

Houston Independent School District
291 Gallegos Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gallegos Elementary is currently serving approximately 327 inner city children in the Magnolia Park neighborhood of Houston's East Side. The ethnic makeup of our students is 97% 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, 45 % are identified as Limited English Proficient, 96% Economically Disadvantaged, 15% Special Education, and 14% Gifted and Talented. Gallegos also provides instruction to those students who qualify for the Preschoolers Achieving Learning Success Program (PALS) 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 back packs 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 has an enrollment of about 35 students that stay from 3 until 6 pm to participate in tutorials and enrichment activities at no cost to families. Gallegos Elementary staff is composed of 1 Principal, 2 teacher specialists, 1 Interventionist (Reading), 1 instructional specialist, 20 Teachers, 3 teaching assistants, 1 Communities in Schools Manager, 1 Wraparound Service Specialist, and 4 office staff. The staff is 13% male and 87% female as well as 69% Hispanic, 13% African American, 3% Asian and 15% White.

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.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Gallegos Elementary has had a decrease in its enrollment in the past two years. **Root Cause:** Surrounding charter schools, such as KIPP, and the COVID-19 pandemic have caused a decrease in the campus enrollment.

Student Learning

Student Learning Summary

48% of 3rd-5th grade students were at the approaches level on the Reading 2021 STAAR. 20% of 3rd-5th grade students were at meets or masters on the Reading STAAR 2021. 38% of 3rd-5th grade students were at at the approaches level on the Math 2021 STAAR. 39% of our 4th grade students reached the approaches level on Writing STAAR 2021. 63 out of 322 students in grades 1st-5th were in urgent intervention for Reading Ren360. 58 out of 322 students in 1st -5th were in urgent intervention for Math Ren360.

Student Learning Strengths

Gallegos Elementary had all but four students who participated in the 2021 STAAR. This allows the teachers to analyze STAAR data and prvovide targeted intervention for the students at the beginning of school year.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: More than 50% of our students are not performing at grade level in math, reading, and writing. **Root Cause:** Low participation from students engaged in remote instruction and lack of teacher capacity providing instruction in a hybrid instructional model.

School Processes & Programs

School Processes & Programs Summary

Gallegos Elementary currently has 14% of students in the Gifted and Talented Program. Gallegos also provides instruction to those students who qualify for the Preschoolers Achieving Learning Success Program (PALS) as well as Structured Learning Classroom (SLC) for students with Autism. 11 students are enrolled in the Structured Learning Center (SLC) and 11 students are in PALS. The Texas ACE After-School program has an enrollment of about 35 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 acadmic needs of students.

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, 2 teacher specialists, and one instructional specialist, 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: We need more staff to be able to provide smaller intervention groups. **Root Cause:** There is a shortage of campus personnel. We are waiting on two long term substitutes serving at Gallegos Elementary School to get their teaching certification. We are in need of hiring one more kindergarten teacher.

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 two school years. Gallegos Elementary has systems in place such as arrival/dismissal procedures, lunch schedules, a google drive 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, parents, staff, and students were not accustomed to the systems that are now in place and Gallegos Elementary must have buy-in from all stakeholders. **Root Cause:** There has been a shift in administration, and stakeholders need time to adjust to changes.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card 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) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP 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
- TTESS 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: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR: The percentage of 3rd -5th grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 21% to 31% in spring 2022. The percentage of 3rd grade-5th grade students performing at students reading and writing at or above grade level in reading as measures by the Approaches Grade Level Standard on STAAR will increase 20 percentage points from 48% to 68% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 60% of students in grades K-5th will be reading at grade level by the end of the school year. Evaluation Data Sources: Imagine Literacy Benchmark Running Records STAAR Mock Tests District Level Assessments	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students in grades K-5th, whose reading level is 1 or 2 years below grade level, as determined by BRR, will be targeted to receive instruction within a small group setting during the day.

Strategy's Expected Result/Impact: Increase reading levels

Staff Responsible for Monitoring: Teachers

Reading Interventionist

Instructional Specialist

Teacher Specialist

Administrators

Action Steps: Review 2021 BRR data

Provide coaching and development on guided reading

Monitor progress and adjust groups based on BRR data

Administer monthly BRR to Tier II and III students

Track Individual Student Data

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: To increase teacher capacity through coaching as measured by walkthroughs and observations during Tier I, Tier II, Tier III and guided reading instruction. Evaluation Data Sources: Imagine Literacy Benchmark Running Records District Assessments STAAR Release Tests Exit Tickets	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ongoing coaching and support in implementing effective and sheltered instruction practices during the literacy block.

Strategy's Expected Result/Impact: Improve reading student academic performance.

Staff Responsible for Monitoring: Teachers

Reading Interventionist

Administrators

Action Steps: Review 2021 STAAR Reading data

Provide professional development on practices such as introducing content, checking for comprehension, asking high order thinking questions, small group instruction, and sheltered instruction.

Create a calendar for classroom visits and coaching sessions

Data analysis during PLC and coaching sessions

Vertical Planning

Track exit tickets

Track student individual data

Teacher self-reflection

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of teachers will implement the campus wide writing action plan. Evaluation Data Sources: Progress of Writer's Notebook Exit tickets District Assessments STAAR Reading Mock Tests	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

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

Reading Interventionist

Teacher Specialist
Instructional Specialist
Administrators

Action Steps: Review 2021 STAAR Writing data

Provide professional development on practices such as introducing content, checking for comprehension, asking high order thinking questions, small group instruction, and sheltered instruction.

Create a calendar for classroom visits and coaching sessions

Data analysis during PLC and coaching sessions

Track exit tickets

Track student individual data

Teacher self-reflection

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH: The percentage of 3rd-5th grade students approaching grade level standard in math as measured by the Approaches Grade Level Standard on STAAR will increase 20 percentage points from 38% to 58%, and 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 10 percentage points from 20% to 30% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 70% of students will be At/Above Benchmark in math by the end of the school year. Evaluation Data Sources: Star Math Renaissance 360 assessments District Level Assessments Mock STAAR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students in 1st - 5th grade performing one year or more below grade level as identified by BOY Universal Screener will be targeted for daily intervention.

Strategy's Expected Result/Impact: Increase and solidify students' foundational math skills.

Staff Responsible for Monitoring: Teachers

Teacher Specialist

Administrators

Action Steps: Review 2021 EOY Data

Provide coaching and development on guided math

Progress monitor weekly (Tier III students) and biweekly (Tier II) students, and adjust groups based on data

TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of teachers will increase instructional differentiation capacity through coaching, as measured by walkthroughs and observations, during Tier I, Tier II, Tier III and guided math instruction. Evaluation Data Sources: Imagine Math District Assessments Mock STAAR Exit Tickets	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ongoing coaching and support in implementing effective and sheltered instruction practices during the math block.

Strategy's Expected Result/Impact: Improve students' math academic fact fluency and problem solving skills.

Staff Responsible for Monitoring: Teachers

Teacher Specialist

Administrators

Action Steps: Review 2021 STAAR Math data

Provide professional development and coaching on practices such as introducing content, checking for comprehension, asking high order thinking questions, small group instruction, and sheltered instruction.

Create a calendar for classroom visits and coaching sessions

Data analysis during PLC and coaching sessions

Vertical Planning

Track exit tickets

Track student individual data

Teacher self-reflection

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of Tier II and Tier III students will receive 90 minutes or more of weekly math intervention. Evaluation Data Sources: Interventions logs Progress monitoring assessments Imagine Math District Assessments	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Implement daily intervention schedules and intervention logs to track delivery of differentiated instruction.

Strategy's Expected Result/Impact: Students will have increased fact fluency, knowledge of place value, and ability to solve word problems.

Staff Responsible for Monitoring: Teachers

Teacher Specialist

Administrators

Action Steps: Review 2021 EOY STAAR and District Assessment data

Provide coaching and development on math differentiation

Track individual student interventions using weekly logs

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: 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 3-5 Reading will increase 10 percentage points from 23% in the spring 2021 to 33% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the Spring of 2022, special education students will increase their passing rate on all district assessment. Evaluation Data Sources: Reading labs Renaissance 360 Common Assessments Running Records HFWE Snapshots, BOY, MOY, EOY Assessments	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Train teachers to understand and implement IEP accommodations/designated supports with fidelity.

Strategy's Expected Result/Impact: Increase academic performance for special ed students

Staff Responsible for Monitoring: Classroom Teachers
Resource Teacher
Administrators

Action Steps: Sped chair will pass out all IEPs to teachers who have sped students. She will then train teachers to review the IEPs during a PLC so that they know how to read it and implement it. Admin will look for sped accommodations during walk throughs and observations

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Create a comprehensive schedule for Sped Resource Teacher and TA to ensure that all resource students are scheduled for support and their minutes are met. Evaluation Data Sources: Renaissance 360 Common Assessments Running Records HFWE TADS Observations and feedback District snapshots and mock STAAR tests	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Creation of calendar that identifies sped students, number of service minutes, and when they are provided.

Strategy's Expected Result/Impact: Ensure all service minutes are met to improve student academic performance

Staff Responsible for Monitoring: Classroom teachers

Resource teacher

Administrators

Action Steps: SpEd Chair will create a schedule of services based on each student's IEP and General education teacher's schedule. Resource teacher will provide services by following schedule and by using a log to monitor student progress during each session. Admin will monitor the implementation of services and student progress

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Progress Monitoring through checkpoints, and meeting with special ed team for support. Evaluation Data Sources: Renaissance 360 Common Assessments Running Records HFWE TADS Observations and feedback District snapshots and mock STAAR tests	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Special Ed. Students will be progress monitored at every formative assessment and through Renaissance 360. Intervention plan created for each students based on results.

Strategy's Expected Result/Impact: Students will show growth in their academic performance

Staff Responsible for Monitoring: Classroom Teacher

Resource Teacher

Administrators

Action Steps: General education and resource teacher will meet with administration to discuss progress for each special education student and to discuss what is working and what needs to be modified to ensure student is successful on all assessments.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: To increase student attendance from 95.10% to 98% for school year 2021-2022.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Build Instructional Leadership team capacity on establishing structured, well-implemented, and monitored attendance monitoring protocol. The team will contact 100% of students who are marked absent on a daily basis. Evaluation Data Sources: Parent contact logs	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Bi-weekly attendance meetings with Campus Attendance Committee to review attendance and establish effective monitoring practices.

Strategy's Expected Result/Impact: Increase attendance percentage

Staff Responsible for Monitoring: Principal

SIR Clerk

Communities In Schools-Student Support Manager

Wrap-Around Specialist

Action Steps: Hold celebrations every six weeks to highlight students with perfect attendance.

Conduct a school wide attendance contest and reward the classes with the highest number of perfect attendance at the end of each grading cycle.

Have a attendance board in the cafeteria to showcase grade level attendance

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase opportunities for student incentives for meeting weekly , monthly, and Six-Week Reporting, and semester attendance goals. Evaluation Data Sources: Budget, Attendance Committee Agenda	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Increase opportunities for student incentives for meeting weekly, monthly, and Nine-Week Reporting, and semester attendance goals.

Strategy's Expected Result/Impact: Increase students' attendance percentage

Staff Responsible for Monitoring: Principal





SIR Clerk

Communities In Schools-Student Support Manager

Wrap-Around Specialist

Action Steps: Create a student/parent contract to hold stakeholders accountable.

The Administration Team and the classroom teacher will continue to meet with the students that are chronically absent.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase opportunities for campus-wide and classroom incentives for meeting attendance goals. Evaluation Data Sources: Weekly Attendance Reports Monthly Attendance report Six week attendance report	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 1: Establish a plan for implementing classroom and campus incentives for meeting overall student attendance goals.

Strategy's Expected Result/Impact: Increase student attendance percentage

Staff Responsible for Monitoring: Principal

SIR Clerk

Communities In Schools-Student Support Manager

Wrap-Around Specialist

Action Steps: Meeting with parents to discuss the importance of attendance

Continue checking attendance reports

Continue with student attendance incentive

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: The percentage of in-school and out- of-school suspensions will be reduced from 1% to 0% by Spring of 2022.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of staff will complete Project Class training by October 31, 2021. Evaluation Data Sources: Project Class attendance log Project Class training certificates	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Staff will receive Project Class training during pre-service. Additional opportunities will be provided for any teacher who was not able to participate.

Strategy's Expected Result/Impact: Teachers will be trained in techniques to consistently implement and address classroom behaviors which will prevent classroom disruptions and office referrals.

Staff Responsible for Monitoring: Administrators

Action Steps: Schedule training
Provide professional development
Monitor completion of training

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of all staff members will be consistently implement Project Class classroom management strategies and embed SEL strategies into classroom routines to prevent and/or de-escalate behavioral incidents by December 2021. Evaluation Data Sources: Weekly observation/walkthrough logs Weekly check-ins with Ms. Andrew (specialist from Project Class)	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Weekly follow-up coaching and professional development as needed.

Strategy's Expected Result/Impact: By adhering to a weekly schedule of follow-up coaching and providing additional professional development, there will be a consistent expectation for student behavior set across the campus.

Staff Responsible for Monitoring: Teachers
Administrators

Action Steps: Create a weekly schedule of observations, walkthroughs, and feedback conferences.
Work with Ms. Andrew to maximize her weekly visits to target teachers with high need for support.

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; the number of office referrals for bullying and referrals for drugs, alcohol, and tobacco will remain at 0 for the 2021 - 2022 school year.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: 100% of staff will complete HISD mandated course on Child Abuse, Sexual Abuse, and Bullying Prevention.

Evaluation Data Sources: Certificate of completion

Strategy 1: Establish deadline for completion of all HISD required trainings.

Strategy's Expected Result/Impact: Reduce discipline referrals and improve classroom behavior strategies

Staff Responsible for Monitoring: Classroom teachers and staff

Action Steps: 1. Allocate time during the 1 week PD for teachers and staff to complete all the mandated compliance courses. 2. All teachers and staff will complete the compliances courses.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: 100% of students will be exposed to cyber-bullying courses.

Evaluation Data Sources: Teacher CIPA completion rosters

Strategy 1: Homeroom teachers and the reading ancillary teacher will ensure all students receive CIPA on-line protection training.

Strategy's Expected Result/Impact: Decrease discipline referrals and improve classroom behavior.

Staff Responsible for Monitoring: Classroom teachers and staff

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.

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 3: Parents will be offered opportunities to receive training on cyberbullying, vaping, and drug and alcohol prevention.

Evaluation Data Sources: Sign-in Sheets CIPA Rosters

<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Trainings will be provided throughout the year to parents on various safety topics through Communities in Schools and Wraparound Specialist.

Strategy's Expected Result/Impact: Decrease office referrals and improve student behavior

Staff Responsible for Monitoring: Teachers
 Wraparound Specialist
 Communities in Schools Manager

Action Steps: 1. Ensure parents understand the importance of online safety and drug prevention during meetings such as "Coffee with the Principal" 2. Hold "Red Ribbon Week" in October and "Be-Kind Week in November top engage students in prevention and anti-bullying skills.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: The percentage of special education students performing at or above grade level in reading and math as measured by the Meets Grade Level standard on STAAR will increase by 10 percentage points from 27% to 37% by Spring of 2022.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the Spring of 2022, special education students will increase their passing rate on all district reading and math assessments. Evaluation Data Sources: Star Renaissance 360 Common Assessments Running Records HFWE Snapshots,	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Train teachers to understand and implement IEP accommodations/designated supports with fidelity.

Strategy's Expected Result/Impact: Increase academic performance of students receiving special education services.

Staff Responsible for Monitoring: Classroom Teachers

Resource Teacher


Administrators


Action Steps: Provide professional development on implementation of IEPs


Identify and implement appropriate designated supports


Progress monitor implementation weekly through walkthroughs

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Create a comprehensive schedule for Sped Resource Teacher and TA to ensure that all resource students are scheduled for support and their minutes are met. Evaluation Data Sources: Weekly service schedule logs Student data folders	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Creation of calendar that identifies sped students, number of service minutes, and when they are provided.

Strategy's Expected Result/Impact: Students increase reading level and math performance by one grade level.

Staff Responsible for Monitoring: Classroom Teachers

Resource Teacher

Administrators

Action Steps: Implement daily schedule of services
Track services through daily log
Track individual student data

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 English Learners (ELs) showing a performance level of growth as measured by the TELPAS assessment will increase 10 percentage points from 51% to 61% by Spring of 2022.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students will use the K-12 Summit Listening & Speaking platform weekly to improve their speaking and listening skills in English. Evaluation Data Sources: Usage Reports Progress monitoring tracker District English Language Development (ELD) assessment data	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Teachers will use the Summit K-12 Listening & Speaking platform as a daily workstation in the classroom, and the Library Lab teacher will have students use the platform one a week during her rotation.

Strategy's Expected Result/Impact: Student will increase their English listening and speaking skills through daily practice.

Staff Responsible for Monitoring: Teachers
Sheltered Instruction Coach
Administrators

Action Steps: Teachers will implement the Summit K-12 Listening & Speaking Platform as a rotation during literacy workstations and intervention blocks. The Library Lab teacher will implement a the Listening & Speaking Platform once a week during her rotation. Student data will be monitored and activities adjusted to meet student needs.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of teachers will implement Sheltered Instruction practices in their lessons daily. Evaluation Data Sources: District English Language Development (ELD) Assessments Individual Student Data Weekly walkthrough logs TELPAS Scores	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Teachers will implement sheltered instruction as part of their ESL block. Teachers will teach effective EL strategies to target all domains.

Strategy's Expected Result/Impact: Students will increase their English reading, writing, listening and speaking proficiency.

Staff Responsible for Monitoring: Teachers
Sheltered Instruction Coach

Administrators

Action Steps: Teachers will receive monthly professional development in sheltered instruction (SI) strategies; teachers will receive monthly coaching and feedback on their implementation of SI strategies.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: 100% of parents will have communication with teachers and staff.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Teachers will communicate with 100% of parents and they will keep a parent contact log to record all communication Evaluation Data Sources: Parent contact logs Class Dojo participation Twitter, Facebook, Instagram engagement	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will submit their parent contact log weekly in the Gallegos Google Drive.
Social Media Liaison will track monthly parent engagement.

Strategy's Expected Result/Impact: Parents will have frequent communication with teachers and staff and have frequent updates about their student.

Staff Responsible for Monitoring: Teachers

Title I coordinator





Administrators

Action Steps: Parent contact form will be placed in the Gallegos Google Drive

Teachers receive instruction on implementation of the parent contact log

Teachers will submit logs weekly

Title I Coordinator and administrators will monitor logs weekly

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 50% of our parents will participate in family events such as Math and Literacy Night and Coffee with the Principal. Evaluation Data Sources: Sign in sheets, Twitter, Teams, Class Dojo engagement VIP data	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Principal will hold Coffee with the Principal once a month. A math and literacy family night will be scheduled for the fall and spring.

Strategy's Expected Result/Impact: Parents will be informed of activities taking place at the campus, and be empowered to help their students be academically successful at home by learning how to support their students with academics.

Staff Responsible for Monitoring: Teachers,

Title I Coordinator

Administrators

Action Steps: The administration team will include Coffee with the Principal and Math/Literacy Nights on the calendar. Administration team, Ms. Cardenas, Ms. Pantoja, and Ms. Reep will create agendas for Coffee with the Principal
Teachers will create "Make and Take" activities for Math and Literacy Family night.

Board Goal 5: N/A - Additional Campus Goals**Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The nurse, with the help of the wraparound specialist will call parents to ensure that all immunization records have been submitted.

Strategy's Expected Result/Impact: 100% of immunization records will be up-to-date.

Staff Responsible for Monitoring: Nurse
Administrators

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

Measurable Objective 2 Details	Reviews			
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, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: 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.	Formative			Summative
	Nov	Jan	Mar	June

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.

Measurable Objective 3 Details	Reviews			
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, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: 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.	Formative			Summative
	Nov	Jan	Mar	June

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.

Measurable Objective 4 Details	Reviews			
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, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: 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.	Formative			Summative
	Nov	Jan	Mar	June

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.





Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
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 2021-2022. 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The nurse will administer medication if need be to any student whom requires it.

Strategy's Expected Result/Impact: 100% of medication administered to students who need it.

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.

Measurable Objective 7 Details	Reviews			
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: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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.

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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: 30% of our parents will participate in the Houston Food bank parent-nutrition four week course.

Evaluation Data Sources: Sign in sheets for the nutrition class

Strategy 1: Parents will be informed about important nutrition information

Strategy's Expected Result/Impact: Increase the health of our students and their families

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
3. The courses will be offered virtually

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: 100% of students will receive nutrition courses during physical education





Evaluation Data Sources: PE Assessment regarding nutrition

Strategy 1: The PE coach will provide nutrition courses for students in all grade levels.

Strategy's Expected Result/Impact: Increase awareness in nutrition choices.

Staff Responsible for Monitoring: PE Coach

Action Steps: 1. Plan and execute lessons on nutrition
2. Assess students on the nutrition knowledge.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of our students will participate in the Fresh Fruit and vegetable services through the HISD nutrition services. Evaluation Data Sources: Training for wraparound services and distribution of fruit and vegetables	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: To educate students on nutrition and to provide fruits and vegetables to each student on campus.

Strategy's Expected Result/Impact: Teach nutritional value to all students

Staff Responsible for Monitoring: Wraparound Specialist

- Action Steps:**
1. The wraparound specialist will be trained on the Fresh Fruit and Vegetable Program
 2. The wraparound specialist will plan and execute the distribution of fruits
 3. Teachers will discuss the importance of eating fruits and vegetables

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 291 Gallegos Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119000000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$11,496.00
6122000000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,040.00
6129000000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,720.00
6100 Subtotal:		\$34,256.00
6200 Professional and Contracted Services		
6299000000	6216 Professional Services - Locally Defined	\$4,200.00
6200 Subtotal:		\$4,200.00
6300 Supplies and Services		
6399000000	6390 Supplies and Materials - General	\$8,515.00
6300 Subtotal:		\$8,515.00

Personnel for 291 Gallegos Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chirinos Keiry	Teacher Assistant		1
Ortega Adan	Teacher		20%
Padilla Kensy	Teacher Assistant		1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by teachers, the leadership team, and the principal.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:nd the

During the Faculty Meeting, the principal and the leadership team presented the propsed 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.

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 block of intervention time (Power UP Time) in the master schedule. 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. A guided reading consultant will coach teachers once a week for 12 weeks on guided reading strategies. Small group instruction will be offered during school hours to target the academic needs of students.

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

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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. Slmeou
- Title I Campus Contact – Kristen Reep

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: Camus GT Expo,
- Math and Literacy Nights, Art Exhibitions.Helping our parents form and maintain a working Parent-Teacher Organization

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

Meeting 1 – September 14th @5:30 pm

Meeting 2 – September 15th @9:00 am

Meeting 3 – November 9th @5:30 pm

Meeting 4 – November 10th @9:00 am

Meeting 5 – February 8th @5:30 pm

Meeting 6 – February 9 @9:00 am

Meeting 7 – April 5th @5:30 pm

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adan Ortega	Teacher		1
Kensey Padilla	Teacher Assistant		1

Addendums