Oak Springs Elementary School

Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan

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Date Reviewed: 11/06/2020

Date Approved:

Campus Mission

The mission of Oak Springs Elementary, in partnership with parents and the community, is to foster the social and emotional well-being of all scholars while promoting exceptional academic standards aimed at providing all learners opportunities for higher education and productive employment.

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)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results

Student Achievement Strengths

- 65% of all STAAR tested students achieved at Approaches grade-level or Above in math
- 100% Assessment participation on STAAR

Student Achievement Weaknesses

- <70% Approaches or Above on STAAR Reading, Math & Writing
- 55% of staff reported the use of assessment data for individual students (TELL Survey)
- 65% of staff reported the use of goal setting for groups of students

Student Achievement Needs

- increase % of students meeting Approaches or above on STAAR Reading, Math, Writing, Science
- increase % of staff that discuss and use assessment data for individual students
- increase % of staff that set learning goals for student groups

Student Achievement Summary

Our team will focus on the levers/goals in TIP to improve school culture and increase student achievement. Key practices outlined in the Effective Schools Framework will be employed.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

- >80% of staff believe faculty and leadership have a shared vision
- >80%of staff believe that the school is a good place to work and learn

School Culture and Climate Weaknesses

- <50% of staff believe that students at the school follow rules of conduct
- <80% of students believe that students are respectful of others

School Culture and Climate Needs

- Increase the % of staff that believe students at the school follow rules of conduct
- Increase the % of students that believe students are respectful of others

School Culture and Climate Summary

Oak Springs ILT and staff will be intentional about the creation, implementation and monitoring of a school-wide support and behavior plan.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)
PPfT results for teachers

Staff Quality, Recruitment and Retention Strengths

- >50% of staff is representative of student population

Staff Quality, Recruitment and Retention Weaknesses

- % of campus teacher attrition of highly-qualified and highly effective teachers
- % of beginner teachers (TAPR- 38.2%)

Staff Quality, Recruitment and Retention Needs

- Increase % of retained highly-effective teachers
- Increase % of highly-effective teachers with experience

Staff Quality, Recruitment and Retention Summary

Campus administrators and ILT will be intentional about recruiting and retaining highly-effective teachers that can meet the needs of students at Oak Springs.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Comprehensive Needs Assessment

Family and Community Involvement Strengths

- 100% of parents believe their student have the opportunity to use technology at school
- 100% of parents believe their student have the opportunity to be physically active during the school day

Family and Community Involvement Weaknesses

- <80% of families believe their children learn social and emotional skills
- <70% of families believe their children attend school in a safe environment

Family and Community Involvement Needs

- Increase the % of parents who complete the survey
- Increase % of parents who believe the school is a safe place to attend school

Family and Community Involvement Summary

Our campus staff will include SEL in morning announcements and in morning classroom circles/morning routine.
Our campus will strategically increase % of parents that complete the Family Survey.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($162,937)			

Prioritized Focus Area #1

Prioritized Focus Area #1
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

Rationale

Campus behavior data and staff retention data reflects a need for a compelling and aligned vision, mision, goals, and values focused on a safe learning environment and high expectations.

How will the campus build capacity in this area? Who will you partner with?
To build capacity of students:
1.Collaboratively develop Dolphin Strong Affirmation
2. Explicitly taught to students.
3. Reinforced through daily announcements and assemblies.

To build capacity of staff:
Teacher time has been added to staff meetings where teachers share effective classroom procedures. Teacher leaders that have demonstrated excellence in certain areas will be included in Fall professional development sessions. Friday at the Springs helps build capacity through relationship building with staff and appreciation of staff. External partnerships that support whole campus climate include Frost Bank, HEB, First Baptist, and Alpha Kappa Alpha sorority.

How will you communicate these priorities to your stakeholders? How will create buy-in?
1.Engaged faculty and staff in the development of the Dolphin Strong Affirmation.
2. It's communicated through weekly staff and parent Dolphin Digest newsletters.
3. Professional learning communities.
4. Professional development days.

Desired Annual Outcome
Decrease in discipline referrals, home suspensions, and instances of administrators being called to classrooms to support with behavior.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
Discipline referrals and home suspensions reduced by 50% compared to the prior year (disc=17; HSS=9). Baseline data collected for number of instances of admin being called to classrooms to support with behavior.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
Discipline referrals and home suspensions reduced by 50% compared to the prior year (disc=17; HSS=9). Reduction in number of instances of administrators being called to classrooms to support with behavior, as compared to Cycle 1.

Desired 90-day Outcome: Cycle 3 (March-May)
Discipline referrals and home suspensions reduced by 50% compared to the prior year (disc=17; HSS=9). Reduction in number of instances of administrators being called to classrooms to support with behavior, as compared to Cycle 1 and 2.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year
1. Consistency of expectations across all classrooms and modes of learning (virtual and face to face).
2. Maintaining a healthy and consistent staff in the presence of Covid-19.
3. Consistency of school wide reinforcement through assemblies.
Time is needed for planning, given that teachers are being asked to teach two preps: one in-person and one virtual. Extra duty pay is needed for extended planning time. There's a district-wide sub shortage so there is no one to cover when teachers are quarantined or on accommodations. A summer program is essential to help close the achievement gap. Funding for a building sub would make a big difference. High needs schools need to be funded for a full-time AP and instruction coach. The campus requires adults with a growth mindset that hold unconditionally high expectations for students.

Barriers to Address: Cycle 1 (Sept-Nov)
1. Adjusting to the transitioning modes of learning. 2. Consistency across classrooms for reinforcing and modeling of Dolphin Strong Affirmation characteristics.

Barriers to Address: Cycle 2 (Dec-Feb)
1. Maintaining a healthy staff and student population in the presence of Covid-19. 2. Consistency across classrooms for reinforcing and modeling of Dolphin Strong Affirmation characteristics.

Barriers to Address: Cycle 3 (March-May)
1. Time demands that challenges consistency with school wide reinforcment of communicated high expectations.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
TBD

District Commitment Theory of Action (ToA)
If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)
The DCSI will provide regular coaching and feedback sessions. Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities.

District Actions: Cycle 2 (Dec-Feb)
Professional learning opportunities focused on building a culturally responsive culture are available through the district's Cultural Proficiency and Inclusiveness Department. The DCSI will provide regular coaching and feedback sessions regarding the establishing and supporting a positive school culture and climate.

District Actions: Cycle 3 (March-May)
The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership". The DCSI will provide regular coaching and feedback session and assist with the development of campus-wide systems.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
TBD

Prioritized Focus Area #2

Prioritized Focus Area #2
5.1 Objective-driven daily lesson plans with formative assessments.

Rationale
To increase academic performance, we will collaboratively plan lessons that inlcude: TEKS, engaging whole group and guided instruction, formative and summative assessments, targeted small group insruction that includes extensions and interventions. Data based informed instructional decisions, will guide continuous growth in academic achievment. The Administrators and Instructional Leadership team will work with grade level PLC's to provide coaching and instructional support in core content areas.

How will the campus build capacity in this area? Who will you partner with?
ILT collaboratively developed lesson plan and instructional expectations. Teacher input was gathered through "keeps and conversations" surrounding expectations, and a teacher survey. The survey provided additional input in further establishing collaborative expectations. No outside partnerships at this time.

How will you communicate these priorities to your stakeholders? How will create buy-in?
Introduced in PD days, and reinforced through weekly PLC's, and evaluated through PPfT.

Desired Annual Outcome
100% of the staff will effectively write and implement lesson plans using all critical elements. At least 80% of PLCs will be facilitated by teachers.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
1. 100% of the staff will submit Virtual lesson plan template to the shared google drive each Friday for review and feedback. 2. Grade level PLC protocol implemented by ILT.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
1. 100% of the staff will submit lesson plans that include common content identified in template. 2. PLC's are facilitated by ILT.

Desired 90-day Outcome: Cycle 3 (March-May)
1. ___% of instruction matches the lesson plan (either through observation or review of lesson plan artifacts). 2. PLCs facilitated by teachers.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year
1. Student adjustment period to virtual learning.
2. Access to additional supports/intervention.
3. Multiple transitions of modes of learning.
4. Potential illnesses of students and staff that interrupt instruction.
Time is needed for planning, given that teachers are being asked to teach two preps: one in-person and one virtual. Extra duty pay is needed for extended planning time. There's a district-wide sub shortage so there is no one to cover when teachers are quarantined or on accommodations. A summer program is essential to help close the achievement gap. Funding for a building sub would make a big difference. High needs schools need to be funded for a full-time AP and instruction coach. Funding needed to fully train teachers in core competencies and district instructional priorities.

Barriers to Address: Cycle 1 (Sept-Nov)
1. Teacher familiarity with virtual teaching and instruction.

Barriers to Address: Cycle 2 (Dec-Feb)
1. Interuptions in instruction. (pandemic, extended breaks, technological challenges)

Barriers to Address: Cycle 3 (March-May)
1. Staff absences and increased behavioral challenges.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
TBD

District Commitment Theory of Action (ToA)
If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)
The DCSI will provide regular coaching and feedback session and assist with the development of campus-wide systems. Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities.

District Actions: Cycle 2 (Dec-Feb)
The DCSI will provide regular coaching and feedback session and assist with the development of campus-wide systems, including implementing revions made to the academic scope and sequence.

District Actions: Cycle 3 (March-May)
The DCSI will provide regular coaching and feedback session and assist with the development and implementation of campus-wide systems. Support from the district's Learning Support Services specialists and MTSS staff may be requested to support students and teachers/.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
TBD

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?
For Essential Action 3.1, yes. There have been zero discipline referrals and baseline data was collected on requests for leadership team support (n=18). For Essential Action 5.1, teachers are submitting lesson plans regularly and the ILT will begin reviewing math and ELAR PLC lesson planning templates together in order to increase alignment between subjects.

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. As such, we cannot input Approaches, Meets, and Masters into our Student Data Worksheets for Cycle 1 Actual, because that data excludes our students who tested in Spanish. The district was not aware of this when we planned to use MAP Growth for our Cycle 1 goals for reading and math.

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 into Cycle 2. See strategy section.

What new action steps do you need to add to the next cycle?
See strategy section.

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?
- EA-3.1 yes. We have increased the number of students consistently on campus and have added specific instructional supports, and counseling supports. Daily announcements also include celebrating met expectations as well as reinforcing school-wide expectations. Monthly assemblies are also hosted to promote school spirit and positive campus climate. A 5.1- PLCs are continuing with the submission of lesson plans. 3rd – 5th grade lessons include a response to MOY data. Due to teacher absences and inconsistent staffing teachers are contributing in PLCs but not facilitating.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
We did not meet the MOY student performance goal due to significant interruptions in learning (teacher absences, student absences, and continued COVID19 issues/adjustments).

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 into Cycle 3. See strategy section

What new action steps do you need to add to the next cycle?
An instructional response plan was created using MOY data.

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?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

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?

What new action steps do you need to add to the next cycle?

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?

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

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

La Kesha Drinks

Date

10/20/2020

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

Cynthia Jackson

Date

10/20/2020

Oak Springs Elementary School

Goal 1. (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. Develop clear expectations for all common areas to be used school wide--hallways, cafeteria, dismissal, assemblies, restrooms. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (ESF: 3,3.1)	Staff	8/19/19		Criteria: Posters with expectations and common language posted in each classroom and in common areas. 12/08/20 - Completed
2. Explicitly teach, review, and reinforce campus expectations (announcements, assemblies, classroom management plans as listed in Dolphin Strong School Plan) (Target Group: All) (ESF: 3,3.1)	Administration, Counselor, Instructional Specialists/Coaches, Librarian, Parent Support Specialist, Teacher Assistants, Teachers	on-going		Criteria: Reduction in student visits to the office; reduction in tardies. TELL survey data 04/15/21 - Completed 03/02/21 - On Track 12/08/20 - On Track
3. Establish regular morning announcements, reminding students and teachers of high expectations and celebrations. (Target Group: All) (ESF: 3,3.1)	Assistant Principal, Principal	On going		Criteria: Announcement Script created and used daily and DCSI observation 04/15/21 - Completed 12/08/20 - On Track

Oak Springs 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 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly lesson plans will be completed and turned in for review by ILT. Lesson plans should include: TEKS focus, student-friendly objective, expected outcomes, aligned activity, aligned practice, intervention and extension. Explicit strategies will be included for all content areas in grades 3-5. (Target Group: All) (ESF: 5,5.1)	Administration, Instructional Leadership Team	On-going		Criteria: Google drive containing lesson plans 04/15/21 - Some Progress 12/08/20 - Significant Progress
2. Continue to reiterate the required lesson plan components. Adjust PLC schedule to allow ILT members time to plan with each grade-level and provide feedback on LPs. (Target Group: All) (ESF: 5)	Administration, Instructional Leadership Team	Cycle 2 (Dec-Feb)		Criteria: PLC minutes/sign in sheets; Lesson Plans 04/15/21 - Completed
3. Teachers will come to PLCs with LP drafts and make adjustments during PLCs based on ILT feedback. (Target Group: All) (ESF: 5)	Administration, Instructional Leadership Team	Cycle 2 and 3		Criteria: PLC minutes/sign in sheets 04/15/21 - Discontinued

Oak Springs 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. Teachers analyze common assessment data in PLCs (bi)weekly, to ensure students are growing and identify interventions and enrichment accordingly. (Target Group: All) (ESF: 5)	Administration, Instructional Specialists/Coaches, Teachers	On-going		Criteria: Verification of Mastery (VOMs) forms and Planning Meeting notes 12/08/20 - Significant Progress
2. Adjust PLC schedule to allow ILT to facilitate grade-level data analysis with each tested grade level (grades 3-5). (Target Group: All)	Administration, Instructional Specialists/Coaches, Teachers	by Cycle 2 Monitoring		Criteria: Grade level data meeting notes 04/15/21 - Completed
3. Cycle 2: Calendar created to monitor instructional adjustments. Calendar adjusted based on weekly data from Verification of Mastery forms (VoMs). Flexible group assignments are dynamic, based on the results of VoMs. (Target Group: 3rd,4th,5th) (ESF: 5)	Administration, Instructional Specialists/Coaches, Teachers	Cycle 2		Criteria: Calendar, completed weekly VoMs, group assignments per class/grade-level (depending on support available, given limited campus staff) 04/15/21 - Significant Progress

Oak Springs Elementary School

Goal 3.   (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/16/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Parent Support Specialist, Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/16/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Parent Support Specialist, Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/16/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Parent Support Specialist, Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/16/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Parent Support Specialist, Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 04/15/21 - Completed

Oak Springs Elementary School

Goal 3. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				11/16/20 - No Progress
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Parent Support Specialist, Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/16/20 - Significant Progress
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Parent Support Specialist, Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 04/15/21 - Completed (S) 11/16/20 - No Progress 11/16/20 - No Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/16/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Parent Support Specialist, Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/16/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 11/16/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Jackson, Cynthia	Principal
Brown, LaKeyshia	Assistant Principal
Alvarez, Victoria	PSS
Lee, Ana	Instructional Coach
Ridgway, Jeanette	Instructional Coach
Makan, Chetan	CAC Staff Co-Chair
Comeau, Rae	Counselor
Pokorny, Alexis	Librarian
Foadey, Angelo	CAC non-staff Co-Chair
Drinks, La Kesha	DCSI

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	% of Assessments									2021 Accountability
								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	58	MAP Growth	70		MOY	70		MAP Growth	70		70
		All	All	Reading	Meets	STAAR	27	MAP Growth	45		MOY	45		MAP Growth	45		45
		All	All	Reading	Masters	STAAR	8	MAP Growth	12		MOY	12		MAP Growth	12		12
		All	All	Mathematics	Approaches	STAAR	62	MAP Growth	74		MOY	74		MAP Growth	74		74
		All	All	Mathematics	Meets	STAAR	25	MAP Growth	46		MOY	46		MAP Growth	46		46
		All	All	Mathematics	Masters	STAAR	9	MAP Growth	13		MOY	13		MAP Growth	13		13
		All	All	Science	Approaches	STAAR	21	MAP Growth	70		MOY	70		MAP Growth	70		70
		All	All	Science	Meets	STAAR	10	MAP Growth	45		MOY	45		MAP Growth	45		45
		All	All	Science	Masters	STAAR	0	MAP Growth	4		MOY	4		MAP Growth	4		4
		All	All	Social Studies	Approaches	STAAR	NA	NA	NA		MOY	NA		MAP Growth	NA		NA
		All	All	Social Studies	Meets	STAAR	NA	NA	NA		MOY	NA		MAP Growth	NA		NA
		All	All	Social Studies	Masters	STAAR	NA	NA	NA		MOY	NA		MAP Growth	NA		NA
		All	All	Writing	Approaches	STAAR	59	MAP Growth	71		MOY	71		MAP Growth	71		71
		All	All	Writing	Meets	STAAR	34	MAP Growth	46		MOY	46		MAP Growth	46		46
		All	All	Writing	Masters	STAAR	6	MAP Growth	10		MOY	10		MAP Growth	10		10
2. Domain 3 Focus 1	Student Success	All	AA	ALL	ALL	STAAR	32	MAP Growth	50		MOY	50		MAP Growth	50		50
		All	SPED	ALL	ALL	STAAR	22	MAP Growth	50		MOY	50		MAP Growth	50		50
3. Domain 3 Focus 2	Academic Achievement	All	ECD	Reading	Meets	STAAR	29	MAP Growth	50		MOY	50		MAP Growth	50		50
		All	ECD	Math	Meets	STAAR	27	MAP Growth	50		MOY	50		MAP Growth	50		50
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	39	MAP Growth	45		MOY	45		MAP Growth	45		45