Sanchez Elementary School
Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan

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Date Reviewed: 11/06/2020

Date Approved:

Campus Vision

George I. Sánchez Elementary is a community oriented school, where 21st century skills are taught and cultures are valued to nurture and empower ALL learners to achieve.

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.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th
All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th
#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Debbie Warnken

Date

10/26/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Azucena Garcia

Date

10/26/2020

TIP Foundations

Prioritized Focus Area #1

Prioritized Focus Area #1
5.3 Data-driven instruction.

Rationale

The campus has good systems in place in terms of observations and feedback for teachers/coaching. What we need to focus on is data-driven instruction, to ensure that teachers, students, and administrators utilize data to drive instructional decision-making, intervention groups, and support for teachers.

How will the campus build capacity in this area? Who will you partner with?
Reading specialist, CALT, and bilingual cluster specialist will all be analyzing and reviewing data alongside teachers to support instruction in the classroom. The campus will request support from district instructional specialists from Humanities (for Writing) and STEM (for Science). Additional support could include co-teaching, modeling, and support with lesson planning.

How will you communicate these priorities to your stakeholders? How will create buy-in?
Stakeholders include teachers, families, students, and community members.

Teachers: 1-on-1 meetings with the Principal, faculty meetings, and PLCs by grade level

Families: virtual parent coffees, CAC, school messenger, PTA, social media

Students: morning assemblies, 1-on-1 meetings with students, grade level assemblies, student self-assessments

Desired Annual Outcome
At least once per month, in grade level PLCs, teachers will review Verification of Mastery forms (VoMs) and develop intervention plans for individual students. PLCs will be led by team leads and administrators will participate and support.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
Administrators will lead grade-level PLCs in gathering and analyzing BOY data in reading and math and developed intervention plans for individual students.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
Administrators and teachers will collaborate in PLCs to analyze data in reading and math and create intervention plans for students.

Desired 90-day Outcome: Cycle 3 (March-May)
Teachers will lead and administrators will support PLCs to analyze data in reading and math and create intervention plans for students.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
*The campus leadership team and teachers will review 2020-21 EoY data on campus systems in terms of being focused, efficient, and done independently.

Barriers to Address During the Year
Remote instruction/COVID guidelines make it more difficult to facilitate PLCs. Changes to assessment guidelines and expectations make it challenging to know which data points will be collected/analyzed. New to profession teachers might not yet have data analysis skills required to lead data conversations.

Barriers to Address: Cycle 1 (Sept-Nov)
Remote instruction and phase-in to on campus instruction has made it more difficult for teachers to collaborate in PLCs. Interventions need to be done virtually for some students.

Barriers to Address: Cycle 2 (Dec-Feb)
Same as Cycle 1, with the possibility of student and teacher absences due to flu season/COVID quarantine. If teacher leveling occurs, some PLC teams will have to be re-built from scratch and progress lost.

Barriers to Address: Cycle 3 (March-May)
Same as Cycle 1 and Cycle 2, plus teacher and student fatigue as we near the STAAR test. Possibility of some students remaining remote all year.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Plan for efficient remote and on-campus instruction in case of resurge of pandemic.

District Commitment Theory of Action (ToA)
If the district provides assessments in reading and math (MAPGrowth, MOY, iXL) for combined Metz/Sanchez students, and the district provides a data assessment platform to capture assessment data by item and student level (DMAC), and the district policies and practices prioritize principal and principal supervisor instructional leadership, then the campus will be able to engage in data-driven instruction and build teacher capacity through observation and feedback cycles.

District Actions: Cycle 1 (Sept-Nov)
*Support from Executive Director in the form of meetings to provide guidance and feedback in developing and successfully implementing campus systems.

District Actions: Cycle 2 (Dec-Feb)
*Support from Executive Director in the form of walk-throughs coupled with constructive feedback on implementation process.

District Actions: Cycle 3 (March-May)
*Support from Executive Director in the form of walk-throughs coupled with constructive feedback on next steps.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Support from Executive Director in the form of meetings to reflect and provide guidance and feedback in developing and successfully implementing campus systems.

Prioritized Focus Area #2
1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale
Due to a change in our Metz-Sanchez administrative team, it is necessary to redefine and clearly outline our roles and responsibilities of team members in order to improve instructional practices and promote student achievement.

How will the campus build capacity in this area? Who will you partner with?
Our Administrative Team meets weekly as does the Leadership Team to build capacity through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

How will you communicate these priorities to your stakeholders? How will create buy-in?
The Duties and Organizational Chart was developed by the Administrative Team and shared during Leadership Meetings and is housed in the Shared Google Drive for easy reference.

Consideration with given to how both campuses ran prior to the merge (of Metz-Sanchez) and some re-organization occurred based on feedback from stakholders and individual preferences.

It was shared with Metz-Sanchez staff so that they may use it as an easy reference.

Desired Annual Outcome
The campus will have focused, efficient systems in place, which include teacher-led PLCs, leadership team meetings, admin meetings, lesson plans, and walkthroughs with targeted feedback and coaching.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
The campus leadership team and teachers will collect baseline data on campus systems in terms of being focused, efficient, and done independently.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
All campus systems have been strengthened, as compared to Cycle 1. Campus systems include: include teacher-led PLCs, leadership team meetings, admin meetings, lesson plans, and walkthroughs with targeted feedback and coaching.

Desired 90-day Outcome: Cycle 3 (March-May)
All campus systems have been strengthened, as compared to Cycle 2. Campus systems include: teacher-led PLCs, leadership team meetings, admin meetings, lesson plans, and walkthroughs with targeted feedback and coaching.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
All campus systems have been strengthened, as compared to Cycles 1 & 2. Campus systems include: teacher-led PLCs, leadership team meetings, admin meetings, lesson plans, and walkthroughs with targeted feedback and coaching.

Barriers to Address During the Year
Remote instruction/COVID guidelines make it more difficult to facilitate PLCs. Changes to assessment guidelines and expectations make it challenging to know which data points will be collected/analyzed. New to profession teachers might not yet have data analysis skills required to lead data conversations. District-wide sub shortage combined with the need to provide coverage for teachers on accommodation is a challenge.

Barriers to Address: Cycle 1 (Sept-Nov)
Remote instruction and phase-in to on campus instruction has made it more difficult for teachers to collaborate in PLCs. Interventions need to be done virtually for some students.

Barriers to Address: Cycle 2 (Dec-Feb)
Same as Cycle 1, with the possibility of student and teacher absences due to flu season/COVID quarantine. If teacher leveling occurs, some PLC teams will have to be re-built from scratch and progress lost.

Barriers to Address: Cycle 3 (March-May)
Same as Cycle 1 and Cycle 2, plus teacher and student fatigue as we near the STAAR test. Possibility of some students remaining remote all year.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
The possibility or resurge of the pandemic that may lead to remote teaching/learning.

District Commitment Theory of Action (ToA)
*

District Actions: Cycle 1 (Sept-Nov)
　*Support from Executive Director in the form of meetings to provide guidance and feedback in developing and successfully implementing campus systems.

District Actions: Cycle 2 (Dec-Feb)
　*Support from Executive Director in the form of walk-throughs coupled with constructive feedback on implementation process. *

District Actions: Cycle 3 (March-May)
　*Support from Executive Director in the form of walk-throughs coupled with constructive feedback on next steps.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
　Support from Executive Director in the form of meetings to provide guidance and feedback in developing and successfully implementing campus systems.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
DOI day 1/5 for MAP Growth: training by campus-based MAP Growth trainers and then PLCs completed data analysis tool. Campus administrators did not lead. Individual student intervention plans are documented in eCST and in CST meeting notes. VoMs include names of individual students and lesson plans include detailed plans of what will be done during small groups.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
NWEA does not provide STAAR Projected Proficiency for students who tested in Spanish on MAP Growth Reading and Math. The district was not aware of this when we planned to use MAP Growth for our Cycle 1 goals for reading and math. As such, we cannot input Approaches, Meets, and Masters into our TIP Data Trackers for Cycle 1 Actual, because the data excludes our students who tested in Spanish.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
All action steps will continue. Cycle 1 action steps listed as "no progress" and "some progress" will be prioritized in Cycle 2.

What new action steps do you need to add to the next cycle?
No new action steps will be added. Cycle 1 action steps listed as "no progress" and "some progress" will be prioritized in Cycle 2.

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
Priority Focus Areas 1 and 2 90 day outcomes have been reached.   After cycle 1 PLCs were started and reviewing data.   The administrative team is still attending PLCs. Intervention plan has been put in place.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No. The targets were not met on MOY Benchmark. Students off campus were not able to be monitored during testing. The testing format was difficult for students who have never tested.   Differentiated instruction and response to the MOY benchmark is being done.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
Adjustments were made during cycle 1. All goals and objectives have stayed the same. Focus on PLC data meetings and response to data being observed in the classroom is the focus.

What new action steps do you need to add to the next cycle?
No added steps. The steps were broken down into achievable steps to ensure students are being monitored individually.

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
Focus Area 1: Yes, we met, analyzed our data and developed an intervention plan which was implemented. Focus Area 2: Yes, continued with all systems put in place throughout the year.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
Focus Area 1: No, due to attendance and engagement factors due to the pandemic.   Focus Area 2: No due to consistent attendance during the pandemic.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
Focus Area 1 & 2: Interventions will continue through next year based on data collected this year as well as "watch list" of high risk students.

What new action steps do you need to add to the next cycle?
Small group interventions to begin during the first nine-weeks reporting period.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?
No, systems were set in place and were implemented. Moving forward, the systems will be implemented earlier in the year with small group interventions beginning during the first reporting period.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?
No, systems were set in place and were implemented. Moving forward, the systems will be implemented earlier in the year with small group interventions beginning during the first reporting period.

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.
The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).
1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning
   The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers
   The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture
   The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum
   The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction
   The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)
   If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operationaland instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks,and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use oftimely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by studentgroups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, andengagement/empowerment of students, parents, and families to support learning, then the result will be an improved campusculture and student learning outcomes.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Based on the TELPAS 2019 & 2020 scores, Sanchez students' data reflects a 19% increase in the Composite Progress measure.

Student Achievement Weaknesses

Based on 2019-2020 MoY, all STAAR tested areas pose levels of concern at the Meets Expectations. The same holds true the 2019 STAAR data.

Student Achievement Needs

Based on the 2020 TELPAS results, there is a strong potential for our current fourth graders to demonstrate one year's growth on the Composite Score. Raise primary teachers' level of awareness in regards to scoring the kinder and first grade students in listening, speaking, reading and writing on TELPAS.

Student Achievement Summary

Based on the 2019 STAAR, 2020 MoY, and 2020 TELPAS data, there is definite room for improvement in all academic areas.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Based on the 2019-2020 TELL survey results, at Metz-Sanchez close to 100% of teachers felt that:

Teachers are effective leaders in this school.
Teachers provide parents/guardians with useful information about student learning.
This school does a good job of encouraging parent/guardian involvement.
This school maintains clear, two-way communication with the community.

In addition, close to 100% also concurred in the areas of "General Climate" and "School Leadership"

School Culture and Climate Weaknesses

As per the 2019-2020 TELL survey both Metz & Sanchez faculty scored weaker in the following areas:

Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).

School Culture and Climate Needs

Now that we are functioning as one, combined Metz-Sanchez campus, it is necessay to align our Vision and Mission statements as well as our school wide practices in the areas of instructional practices, curriculum alignment, positive reinforcement, instructional programming, community involvement, and communicaiton with the community.

School Culture and Climate Summary

In summary, going forward our main goal is to build upon the strengths of each campus and unite them to move towards a common vision.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

Based on the 2019-2020 Family Survey, parents feel that they consistently recieve good customer survey (99%).
Families responsed that our campus provided adequate information about academic programs and services, furture career opportunities and Gifted and Talented services. They also feel strongly about the opportunities offered by the school in the areas of arts experiences, healthy lifestyle choices, staygin physically active, languages and other cultures, technology, activities after or before school and social & emotional skills.

Family and Community Involvement Weaknesses

Based on the 2019-2020 Family Surveys, parents reported that lack of child care prevents them from attending school meetings. There is also room for growth in the quality of food services provided as well as with being provided opportunities to provide input into district decision making processes.

Family and Community Involvement Needs

Our campus data calls for a need to provide families with opportunities to provide input into district decision making processes, provide childcare for parents to encourage parent participation at distirt meetings and improve in the food services.

Family and Community Involvement Summary

Overall, families at Metz-Sanchez are satisfied with what our campus is providing and feel included in the educaitonal process of their children.

SY 20-21 CIP Developers List

Name	Position
Garcia, Azucena	Principal
Dwiggins, Ana Maria	AP
Warnken, Debbie	DCSI
Cordero, Gina	Central Office Support
Barrera-Lubman, Iliana	AP
Barrera-Lubman, Iliana	CAC Staff Co-Chair
Mancha-Sumners, Emma	CAC Parent Co-Chair

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($129,270)			

Sanchez 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. Cycle 2 90-day Outcome: All campus systems have been strengthened, as compared to Cycle 1. Campus systems include: include teacher-led PLCs, leadership team meetings, admin meetings, lesson plans, and walkthroughs with targeted feedback and coaching.	Campus Leadership Team	Dec - Feb		Criteria: Leadership team rubric for system implementation 05/17/21 - Completed (S) 04/01/21 - Significant Progress
2. Create clear, written and transparent roles and responsibilities (both operational and instructional) for the Campus Leadership Team (Principal, APs, Instructional Coaches and Counselor). (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Principal	October 2020		Criteria: SY 20-21 roles and responsibilities 11/19/20 - Completed
3. Leadership Team will meet weekly in order to: share progress from the PLCs, identify trends from classroom visits and analyze data from common assessments and provide feedback to teachers. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Leadership Team, Principal	Weekly through SY 20-21		Criteria: Admin Team meeting minutes in Google Doc 06/04/21 - Completed (S) 04/01/21 - On Track 11/19/20 - On Track
4. Leadership team will develop PLC expectations/non-negotiables. Weekly PLCs will include review of common assessments and data analysis (VoMs) and planning for small group reteach. Leadership team member assigned to each PLC monitors the expectations/non-negotiables. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Principal, Teachers	Weekly through SY 20-21		Criteria: PLC expectations/non-negotiables PLC meeting minutes 06/04/21 - Completed (S) 01/26/21 - On Track 11/19/20 - On Track
5. Update walkthrough form to include: current TEKS, current learning/language objectives, evidence of differentiation, guided practice, independent practice, enrichment and interventions. Share updated walkthrough form with teachers. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic	Assistant Principal, Principal	November 2020		Criteria: updated walkthrough form agenda from 11/3 01/26/21 - Completed 11/19/20 - Significant Progress

Sanchez 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
Priorities: 2,4)				
6. Walk-through calendar created. All teachers receive at least one walk-through monthly. Administrators provide each teacher with feedback on walk-throughs and observations within 48 hours. Feedback includes actionable items/next steps. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal, Principal	Starting November 2020		Criteria: completed walk through forms (Google Form responses) documentation of coaching between walkthroughs 06/04/21 - Completed (S) 04/01/21 - On Track 01/26/21 - Significant Progress 11/19/20 - On Track
7. In between monthly walkthroughs, administration will give feedback and coach on specific goals for teachers. Coaching frequency is adjusted based on teacher need. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team	Starting November 2020		Criteria: Evidence in Administrative Team Meeting Minutes of shared coaching strategies by faculty member so that our coaching practices are aligned. 06/04/21 - Completed (S) 05/17/21 - Significant Progress 01/26/21 - Significant Progress 11/19/20 - Significant Progress
8. Teachers will develop lesson planning which include: TEKS, learning objectives, differentiation (including for remote vs. in person learners), WICOR, hook, guided practice, independent practice, enrichment, and interventions. Teachers will turn in lesson plans by Friday for the coming week through google docs. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, Teachers	On-going		Criteria: Lesson plans shared via Google Shared Drive 06/04/21 - Completed (S) 05/17/21 - On Track 01/26/21 - Significant Progress 11/19/20 - Significant Progress

Sanchez 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. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Designate monthly AVID Team meetings (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	AVID Coordinator, Principal	October 2020-Ongoing	(O)AVID	Criteria: AVID Agenda items & minutes 06/04/21 - Completed (S) 12/15/20 - On Track
2. The AVID Site Team meets to develop, write and implement a Site Plan that addresses AVID implementation goals. (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6) (Strategic Priorities: 2,4)	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers	October 2020-ongoing	(O)AVID	Criteria: created plan 01/26/21 - Completed 01/13/21 - Pending
3. The AVID Site Team provides ongoing Professional Development in 3/5 WICOR AVID strategies. (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4)	AVID Team	Oct. 2020-ongoing	(O)AVID	Criteria: Agenda 06/04/21 - Completed (S) 01/13/21 - On Track 01/13/21 - Pending

Sanchez Elementary School

Goal 2. (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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers implement strategies that that will promote school-wide student achievement. Strategies may include Accountable Talk type questioning; student-to-student discourse; choral response; Zoom break-out room use (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal, Coaches, Principal, Teachers	May 2021 Quarterly		Criteria: -Inclusion of strategies in Lesson Plans -Teacher walk-through comments confirming use of strategies 06/04/21 - Completed (S) 04/01/21 - Significant Progress 01/26/21 - Some Progress 12/15/20 - Some Progress 12/02/20 - Some Progress

Sanchez Elementary School

Goal 2. (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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cycle 2 90-day outcome: Administrators and teachers will collaborate in PLCs to analyze data in reading and math and create intervention plans for students.	Campus Leadership Team			06/04/21 - Completed (S) 04/01/21 - On Track
2. Classroom Teachers will administer weekly common assessments in Pre-K through 5th grade on a rotating schedule in the areas of Math, Reading, Writing & Science. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, Teachers	On-going, begin Oct. 2020		Criteria: [Grade Level] Progress Monitoring Spreadsheet with Common Assessment scores and Verification of Mastery Forms housed in shared Google Drive folders 06/04/21 - Completed (S) 01/26/21 - On Track 12/09/20 - Significant Progress 12/02/20 - Significant Progress
3. Teachers guide students in creating and reflecting on individual goals with targeted progress toward on or above grade level achievement for Reading and Math from 3rd - 5th. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Strategic Priorities: 1,2,4)	Administrative Assistant, AVID Team, AVID Trained Teachers, Bilingual Specialist/Instructional Coach, Counselor, Reading Interventionist, Reading Specialist, Special Education Staff, Students, Teacher Assistants, Teachers	ongoing 2020-2021		Criteria: Student goal sheets with reflections. 06/04/21 - Completed (S) 04/01/21 - On Track 01/26/21 - Significant Progress 01/22/21 - Some Progress 12/02/20 - No Progress

Sanchez Elementary School

Goal 2.   (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 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers track progress of individual students in order to identify students that would benefit from intervention and enrichment. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Coaches, Principal, Reading Interventionist, Reading Specialist, Teachers	May 2021-Quarterly	(F)Title 1, Part A	Criteria: May include: -VoMs -reports from CLI, TxKEA, DMAC & MapGrowth -results as recorded on Progress Monitoring spreadsheet 01/26/21 - Completed 12/02/20 - Some Progress

Sanchez Elementary School

Goal 2. (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. (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
1. Students will use WICOR # 12 organization tools to include: pencil pouch, back pack, color coded journals/folders/binders. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, AVID Team, Teachers	ongoing	(F)Title 1, Part A, (O)AVID	Criteria: Walkthroughs to observe the use of organizational strategies, implementation of grade level plan 06/04/21 - Completed (S) 04/01/21 - On Track

Sanchez Elementary School

Goal 3. (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. Monitor attendance and provide parent education classes and incentives for students. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Attendance Clerk, CIS, Counselor, Parent Support Specialist, Teachers	ongoing		Criteria: Parent Chats School-wide attendance incentives 06/04/21 - Completed (S) 12/15/20 - On Track

Sanchez Elementary School

Goal 4. (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 PD for parents on basic computer literacy. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	CIS, Parent Support Specialist	Spring 2021	(F)Title 1, Part A	Criteria: Agenda, sign-in sheet 06/04/21 - Completed (S) 04/01/21 - On Track

Sanchez Elementary School

Goal 4. (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
1. Combine the name of the individual Metz & Sanchez campuses to "Metz-Sanchez Elementary" as a transition step. Follow AISD school naming protocol to determine the name of the modernized campus. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	CAC Members, Parents	Fall 2020		Criteria: CAC meeting minutes; school changes community meeting minutes 04/01/21 - Completed 01/26/21 - Some Progress

Sanchez Elementary School

Goal 5. (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 student representation for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GT screening window dates publicized to staff and parent community via GT parent flyer, emails and counselor Blend page. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Counselor, Principal	Fall 2020		Criteria: Parent flyer, Blend Page, rosters of students nominated 01/25/21 - Completed
2. Offer opportunities for teachers to obtain their required GT update and foundational professional development. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4)	GT Advocate, Teachers	ongoing	(F)Title 1, Part A	Criteria: Faculty Members' HCP course completion rosters. 06/04/21 - Completed (S) 01/25/21 - On Track

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	Cycle 1 (Sept - Nov) Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 (Mar - May) Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal (Summative Goal)
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	68	MAP Growth	75	% Avg: 54	District Benchmark (MOY)	75	31	MAP Growth	75	% Avg: 21	75
		All	All	Reading	Meets	STAAR	35	MAP Growth	45	% HiAvg + Hi: 32	District Benchmark (MOY)	45	10	MAP Growth	45	%HiAvg + Hi: 19	45
		All	All	Reading	Masters	STAAR	13	MAP Growth	20		District Benchmark (MOY)	20	4	MAP Growth	20		20
		All	All	Mathematics	Approaches	STAAR	68	MAP Growth	75	% Avg: 37	District Benchmark (MOY)	75	32	MAP Growth	75	% Avg: 23	75
		All	All	Mathematics	Meets	STAAR	32	MAP Growth	40	% HiAvg + Hi: 20	District Benchmark (MOY)	40	14	MAP Growth	40	%HiAvg + Hi: 10	40
		All	All	Mathematics	Masters	STAAR	16	MAP Growth	20		District Benchmark (MOY)	20	3	MAP Growth	20		20
		All	All	Science	Approaches	STAAR	56	Campus-created assessments	65	--	District Benchmark (MOY)	65	11	Campus-created assessments	65	--	65
		All	All	Science	Meets	STAAR	30	Campus-created assessments	35	--	District Benchmark (MOY)	35	4	Campus-created assessments	35	--	35
		All	All	Science	Masters	STAAR	5	Campus-created assessments	10	--	District Benchmark (MOY)	10	1	Campus-created assessments	10	--	10
		All	All	Writing	Approaches	STAAR	51	Campus-created assessments	60	69	District Benchmark (MOY)	60	30	Campus-created assessments	60	--	60
		All	All	Writing	Meets	STAAR	20	Campus-created assessments	30	55	District Benchmark (MOY)	30	9	Campus-created assessments	30	--	30
		All	All	Writing	Masters	STAAR	10	Campus-created assessments	15	31	District Benchmark (MOY)	15	4	Campus-created assessments	15	--	15
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	Hisp	Mathematics	Meets	STAAR	34	MAP Growth	40	% HiAvg + Hi: 19	District Benchmark (MOY)	40	13	MAP Growth	40	%HiAvg + Hi: 9	40
		All	ECD	Mathematics	Meets	STAAR	33	MAP Growth	36	% HiAvg + Hi: 18	District Benchmark (MOY)	36	14	MAP Growth	36		36
3. Domain 3 Focus 2	Focus 1 Components Academic Achievement	All	Hisp	Reading	Meets	STAAR	36	MAP Growth	37	% HiAvg + Hi: 33	District Benchmark (MOY)	37	10	MAP Growth	37	%HiAvg + Hi: 17	37
		All	ECD	Reading	Meets	STAAR	33	MAP Growth	33	% HiAvg + Hi: 30	District Benchmark (MOY)	33	8	MAP Growth	33	--	33
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	44 (33 Sanchez, 54 Metz)	MAP Growth	36	% HiAvg + Hi: 31	District Benchmark (MOY)	36		MAP Growth	36	--	36

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	% of Assessments									2021 Accountability Goal
								Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	68	MAP Growth	75	% Avg: 54	District Benchmark (MOY)	75	31	MAP Growth	75		75
		All	All	Reading	Meets	STAAR	35	MAP Growth	45	% HiAvg + Hi: 32	District Benchmark (MOY)	45	10	MAP Growth	45		45
		All	All	Reading	Masters	STAAR	13	MAP Growth	20		District Benchmark (MOY)	20	4	MAP Growth	20		20
		All	All	Mathematics	Approaches	STAAR	68	MAP Growth	75	% Avg: 37	District Benchmark (MOY)	75	32	MAP Growth	75		75
		All	All	Mathematics	Meets	STAAR	32	MAP Growth	40	% HiAvg + Hi: 20	District Benchmark (MOY)	40	14	MAP Growth	40		40
		All	All	Mathematics	Masters	STAAR	16	MAP Growth	20		District Benchmark (MOY)	20	3	MAP Growth	20		20
		All	All	Science	Approaches	STAAR	56	Campus-created assessments	65	--	District Benchmark (MOY)	65	11	Campus-created assessments	65		65
		All	All	Science	Meets	STAAR	30	Campus-created assessments	35	--	District Benchmark (MOY)	35	4	Campus-created assessments	35		35
		All	All	Science	Masters	STAAR	5	Campus-created assessments	10	--	District Benchmark (MOY)	10	1	Campus-created assessments	10		10
		All	All	Writing	Approaches	STAAR	51	Campus-created assessments	60	69	District Benchmark (MOY)	60	30	Campus-created assessments	60		60
		All	All	Writing	Meets	STAAR	20	Campus-created assessments	30	55	District Benchmark (MOY)	30	9	Campus-created assessments	30		30
		All	All	Writing	Masters	STAAR	10	Campus-created assessments	15	31	District Benchmark (MOY)	15	4	Campus-created assessments	15		15
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	Hisp	Mathematics	Meets	STAAR	34	MAP Growth	40	% HiAvg + Hi: 19	District Benchmark (MOY)	40	13	MAP Growth	40		40
		All	ECD	Mathematics	Meets	STAAR	33	MAP Growth	36	% HiAvg + Hi: 18	District Benchmark (MOY)	36	14	MAP Growth	36		36
3. Domain 3 Focus 2	Focus 1 Components Academic Achievement	All	Hisp	Reading	Meets	STAAR	36	MAP Growth	37	% HiAvg + Hi: 33	District Benchmark (MOY)	37	10	MAP Growth	37		37
		All	ECD	Reading	Meets	STAAR	33	MAP Growth	33	% HiAvg + Hi: 30	District Benchmark (MOY)	33	8	MAP Growth	33		33
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	44 (33 Sanchez, 54 Metz)	MAP Growth	36	% HiAvg + Hi: 31	District Benchmark (MOY)	36		MAP Growth	36		36

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	% of Assessments									2021 Accountability Goal
								Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	68	MAP Growth	75	% Avg: 54	District Benchmark (MOY)	75		MAP Growth	75		75
		All	All	Reading	Meets	STAAR	35	MAP Growth	45	% HiAvg + Hi: 32	District Benchmark (MOY)	45		MAP Growth	45		45
		All	All	Reading	Masters	STAAR	13	MAP Growth	20		District Benchmark (MOY)	20		MAP Growth	20		20
		All	All	Mathematics	Approaches	STAAR	68	MAP Growth	75	% Avg: 37	District Benchmark (MOY)	75		MAP Growth	75		75
		All	All	Mathematics	Meets	STAAR	32	MAP Growth	40	% HiAvg + Hi: 20	District Benchmark (MOY)	40		MAP Growth	40		40
		All	All	Mathematics	Masters	STAAR	16	MAP Growth	20		District Benchmark (MOY)	20		MAP Growth	20		20
		All	All	Science	Approaches	STAAR	56	Campus-created assessments	65	--	District Benchmark (MOY)	65		Campus-created assessments	65		65
		All	All	Science	Meets	STAAR	30	Campus-created assessments	35	--	District Benchmark (MOY)	35		Campus-created assessments	35		35
		All	All	Science	Masters	STAAR	5	Campus-created assessments	10	--	District Benchmark (MOY)	10		Campus-created assessments	10		10
		All	All	Writing	Approaches	STAAR	51	Campus-created assessments	60	69	District Benchmark (MOY)	60		Campus-created assessments	60		60
		All	All	Writing	Meets	STAAR	20	Campus-created assessments	30	55	District Benchmark (MOY)	30		Campus-created assessments	30		30
		All	All	Writing	Masters	STAAR	10	Campus-created assessments	15	31	District Benchmark (MOY)	15		Campus-created assessments	15		15
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	Hisp	Mathematics	Meets	STAAR	34	MAP Growth	40	% HiAvg + Hi: 19	District Benchmark (MOY)	40		MAP Growth	40		40
		All	ECD	Mathematics	Meets	STAAR	33	MAP Growth	36	% HiAvg + Hi: 18	District Benchmark (MOY)	36		MAP Growth	36		36
3. Domain 3 Focus 2	Focus 1 Components Academic Achievement	All	Hisp	Reading	Meets	STAAR	36	MAP Growth	37	% HiAvg + Hi: 33	District Benchmark (MOY)	37		MAP Growth	37		37
		All	ECD	Reading	Meets	STAAR	33	MAP Growth	33	% HiAvg + Hi: 30	District Benchmark (MOY)	33		MAP Growth	33		33
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	44 (33 Sanchez, 54 Metz)	MAP Growth	36	% HiAvg + Hi: 31	District Benchmark (MOY)	36		MAP Growth	36		36

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 <u>PARENT/FAMILY ENGAGEMENT POLICY</u> 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 <u>PARENT/FAMILY/SCHOOL COMPACTS</u> 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 <u>ANNUAL PARENT/FAMILY MEETING</u> 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 <u>Right to Know Teacher</u> 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.

<u>Metz-Sánchez Elementary</u>		<u>Oct. 30, 2020</u>
Campus Name	**Principal's Signature**	**Date**

❤ *Department of State, Federal, & Private Accountability 2020-2021*