- Work hand in hand with the FACE Department
- Offer more opportunities for parents to see student work on display. For example: Campus GT Expo,
- Math and Literacy Nights, Art Exhibitions. Helping our parents form and maintain a working Parent-Teacher Organization

4.2: Offer flexible number of parent involvement meetings

FACE Title I meeting: September 22, 2022

Defining Bullying Session: October 7, 2022

Investing Thoughtfulness and Kindness in the Real World

Literacy at Home

Math 1,2, 3

Plugged In: K-8 Digital Safety

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Gonzalez	Teacher Bilingual		