

Casis Elementary School

Campus Improvement Plan

2020/2021

We've got Cougar P.R.I.D.E.!
[Positive - Respectful - In Control - Dedicated - Excellence]



CASIS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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DMAC Solutions ®

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Campus Mission

With much heart and great expectations, Casis Elementary School will provide a stimulating learning environment that will challenge each student to work to their potential and support them in their quest to become life-long learners, as well as contributing members of society.

Vision Statement

Our shared vision at Casis is to be a MODEL LEARNING COMMUNITY for all schools, stakeholders strive daily to ensure that our learning environment...

- ...recognizes the intellectual contributions of all.
- ...fosters the creativity of all.
- ...exemplifies an inclusive community for all.
- ...exhibits genuine caring towards all.
- ...focuses on student-centered goals and practices.
- ...expects high academic standards of excellence.
- ...engages our community as collaborative partners.
- ...honors the rich traditions and legacy of our school.
- ...exudes professionalism and integrity.
- ...excels in innovative and research-based practices.
- ...embodies an atmosphere that embraces ***life, love, laughter, and learning!***

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.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

District Family Survey results
Fitnessgram results - BOY to EOY growth
Focus Groups/Interviews
<https://txschools.gov/>
MOY disaggregated by grade, subj., & stud. grp.
PPFT results for teachers
Referral data disaggregated by student group
SEL Implementation Survey results
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
Student Survey results
TELPAS disaggregated by grade & prof. lvl.

Demographics Strengths

Population diversity has slightly increased for some groups (Hispanic, Asian, & Two or More)

Demographics Weaknesses

Population diversity has decreased for some groups (African American).

Demographics Needs

Closely monitor services and supports of under-represented student populations within all diversity groups (EcoDis; Sped; ELL).

Demographics Summary

Comprehensive Needs Assessment

While our state performance rates are consistently high (2019 STAAR, Accountability, & Distinction Designations), it is important to continue monitoring the progress, advancement, and identification of students that fall within under-served/under-represented groups on our campus.

Student Achievement

Student Achievement Strengths

Above/Exceeded target performance in majority areas, according to C/TIP checklist (TEA, TX-KEA, STAAR, TELPAS, SEL SURVEY, STUDENT CLIMATE SURVEY, TELL, PIEMS, etc.).

Student Achievement Weaknesses

Students:

* Although not applicable anymore, low 2018-2019 iStation score for ECD (67%).

* Also, low scores in STAAR 'Meets' for 3rd Grade Reading and Math (67%-Asian [R]; 63%-Sped [R]; 69%-Hispanic [M]; 67%-Asian [M]; 38%-Sped [M] was noted.

Staff:

* Low scores in the areas of collaborative discussions about....

.....individual student assessment data [51%],

.....setting of student group learning goals [62%],

.....and professional learning goals [59%].

Student Achievement Needs

* Campus needs to become proficient in all new assessment and progress monitoring tools provided by AISD (i.e. MapGrowth)

* Staff has worked very hard to accomplish grade level alignment, particularly during COVID-19 period. This makes for ease of student transitions/sharing, lesson planning, and instructional delivery within the grade levels.

Student Achievement Summary

We will continue to work on achieving performance goals and will also continue to strengthen grade level alignment across the teams.

2020-21 Campus and Targeted Improvement Plan Checklist: Casis (112)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
2019 State Accountability Ratings							
State Overall Scaled Score	TEA	92	96	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	94	94	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	83	91	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	79	79	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	87	100	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	56	100	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	MSR	MSR	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	85	84	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	MSR	67	No Data		GPM 1.4	
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	77	79	No Data	80	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	-	*	No Data	N/A	
	Hispanic	STAAR	62	75	No Data	76	
	White	STAAR	78	81	No Data	81	
	Asian	STAAR	>99	67	No Data	68	
	Two or More Races	STAAR	67	*	No Data	N/A	
	Special Education	STAAR	70	63	No Data	64	
	Economically Disadvantaged	STAAR	50	71	No Data	72	
3 rd grade Math % Meets Grade Lvl	English Learners	STAAR	*	*	No Data	N/A	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	All Students	STAAR	62	76	No Data	77	
	African American	STAAR	-	*	No Data	N/A	
	Hispanic	STAAR	54	69	No Data	70	
	White	STAAR	61	77	No Data	78	
	Asian	STAAR	>99	67	No Data	68	
	Two or More Races	STAAR	67	*	No Data	N/A	
	Special Education	STAAR	50	38	No Data	41	
Economically Disadvantaged	STAAR	50	71	No Data	72		
Domain 3 Reading Academic Achievement targets missed	English Learners	STAAR	*	*	No Data	N/A	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and
	Domain 3 Math Academic Achievement targets missed	STAAR	none	none	No Data	none	

2020-21 Campus and Targeted Improvement Plan Checklist: Casis (112)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	none	none	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	Hisp	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	86	86	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	71	74	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	8.3	0	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	7.9	6.9	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	94	96	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	0	0	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

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2020-21 Campus and Targeted Improvement Plan Checklist: Casis (112)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	96	91	93
Principal Leadership (% favorable responses)*	TELL	97	96	95
There is an atmosphere of mutual trust and respect.	TELL	94	98	96
The faculty and leadership have a shared vision.	TELL	98	97	95
Overall, my school is a good place to work and learn.	TELL	100	100	100
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	83
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	86
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	62
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	51
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	59
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	95
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	98
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	100
I feel safe at my school.	Student Climate Survey	94	97	97
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	90	91	96
Managing Student Conduct subscale (% favorable responses)*	TELL	97	96	99
Students at this school follow rules of conduct.	TELL	97	98	100
Attendance rate (all students, grades 1-12)	PEIMS	96.8%	96.1%	As of 3/12/20: 96.3%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =1%, Cardio =0%, Curl Ups =-2%, Push Ups =-11%, Sit & Reach =8%, Trunk Lift =-9%	BMI =0%, Cardio =1%, Curl Ups =-2%, Push Ups =0%, Sit & Reach =0%, Trunk Lift =4%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

- % teacher turnover
- % unfilled sub vacancies

School Culture and Climate Strengths

Strong efforts have been made to keep our school culture and climate positive and forward-thinking in the midst of a pandemic:

- * School Administration support and leading
- * PTA support and service
- * District support and guidance

We remain hopeful and excited about our new modernized facility

- * 2021 - 2022 - Academic Building; Cafeteria-Essential Areas Building
- * 2022 - 2023 - Administration, Library, and Community Building

School Culture and Climate Weaknesses

Our school culture and climate has been emotionally and physically impacted by the pandemic:

- * staff resignations (K; 4th; 504)
- * low enrollment (720 to 600)
- * challenges throughout periods of....
 -remote learning (Sept. 8 - Oct. 2)
 -phase-in learning for on-campus/remote learners (Oct. 5 - 30)

School Culture and Climate Needs

There still needs to be a collective effort to power-through these difficult changes and remain a cohesive and connected community of learners, both in-person and remote (students and staff).

Comprehensive Needs Assessment

School Culture and Climate Summary

Despite our immediate challenges, there is a strong commitment to maintain a positive and visionary focus on the future, beyond COVID-19.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% teacher turnover
% unfilled sub vacancies

Staff Quality, Recruitment and Retention Strengths

Whether remote or in-person, the school staff is of high quality and caliber. New staff members have made great contributions in the midst of challenging times. Tenured staff has continually proven that they are educators of the highest standards. The instructional delivery for simultaneous/concurrent learning has been consistently strong throughout the remote and phase-in learning periods.

Staff Quality, Recruitment and Retention Weaknesses

Staffing challenges exist, due to vacancies and remote status.

Staff Quality, Recruitment and Retention Needs

- * Administration and Teams will continue to search for the strongest and most viable candidates for any vacant positions.
- * Administration will continue to support all staff in hopes of maintaining a very strong retention rate.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Strong efforts will be made to obtain and maintain excellent staff for the campus and school district.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Focus Groups/Interviews

Curriculum, Instruction and Assessment Strengths

Staff continues to build proficiency in all new areas of curriculum, instruction, and assessment (i.e. BLEND, Seesaw, MapGrowth, etc.).

Curriculum, Instruction and Assessment Weaknesses

Campus will continue to refine our practices in meeting the learning needs of both in-person and remote learners during the 20 - 21 school year.

Curriculum, Instruction and Assessment Needs

Time and the proper frameworks need to be given to scaffold the appropriate level of support that is needed for teachers to become more proficient in the areas of curriculum, instruction, and assessment.

Curriculum, Instruction and Assessment Summary

While curriculum, instruction, and assessment systems are in place and provided, staff still needs the time and support to implement/execute these systems properly with students.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Focus Groups/Interviews

Family and Community Involvement Strengths

Our community is strong, tightknit, and connected to one another.

Family and Community Involvement Weaknesses

There are two diverse mindsets and ways of thinking (that crosses over) between parents and teachers, about the right approach/model to instructing students who are both on-campus or remote learners. This concept has been a challenge for a small population of our families.

Family and Community Involvement Needs

There will be ongoing conversations and development with all stakeholders, concerning the campus model that Casis currently is implementing, so that the needs of both remote and in-person learners can continue to be met.

Family and Community Involvement Summary

The challenges of instructing students in times of pandemic is taking a physical and emotional toll on our community, but the vast majority of those who remain are committed to working together to do what is best for all students, not just one student group.

School Context and Organization

School Context and Organization Data Sources

Comprehensive Needs Assessment

Focus Groups/Interviews

School Context and Organization Strengths

There have been major adjustments made to our school programming model, due to COVID-19 and modernization. Staff, students, and families have truly shown a high level of compassion and understanding. New systems have been running smoothly (on-campus/remote teaching, arrival/dismissal procedures, and campus health/safety protocols). There is also strong effort to embed familiar staples of our school community by staff, administration, and PTA.

School Context and Organization Weaknesses

Our systems are continually changing, due to so many unavoidable factors (existing staffing status/needs, changing student groups status, etc.). It proves difficult to implement any sustainability in a school system.

School Context and Organization Needs

Flexibility, understanding, and thoughtful decision-making should continue to take place to ensure that changes continue to be made which causes the least amount of upheaval, yet still yields a greater benefit for all.

School Context and Organization Summary

While our school organization model looks very different during this time of pandemic, reasonable efforts are being made to adjust to the changes, while still seeking opportunities to maintain normalcy with our familiar systems.

Technology

Technology Data Sources

Focus Groups/Interviews

Comprehensive Needs Assessment

Technology Strengths

Staff and parents have done an exceptional job of navigating in a solely electronic environment and then making the shift to an environment that now includes both remote and in-person learners. The local and district level support for technology has been outstanding.

Technology Weaknesses

Technology challenges still exist that are being worked out (device charge life, e-lesson issues, system failure, wifi accessibility, etc.).

Technology Needs

A continuous refining and development of technology supports should continue to be the focus.

Technology Summary

Our community is doing what no one has ever done before - operate as a school in a primarily electronic environment and supporting simultaneous/concurrent learning for all students.

Casis Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Objective 2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Goal 2. (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.

Objective 2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Goal 3. (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

Objective 2. (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.

Goal 4. (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

Goal 5. (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 5.4) RTI for students with learning gaps

Goal 6. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Goal 7. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Modernization Projects (2017 Bond)) Modernization Projects (2017 Bond)

Casis Elementary School

- Goal 8.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement
- Objective 1.** (Whole Child, Every Child) Whole Child, Every Child
- Objective 2.** (Health and Wellness) Health and Wellness
- Goal 9.** (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
- Goal 10.** (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
- Objective 1.** (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.
- Goal 11.** (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Energy, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability
- Objective 1.** Campus will exercise sustainable practices during and throughout the new modernization process.
- Goal 12.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School
- Objective 1.** (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.
- Objective 2.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Casis Elementary School

Goals

1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
2. (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.
3. (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.
4. (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.
5. (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.
6. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
7. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES
8. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement
9. (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.
10. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
11. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Energy, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability
12. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Casis Elementary School

Objectives

- 1.1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
- 1.2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes
- 2.1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.
- 2.2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.
- 3.1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
- 3.2. (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.
- 4.1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence
- 5.1. (ESF Essential Action 5.4) RTI for students with learning gaps
- 6.1. (Attendance and Dropout Prevention) Attendance and Dropout Prevention
- 7.1. (Modernization Projects (2017 Bond)) Modernization Projects (2017 Bond)
- 8.1. (Whole Child, Every Child) Whole Child, Every Child
- 8.2. (Health and Wellness) Health and Wellness
- 9.1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups
- 10.1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.
- 11.1. Campus will exercise sustainable practices during and throughout the new modernization process.
- 12.1. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.
- 12.2. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Casis Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Asst. Principal continued participation in P3 Program (Strategic Priorities: 1)	Principal	20-21 School Year		Criteria: --Participation in P3 program; Assignment as Campus Principal 10/31/20 - Significant Progress
2. Monthly Leadership Team/Vertical Team Meetings	Leadership Team, Principal	Monthly		Criteria: --Monthly Meeting Minutes 10/31/20 - Pending

Casis Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitoring of CAPR plan for Asst. Principal	Principal	20-21 SY		Criteria: --Completion of CAPR components

Casis Elementary School

Goal 2. (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
1. Continue to search for strongest and most viable candidates for vacant positions. (Target Group: M,F,Dys,504,K,4th) (Strategic Priorities: 1)	Administrators, Campus Leadership Team, Committee	On-going	(L)Campus BTO, (O)Other	Criteria: Secured staff.

Casis Elementary School

Goal 2. (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. Develop 'Results Coaching' Techniques	Principal	SY 2020-21		Criteria: Use of techniques in individual conversations with staff
2. Provide meaningful Professional Learning to Staff	Principal	SY 20-21		Criteria: --Developed PD outline for school year in collaboration with staff

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Goal 3. (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. Continue to maintain local values, mission, vision, and goals (PRIDE Expectations), as well as execute all new COVID-19 practices to 100% compliance. (Target Group: All)	Administrators	On-going		Criteria: Compliance monitoring.

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Goal 3. (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. (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. Form a campus Equity Committee to oversee, monitor, and lead local practices that ensure anti-racist and exclusionary behaviors are not occurring that prevent all students for reaching their fullest learning potential. (Target Group: All)	Administrators, Campus Committees	On-going		Criteria: Documentation of action efforts that the committee and school are making to ensure the equitable and anti-racist treatment of all occurs.

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Goal 4. (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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to implement and development BLEND/Seesaw lessons to a degree that engages and challenges students to a high level. Continuing to implement authentic learning experiences for all students as well.	Administrators, Teachers	On-going		Criteria: Strong student outcomes and continual technology system improvements.

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Goal 5. (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 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to identify students with reading and math needs, per grade. Specialists will work with teachers to create appropriate local/district assessment levels that will target students who need intervention support. (Target Group: All) (Strategic Priorities: 2)	Instructional Specialists/Coaches, Teachers	On-going		Criteria: Tracking of student progress in eCST and improvements in benchmark assessment performances (MapGrowth, TxKEA, Circle Progress, etc).

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Goal 6. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrator, Attendance Clerk, and Teachers will ensure that attendance records are accurate and reflective of student engagement and learning environment. (Target Group: All)	Assistant Principal, Attendance Clerk, Teachers	On-going		Criteria: Strong and consistent attendance records for both remote and on-campus learners (>95%).

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Goal 7. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Modernization Projects (2017 Bond)) Modernization Projects (2017 Bond)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaboration with PTA Organization	Principal, PTA President	SY 2020-21		Criteria: --Executive Board & General PTA participation
2. Participation of Campus Architectural Team (CAT)	Principal	SY 2020-21		Criteria: --School Modernization Work
3. Participation of Campus Advisory Council	CAC Members, Principal	SY 20-21		Criteria: --Monthly CAC Meetings & Minutes
4. Consult with CAT, Construction Team, and AISD staff to ensure execution of facility modernization project.	Principal	2020 - 2023		Criteria: Completion of both phase-in year building projects (2021 - 2022 & 2022 - 2023).

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Goal 8. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to incorporate SEL lessons within the daily class schedule (teacher-led and counselor-led). Model SEL practices throughout the school (Administration). (Target Group: All)	Administrators, Counselor, Teachers	On-going		Criteria: Staff, Student, and Family Survey results.

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Goal 8. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage and support self-care and wellness for all. (Target Group: All)	Administrators, Staff Wellness Champion	On-going		Criteria: Adherence to all safety and health protocols, as well as encouraging healthy activities for the mind and body.

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Goal 9. (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
1. Ensure that GT program components are properly carried out and ensure fidelity in the system of identifying students, with targeted view for underserved student populations (African American, Hispanic, etc.). (Target Group: All,H,AA,ECD,ESL,SPED,GT,M,F,AtRisk,Dys,504)	GT Advocate	District Timelines		

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Goal 10. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify Administrative and Teacher Leads that will ensure that both Special Education and 504 Service programs are in proper compliance and executing services that are agreed upon and legally binding.	504 Coordinator, Administrators, SpEd Administrator, SpEd Department Chair	On-going		Criteria: Compliance reports for identification and monitoring of Sped services (IEP) and 504 support plans.

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Goal 11. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Energy, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. Campus will exercise sustainable practices during and throughout the new modernization process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Composting and recycling will continue to be sustainable practices. Purging and minimizing outdated equipment/supplies will be a priority, as we prepare to move into a new building. Campus 'Furniture Group' will lead efforts in selection of modernized furniture for the new buildings.	Administrators, Committee, Teachers	On-going		Criteria: Custodial team will monitor proper handling of compost and recycle items. Administration will monitor and advise staff of what items should be purged or retained. Completion of Furniture Group action-items.

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Goal 12. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (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
1. Administrators will create opportunities for staff to exercise self-care and mental renewal time.	Administrators	On-going		Criteria: TELL Survey.

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Goal 12. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (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
1. Whether virtual or remote, teachers will convey care and nurture for all students to be able to perform at optimum learning levels, no matter their environment. Administrators will also model SEL-based strategies when interacting with all students, staff, and parents.	Administrators, Teachers	On-going		Criteria: TELL, Student, and Family surveys.

SY 20-21 CIP Developers List

Name	Position
Alchus, Mary	1st Grade Teacher
Allen, April	Parent
Anderson, Lissa	Parent & Secretary
Hogstedt Arnold, Dana	Parent & Co-Chair
Berra, Darby	Former Parent - Community
Bickel, Arielle	5th Grade Teacher
Bramlett, Kate	Parent
Brumley, Bonnie	Kindergarten Teacher
Chauvin, Larry	P.E. Teacher & Co-Chair
Funk, Rachael	Parent
Garcia, Jessica	2nd Grade Teacher
Grethel, Shannon	PTA President
Kurth, Jordan	3rd Grade Teacher
Lanham, Tadd	Former Parent - Community
Lilie, Alana	Asst. Principal
Nestle, Jaynelle	4th Grade Teacher
Newberry, Kelley	Former Parent - Community
Newberry, Leslie	Parent
O'Neil, Todd	Parent
Tinnon, Samuel	Principal