

Campbell Elementary School

Campus Improvement Plan

2020/2021

"At Lee Lewis Campbell Elementary, we achieve excellence through unity, collaboration, and respect"



CAMPBELL
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Campus Mission

Provides access to all scholars to ensure access to all scholars.

Campus Shared Vision

"At Lee Lewis Campbell Elementary, we achieve excellence through unity, collaboration, and respect"

Campus Values

Unity, Collaboration, Respect

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

According to the STAAR disaggregated data there has been continuous improvement.

Student Achievement Weaknesses

STAAR data shows Reading and Math improvements made have been in increments smaller than desired. STAAR 2019 data shows a gain of 4% in Math placing school mastery at 42% for that year and a 9% gain in Reading for a school mastery of 38%.

Student Achievement Needs

Identify bubble students for Reading in Math (all academics as well) provide intervention earlier and as long as necessary in order to increase improvement gains.

Student Achievement Summary

While Lee Lewis Campbell Media and Performing Arts Institute is steadily improving academically specifically in Math (4%) and in Reading (9%) the gains are small. Steadily improving while enlarging the amount of gain by 5 or more percentage points African American and Hispanic demographics especially is the desired outcome.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

Lee Lewis Campbell Media & Performing Arts Center exhibits a respectful and safe environment. According to 89% of the students who state that they feel respected, 86% who state that the teachers are respected and 35% stated that there may be classmates who have been bullied while 95% say they feel safe at school.

School Culture and Climate Weaknesses

At Lee Lewis Campbell 41% (almost half) of student body believes that others are treated unfairly because of who they are.

School Culture and Climate Needs

First, there needs to be a gathering of specifics regarding types of unfair treatment, who is treating others unfairly (i.e. other students or teachers etc.), types of differences that seems to be targeted (i.e. speech, physical, race etc.). When this treatment happens and does it get addressed needs to be identified.

School Culture and Climate Summary

According to the 2020 TELL survey Lee Lewis Campbell is viewed as a safe place by a majority of students but almost half acknowledge that there are some students who are treated differently perhaps just short of bullying.

The faculty and staff will continue monitoring for bullying, increase SEL lessons focusing on bullying and treating others differently.... differences are ok.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Teachers at LL Campbell on the average are experienced, average to high performing educators. With the exception of three teachers who are in their first year at Campbell the other 70% has a retention rate of around five (5) to ten (10) years here on this campus.

Staff Quality, Recruitment and Retention Weaknesses

According to current observations and teacher input several teachers need expanded support with onsite and virtual classroom management.

Staff Quality, Recruitment and Retention Needs

Professional Development and modeling of onsite/virtual concurrent teaching strategies.

Staff Quality, Recruitment and Retention Summary

Planning professional development that will support the new learning for teachers as they practice new classroom management and instruction so that scholars are learning and safe.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Staff (TELL) Survey results
Student Survey results

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

According To the TRLL survey 79% of students feel that they can keep going even when they have problems academically, That speaks to a strong supportive learning environment.

Curriculum, Instruction and Assessment Weaknesses

The same TELL survey states that while 81% of students try to improve their previous work only 72% will seek extra credit to get good grades.

Curriculum, Instruction and Assessment Needs

Professional development for building self motivational attitudes towards learning which usually leads to life long learners.

Curriculum, Instruction and Assessment Summary

Building a yearning for reading and learning equates to teaching a person how to fish which feeds them for life or ensures that the scholar can become self sufficient and able to be successful life long.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Family and Community Involvement Strengths

TELL 2019-20 states 91% of oarents and community fell well informed regarding what is happening at Lee Lewis Campbell.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

While 91 % of the parents and community feel informed only 81% feel that parents and community have an influential voice in the decision making at LL Campbell.

Family and Community Involvement Needs

A vehicle for parents and community voice need to be available on a regular basis...not just in crisis.

Family and Community Involvement Summary

While parents feel confident that they are a part of the school community they also need a way to voice their concerns and desires and know that are heard and their suggestions are used. ...not just filed.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A (\$92,565)			

Campbell Elementary School

Goal 1. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide Professional Development requested and required.</p> <p>According to the 2019-2020 TELL survey teachers feel that they needed professional development designed more for their individual growth. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,4)</p>	Principal, Teachers	ongoing	(O)Other	<p>Criteria: PD evaluation feedback, TELL survey 20-21, informal surveys, discussions, pd evaluations, improved instruction as evidenced in classroom observations / self reflection feedback.</p> <p>10/30/20 - On Track</p>

Campbell Elementary School

- Goal 1.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.
- Objective 2.** (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide more support through various professional development opportunities as determined by the teacher and Principal Moore. (Title I SW Elements: 1.1,2.2,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Principal	ongoing	(O)Other	Criteria: Documentation of observations/ walk through feedback/ face to face meetings TELL and school climate. 06/04/21 - Completed 10/28/20 - On Track 10/28/20 - On Track

Campbell Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expectations are communicated to students through morning broadcasts / announcements and to parents through social media platforms daily. Artifacts of newsletters, Instagram, DOJO texting system, fliers as well as the school website reinforce what is orally provided during announcements. (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Principal, Website Manager	daily, weekly	(O)Other	Criteria: Documentation of announcements, text, tweets, emails, videos vimeos etc. 06/04/21 - Completed 10/30/20 - On Track

Campbell Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. According to the recent TELL survey some scholars observed other scholars being treated differently, but the treatment was not addressed. Nor did the scholar/victim report/share with an adult. Counselor will utilize questionnaires to identify targeted behaviors of mistreatment from instigator and possible victims. Administrators along with the counselor will develop plans to address behaviors. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 4)	Administrative Team	One per semester	(O)Other	Criteria: 2021 TELL, Counselor administered survey once each semester or more frequently if there appears to be a need. 10/30/20 - On Track

Campbell Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. According to the TELL survey there are some students who are not treated fairly as observed by a small percentage calssmates. The counselor will provide SEL lessons to classroom teachers as well as provide small group support as needed. (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Counselor	ongoing	(O)Other	Criteria: Fewer Discipline problemsdata from counselor and discipline administrator(s) will verify. 06/04/21 - On Track 10/28/20 - On Track

Campbell Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal Moore communicates with parents and community through social media platforms daily. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Principal	ongoing	(O)Other	Criteria: Documentation of announcements, text, tweets, emails, videos vimeos etc. 06/04/21 - Completed 10/28/20 - On Track

Campbell Elementary School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 5. (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Practicing SEL objectives daily via classroom and counselor engagements (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Counselor	ongoing	(O)Other	Criteria: Discipline data, TELL survey informal discussions and classroom observation feedback. 06/04/21 - Completed 10/27/20 - On Track

Campbell Elementary School

Goal 3. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence. High fidelity professional development calendars for teachers are implemented which provide introductory and content-focused, job-imbedded training linked to high quality curriculum for all grade levels in all core subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement skills learned during professional development opportunities. (Title I SW Elements: 2.2,2.5,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administration, Teachers	Ongoing, Quarterly	(O)Other	Criteria: --Classroom observations --Walkthrough forms --F4 (Face-to-Face Feedback) 10/30/20 - On Track
2. Collect from individual teachers self-identified areas of professional development interest. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administration, Principal	By November 15	(O)Other	Criteria: PD interest reflection survey 10/30/20 - On Track
3. Provide professional development on identified topics from the PD interest reflection survey. (Title I SW Elements: 2.2,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administration	Ongoing, Quarterly	(O)Other	Criteria: Agendas 12/21/20 10/30/20 - On Track
4. Plan lessons with grade level teams using AISD YPGs/scope and sequence. (Title I SW Elements: 1.1,2.2,2.5,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administration, Teachers	Weekly (gde level /team)	(O)Other	Criteria: --Lesson plans --Notes/minutes from grade level meetings 10/30/20 - On Track
5. Follow the AISD YPGs/scope and sequence. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 3,4)	Administration, Teachers	Ongoing. Biweekly checks.	(L)Campus BTO, (O)Other	Criteria: --Lesson plans --Notes/minutes from grade level meetings 10/30/20 - On Track
6. Develop criteria for aligned interim assessments. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Administration, Teachers	September 5	(O)Other	Criteria: Aligned assessments 10/30/20 - Completed 10/30/20 - Completed
7. Administer aligned interim assessments following AISD's YPGs/scope and sequence. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Administration, Teachers	3-4 times per year	(O)Other	Criteria: --Interim assessments 10/30/20 - Completed
8. Collaborate with general and special education teachers to plan lessons and create instructional materials to be used in	Administration, Special Education Staff, Teachers	Ongoing. Nov 15		Criteria: Samples instructional materials might be foldables, 3 D models to be used as

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Goal 3. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence. High fidelity professional development calendars for teachers are implemented which provide introductory and content-focused, job-imbedded training linked to high quality curriculum for all grade levels in all core subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
classrooms, especially for students with disabilities. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,SPED) (Strategic Priorities: 2,4)				manipulatives, 100s chart, etc. 10/30/20 - On Track

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Goal 3. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 2. (High Quality Curriculum) Using AISD and TEA guidelines teachers will develop high quality curriculum which provides levels of instruction where all scholars learn.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor lesson plans with directional feedback; provide peer planning and monitoring. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Grade Level Team, Instructional Leadership Team, PLCs - Grade-level, Teachers	ongoing	(O)Other	Criteria: Improved achievement data; data showing closing of achievement gaps. 06/04/21 - Completed 10/28/20 - On Track

Campbell Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Google drive folders to allow easy upload (submittal) and access to teachers' lesson plans. Plan lessons with grade level teams using AISD YPGs/scope and sequence. Monitor lesson plans with directional feedback; provide peer planning and monitoring. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Teachers	8/18 start due weekly		Criteria: --Google drive folders created and shared with staff. 10/30/20 - Completed
2. Collaborate with staff to identify required components of a quality lesson plan. Monitor lesson plans with directional feedback; provide peer planning and monitoring. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Teachers	Sept 5		Criteria: --Lesson plan component checklist; --Lesson plan written feedback as needed 06/04/21 - Completed 10/30/20 - On Track
3. Utilize didtrict assessments i.e. BOY, MOY and EOY. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Teachers	ongoing	(O)Other	Criteria: BOY, MOY and EOY... finally STAAR 06/04/21 - Completed 10/28/20 - On Track
4. Submit lesson plans on Thursdays for review. (Title I SW Elements: 2.2) (Target Group: All)	Administrators, Teachers	Weekly		Criteria: --Lesson plans 06/04/21 - Completed 10/30/20 - Completed
5. Participate actively in core content meetings. (Title I SW Elements: 2.1,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team	weekly gde level /team		Criteria: --Meeting minutes 06/04/21 - Completed 10/30/20 - On Track
6. Review lesson plans and give feedback as needed to teachers. (Target Group: All) (Strategic Priorities: 1,4)	Administrators	Ongoing		Criteria: --Lesson plans and lesson plan review checklist 06/04/21 - Completed 10/30/20 - On Track

Campbell Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize AISD / TEA identifying instruments to ensure that historically underserved student groups will be included among the Campbell GT active population. (Title I SW Elements: 1.1,2.3,2.5,3.1,3.2) (Target Group: All,GT,1st,2nd,3rd,5th) (Strategic Priorities: 3,4)	Counselor, GT Advocate	By December 15, 2020	(O)Other	Criteria: Data documenting higher participation. 10/30/20 - On Track
2. Utilize AISD Creative Learning Strategies to put in place the necessary steps for Campbell. Students will receive interventions designed to produce more students making increased academic gains. Analyze results of interim assessments, including by student group (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team	by November 30, 2020	(O)Other	Criteria: Meeting notes, completed lessons, AISD documents., the final plan designed for Campbell with steps and persons responsible and time lines delineated. MOY, EOY weekly assessments and 2020 STAAR 10/30/20 - On Track
3. Science / Math and GT collaborations will utilize Problem-Based Learning strategies to be developed in alignment with AISD curriculum. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,GT,AtRisk) (Strategic Priorities: 2,4)	GT Advocate, Instructional Leadership Team, Instructional Specialists/Coaches, PLCs - Instructional, Science Dept Chair, Students	by Nivember 30, 2020	(O)Other	Criteria: Surveys and other feedback. 10/30/20 - On Track
4. Follow AISD protocols for English Language Learners using the LPAC guidelines, district, state and federal law. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: LEP,SPED,GT,AtRisk,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,3,4)	Bilingual Specialist/Instructional Coach, Cultural Committee, Dual Language Cluster Specialist, ELA Staff, ELA Teachers, Instructional Specialists/Coaches, LPAC Coordinator, Teachers	ongoing		Criteria: LPAC guidelines 10/30/20 - On Track
5. Social and Emotional Learning strategies presented by counselor visiting each class. (Title I SW Elements: 2.2,2.3,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3,3.2,3.3,5.2)	Counselor, SEL Campus Coordinator, SEL Committee	ongoing		Criteria: Agendas, SEL Lesson plans, Projects, Feedback 10/30/20 - On Track

Campbell Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction Teachers will utilize data from ongoing assessments to inform instruction for all students while targeting bubble student to increase achievement gains.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive interventions designed to produce more students making increased academic gains. Analyze results of interim assessments, including by student group (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4)	Teachers	ongoing		Criteria: Documentation of the daily/ weekly interventions students identified. 10/30/20 - On Track

Campbell Elementary School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 4. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide tiers of support to individual students as needed as determined by oral/written assessments and other individual education plans. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,3,4)	504 Coordinator, Intervention Staff, Reading Interventionist, Special Education Staff, System of Support Team, Teacher Assistants, Teachers, Tutor	ongoing	(O)Other	Criteria: Documentation of student identified interventions given daily/weekly. 10/28/20 - On Track

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Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 5. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 5. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a regular method for parents and community to voice concerns and suggestions that actually are utilized in school decision making...i.e. school/community events, afterschool programs etc. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Cadre, Parent Support Specialist, Principal, PTA President	by November 30, 2020	(O)Other	Criteria: Notes from parent cadres meetings , PTA meetings. Feedback/Input taken from the TELL survey that parents and community complete annually. 06/04/21 - Completed 10/29/20 - On Track

Campbell Elementary School

Goal 5. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (School Changes) School Changes Summary

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 5. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 3. (Modernization Projects (2017 Bond)) Modernization Projects (2017 Bond)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 5. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 4. (Targeted Utilization Plans) Targeted Utilization Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 5. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 5. (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 6. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Identify GT students and teachers on Campbell campus. Utilize advanced academic curriculum according to grade level first through fifth. Utilize AISD / TEA identifying instruments to ensure that historically underserved student groups will be included among the Campbell GT active population. (Title I SW Elements: 1.1,2.3,2.5,3.2) (Target Group: GT,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)</p>	Counselor, GT Advocate, Teachers	December 15, 20 /ongoing	(O)Other	<p>Criteria: Data regarding GT students and completed GT projects.</p> <p>06/04/21 - Completed 10/28/20 - On Track</p>
<p>2. Increase GT student population by allowing more visibility of GT activities so that other GT students will feel comfortable participating. (Title I SW Elements: 1.1,2.1,2.5,3.2) (Target Group: All,GT,1st,2nd,3rd,5th) (Strategic Priorities: 2,4)</p>	Counselor	By November 30, 2020	(O)Other	<p>Criteria: Utilize GT curriculum and showcase project activities.</p> <p>06/04/21 - Significant Progress 06/04/21 - On Track 10/28/20 - On Track</p>

Campbell Elementary School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Partner with AISD equity coordinator to provide ongoing professional development for staff and stakeholders, toward sustaining our supportive culture and climate. (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Parent Engagement Office, Principal, PTA, Teachers</p>	<p>Ongoing</p>		<p>Criteria: Documentation of professional development activities, dates, times, attendees, presenters. Certificates that verify participation in the PD. Documentation of observations made of obvious changes/activities as a direct result of a PD event. I.e. a bulletin board change that now shows diversity versus a negative presentation previously.</p> <p>06/04/21 - Completed 09/30/20 - On Track</p>
<p>2. Partner with SEL coordinator to provide ongoing professional development for staff and stakeholders, toward sustaining our supportive culture and climate (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Counselor, Parent Engagement Office, Parent Support Specialist, Parents, Principal</p>	<p>Ongoing</p>		<p>Criteria: Documentation of professional development activities, dates, times, attendees, presenters. Certificates that verify participation in the PD. Documentation of observations made of obvious changes/activities as a direct result of a PD event. I.e. a staff member showing a new attitude towards one of the cultural diverse holidays by joining and helping that cultural holiday committee.</p> <p>06/04/21 - Completed 09/29/20 - On Track</p>

Campbell Elementary School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 4. (SEL Critical Practice 4) Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Campbell Elementary School

Goal 8. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Title I SW Elements: 2.2) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 10/30/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD) (Strategic Priorities: 4)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 10/30/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 10/30/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 06/04/21 - Completed 11/16/20 - Significant Progress 10/30/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English

Campbell Elementary School

Goal 8. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				10/30/20 - Completed
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 10/30/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 11/16/20 - Significant Progress 10/30/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/16/20 - Completed 10/30/20 - On Track
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 10/30/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Title I SW Elements:	Principal	Due 10/30/20	(O)Other	Criteria: CIP Developers List 12/11/20 - On Track 10/30/20 - Completed

Campbell Elementary School

- Goal 8.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.
- Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments. **Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,3.2) (Target Group: ECD) (Strategic Priorities: 1,2,3,4)				
11. Counselor will survey student body via anonymous questionnaire regarding types, of different treatment, who is treated different and is the treatment addressed. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 3,4)	Counselor	ongoing	(O)Other	Criteria: Survey results data. 10/30/20 - On Track

SY 20-21 CIP Developers List

Name	Position
Doyle, Jeanine	Teacher (Intermediate Grades), co chair
Hobbs, Clarissa	Teacher (Intermediate Grades)
Takata, Ali	Parent
Mills, Kate	Parent, co chair
Schwartz, Marla	Teacher (Primary Grades)
Holmes, Sharon	Counselor
Easley, Yolanda	Teacher (Special Education)
Powell, Janelle	Community Partner (Foundations Community)
Beesley, Jules	Community Partner (Creative Action)
Miller, Nicole	Teacher (Primary Grades)
Camarillo, Liza	Reading Interventionist (Dyslexia/CALT)
Stephens, Annette	Administrator
Moore, Keith	Campus Principal
Alvarez, Mary	Executive Director of Elementary Schools



TITLE I COMPLIANCE PACKET

2020-2021

Principal Confirmation

Documents due- October 30, 2020

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals*. (Sign and attach the form.)
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationary.)
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.)
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation **MUST** include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.)
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.)
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)
- Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.*
- Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. (Alternatively CIP Developers List in PlanWorks may be used.)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

CAMPBELL ES

Campus Name

Kathy Moore

Principal's Signature

10/28/20

Date

Campbell Elementary School

Mission

Campus Mission

Provide access to all scholars to ensure achievement of all scholars.

Nondiscrimination Notice

Campbell Elementary School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campbell Elementary School

Vision

Campus Shared Vision

"At Lee Lewis Campbell Elementary, we achieve excellence through unity, collaboration, and respect"

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