

# St. Elmo Elementary School

## Campus Improvement Plan

### 2020/2021

*For 2020-2021: Go With the Flow at St. Elmo*



**ST. ELMO**  
**ELEMENTARY SCHOOL**  
**AUSTIN** Independent School District

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Date Reviewed:

DMAC Solutions ®

Page 1 of 36

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## **Campus Mission**

St. Elmo parents, educators, and community will work as partners empowering our students to develop into responsible, contributing members of a global society.

## **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 2020-21 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](http://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

Focus Groups/Interviews

GT-CAMP ratings

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

SEL Implementation Survey results

Short Cycle Assessments disaggregated by stud. grp

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

### Student Achievement Strengths

- RELATIVE PERFORMANCE: Relative Performance (Eco Dis: 86.3%) 45 81 B
- CAMPUS SEL IMPLEMENTATION SURVEY SCORE - SEL Survey rose from 35 to 84 from 2018 to 2019
- % African American students enrolled in Gifted/Talented (GT) programs rose from 0% in 2018 21.4% in 2019
- Approaching 50% MEETS campus goal in Math across grades 3, 4, and 5 as displayed on 2020 MOY Math (STAAR release score of 47%Meets) - last years 4th graders: 93% approaching 68% meets 46% masters
- Above AISD avg as displayed on MOY Math (STAAR release) @ 76% app 47% meets 23% masters

### Student Achievement Weaknesses

- Have failed to meet the Domain 3 Academic Achievement Reading targets for two years in a row. Failing to do so for a third year would require us to be under TEA monitoring
- STAAR READING could improve from 2018-2019 scores of 78% app 33% meets 18% masters
- STAAR WRITING scores could improve from 2018-2019 scores of 69% app 38% meets 4% masters
- STAAR MATH scores could improve from 2018-2019 scores of 39% meets

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

STAAR SCIENCE scores could improve from 2018-2019 scores of 57% app 30% meets 18% masters

## Student Achievement Needs

- Comprehensive plan to improve Reading performance across the campus that includes the following: Explicit phonics instruction in the early grades, reading fluency programs in all grade levels, vocabulary development, reading conferencing
- Use outdoor learning to improve interest and performance in Science
- 50% of all student sin grades 3, 4, 5 should reach masters level in reading, writing, math, and science

## Student Achievement Summary

St. Elmo Elementary was less than one percentage point away from receiving an overall campus rating of B. We show growth in relative performance (81 - B) and have improved our campus SEL Implementation Survey score from a 35 to an 84. Our campus was progressing towards the goal of 50% meets grade level in 3,4, and 5 Reading and Math before COVID-19 shut schools down. This progress can be seen in our MOY and weekly campus common assessment data. Our campus needs to stay focused on improving overall reading and literacy in order to ensure we do not fail to meet the Domain 3 Academic target for a third year in a row. Additionally, we need to use outdoor learning and hands-on engaging lessons to continue the campus-wide growth we're seeing in Science.

## 2020-21 Campus and Targeted Improvement Plan Checklist: St. Elmo (136)

**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	
<b>2019 State Accountability Ratings</b>							
State Overall Scaled Score	TEA	83	79	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	76	73	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	80	74	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	84	81	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	82	75	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	
<b>2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.</b>							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	76	67	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	100	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	83	73	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	82	70	No Data		GPM 1.4	
3 <sup>rd</sup> grade Reading % Meets Grade Lvl	All Students	STAAR	31	46	No Data	48	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	28	39	No Data	42	
	White	STAAR	*	*	No Data	N/A	
	Asian	STAAR	*	-	No Data	N/A	
	Two or More Races	STAAR	*	-	No Data	N/A	
	Special Education	STAAR	<1	*	No Data	N/A	
	Economically Disadvantaged	STAAR	27	41	No Data	43	
3 <sup>rd</sup> grade Math % Meets Grade Lvl	All Students	STAAR	40	38	No Data	41	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.
	African American	STAAR	*	*	No Data	N/A	
	Hispanic	STAAR	43	30	No Data	33	
	White	STAAR	*	*	No Data	N/A	
	Asian	STAAR	*	-	No Data	N/A	
	Two or More Races	STAAR	*	-	No Data	N/A	
	Special Education	STAAR	13	*	No Data	N/A	
	Economically Disadvantaged	STAAR	37	32	No Data	35	
English Learners	STAAR	38	22	No Data	25		
Domain 3 Reading Academic Achievement targets missed	STAAR	All	All, Hisp, ECD, EL	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and	

## 2020-21 Campus and Targeted Improvement Plan Checklist: St. Elmo (136)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Math Academic Achievement targets missed	STAAR	EL	All, Hisp, EL	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Reading Growth targets missed	STAAR	none	none	No Data	none	
Domain 3 Math Growth targets missed	STAAR	none	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	63	38	No Data	>36	Required if < 36
<b>2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.</b>						
Campus SEL implementation survey score	SEL Survey	35	84	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
<b>2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.</b>						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	0	21.4	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	7.3	7.2	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	89	88	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	0	3	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.

(continued on next page)

## 2020-21 Campus and Targeted Improvement Plan Checklist: St. Elmo (136)

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	100	100	86
Principal Leadership (% favorable responses)*	TELL	100	98	92
There is an atmosphere of mutual trust and respect.	TELL	100	100	96
The faculty and leadership have a shared vision.	TELL	100	100	86
Overall, my school is a good place to work and learn.	TELL	100	100	96
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	90
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	95
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	95
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	91
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	100
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	100
I feel safe at my school.	Student Climate Survey	92	94	91
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	85	86	85
Managing Student Conduct subscale (% favorable responses)*	TELL	100	100	96
Students at this school follow rules of conduct.	TELL	95	100	93
Attendance rate (all students, grades 1-12)	PEIMS	95.8%	95.4%	As of 3/12/20: 94.9%
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 =-2%, Cardio =6%, Curl Ups =15%, Push Ups =13%, Sit & Reach =7%, Trunk Lift =4%	BMI =4%, Cardio =5%, Curl Ups =13%, Push Ups =15%, Sit & Reach =1%, Trunk Lift =8%	No Data

\*Subscale items have changed since 2018-19.



# Closing the Gaps 2019

# St. Elmo

	All Students										ELL (Curr. & Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met	
	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	Former	SpEd	SpEd	Cont Enr	Enr					
<b>Academic Achievement</b>	<b>STAAR Performance (Percent at or above Meets Grade Level)</b>																	
	Reading #Tests	114	4	96	12	0	1	0	1	98	72	22	4	96	18			
	Reading %Meets	35%		32%						28%	22%			35%				
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%			
	Met Target	N		N						N	N			N		0	5	0%
	Math #Tests	114	4	96	12	0	1	0	1	98	72	22	4	96	18			
	Math %Meets	41%		38%						36%	35%			41%				
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%				
Met Target	N		N						Y	N			N		1	5	20%	
<b>Total</b>															<b>1</b>	<b>10</b>	<b>10%</b>	

	All Students										ELL (Curr. and Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met	
	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	Former	SpEd	SpEd	Cont Enr	Enr					
<b>Growth</b>	<b>STAAR Growth (Elementary and Middle Schools and High Schools w/o grad rate)</b>																	
	Reading #PM Tests	84	2	70	10	0	1	0	1	72	51	21	<25	70	14			
	Growth Score	68%		66%						67%	68%			71%				
	Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
	Met Target	Y		Y						Y	Y			Y		5	5	100%
	Math #PM Tests	87	2	73	10	0	1	0	1	75	54	21	<25	71	16			
	Growth Score	75%		71%						75%	73%			74%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%				
Met Target	Y		Y						Y	Y			Y		5	5	100%	
<b>Total</b>															<b>10</b>	<b>10</b>	<b>100%</b>	

	All Students										ELL (Curr. and Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met	
	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	Former	SpEd	SpEd	Cont Enr	Enr					
<b>ELP</b>	<b>English Language Proficiency</b>																	
	Number of Current EL students with proficiency measure										139	current ELL students						
	% Adv High or 1yr Comp Progress										117	eligible tests						
	TELPAS Progress Target										38%							
	Met Target										36%							
<b>Total</b>															<b>1</b>	<b>1</b>	<b>100%</b>	

	All Students										ELL (Curr. and Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	Former	SpEd	SpEd	Cont Enr	Enr				
<b>Student Success</b>	<b>Student Achievement Domain Score: STAAR Component Only (Elementary Schools, Middle Schools, and High Schools/K-12 Without Annual Graduates)</b>																
	# Tests	315	10	264	35	0	3	0	3	271	198	64	<25	263	52		
	App	77%		75%	83%					73%	69%	30%		75%	87%		
	Meets	38%		35%	57%					32%	28%	9%		38%	40%		
	Masters	19%		16%	37%					14%	13%	5%		20%	12%		
	STAAR Component Score	45%		42%	59%					40%	37%	15%		44%	46%		
	Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%		
Met Target	N		Y	Y					Y	Y	N		N	Y	5	8	63%
<b>Total</b>															<b>5</b>	<b>8</b>	<b>63%</b>

	% of Eligible Met	2018 Weight	Points
Academic Achievement	10%	30%	3.0
Growth	100%	50%	50.0
English Language Proficiency (ELP)	100%	10%	10.0
Student Success	63%	10%	6.3
<b>Closing the Gaps Raw Score</b>			<b>69</b>
			points possible 100

	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	ELL (Curr. and Former)	SpEd
Additional Targeted Support (Goal: TBD)											
# Eligible Targets	5	-	5	-	-	-	-	-	5	6	-
# Targets Met	2	-	3	-	-	-	-	-	4	4	-
% Targets Met	40%	-	60%	-	-	-	-	-	80%	67%	-

To be evaluated for Additional Targeted Support, a group must have results for 25 tests in both reading and math performance.

**For STAAR Academic Achievement indicators, if participation rate falls below 95%, denominator will be increased to meet 95% threshold.**

**Texas Education Agency  
2019 Accountability Ratings Overall Summary  
ST ELMO EL (227901136) - AUSTIN ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		73	C
STAAR Performance	45	73	
College, Career and Military Readiness			
Graduation Rate			
School Progress		81	B
Academic Growth	71	74	C
Relative Performance (Eco Dis: 86.3%)	45	81	B
Closing the Gaps	69	75	C

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

All Subjects - Results for 2020 MOY (STAAR Released)

Alpha List

All Grades	Reading (Full Release)				Math (Taught Curriculum through Week 20)				Writing (Full Release - Includes Essay Scores)				Science (Taught Curriculum through Week 20)			
	Campus_Name	# Tests	% App	%Meets	%Mst	# Tests	% App	%Meets	%Mst	# Tests	% App	%Meets	%Mst	# Tests	% App	%Meets
Allison	160	61%	19%	4%	161	66%	30%	11%	54	35%	7%	2%	49	59%	4%	2%
Andrews	129	38%	11%	3%	129	53%	26%	11%	42	21%	10%	2%	38	58%	13%	<1%
Baldwin	369	86%	57%	22%	367	86%	59%	31%	143	61%	29%	7%	118	82%	49%	27%
Baranoff	485	89%	64%	34%	484	87%	61%	34%	162	75%	38%	14%	162	72%	30%	6%
Barrington	185	44%	16%	6%	184	54%	17%	7%	60	23%	15%	2%	59	49%	7%	<1%
Barton Hills	206	90%	62%	36%	209	87%	61%	35%	55	56%	25%	4%	69	86%	41%	16%
Becker	176	85%	52%	27%	176	80%	53%	23%	47	81%	43%	15%	60	57%	22%	5%
Blackshear	161	70%	37%	20%	162	80%	38%	19%	69	45%	16%	1%	33	39%	6%	3%
Blanton	206	64%	42%	23%	204	75%	51%	24%	66	67%	39%	14%	72	49%	28%	13%
Blazier	475	84%	44%	16%	478	82%	52%	18%	159	66%	35%	11%	169	31%	4%	<1%
Boone	237	77%	44%	16%	236	65%	39%	16%	83	53%	20%	6%	74	66%	14%	3%
Brentwood	298	88%	63%	33%	296	80%	57%	30%	98	79%	55%	26%	91	78%	49%	26%
Brooke	94	46%	9%	4%	94	49%	15%	4%	25	4%	<1%	<1%	43	16%	12%	5%
Brown	233	33%	9%	3%	233	48%	21%	8%	81	22%	5%	<1%	72	22%	4%	3%
Brown/Brown	120	32%	13%	3%	120	50%	26%	12%	39	23%	5%	<1%	36	31%	8%	6%
Webb Pri/Brown	113	35%	6%	3%	113	45%	15%	4%	42	21%	5%	<1%	36	14%	<1%	<1%
Bryker Woods	218	92%	67%	33%	217	92%	65%	39%	78	79%	51%	17%	75	80%	51%	29%
Campbell	73	63%	37%	19%	73	64%	37%	16%	20	60%	35%	5%	26	54%	31%	19%
Casey	234	62%	29%	12%	239	71%	44%	22%	65	32%	14%	5%	91	59%	25%	8%
Casis	347	93%	67%	36%	347	81%	49%	23%	110	78%	41%	14%	116	74%	38%	18%
Clayton	413	92%	74%	42%	409	92%	73%	46%	134	77%	44%	11%	134	79%	32%	8%
Cook	208	60%	28%	9%	208	65%	39%	22%	75	56%	32%	4%	64	42%	11%	3%
Cowan	376	80%	51%	23%	378	81%	50%	25%	121	56%	30%	8%	128	72%	47%	30%
Cunningham	136	52%	26%	12%	143	44%	29%	17%	46	35%	24%	7%	50	40%	18%	4%
Davis	328	69%	43%	20%	313	66%	38%	18%	102	40%	17%	5%	121	66%	28%	10%
Dawson	120	60%	19%	6%	120	72%	43%	21%	41	34%	17%	10%	34	65%	29%	3%
Doss	363	90%	64%	35%	362	85%	60%	35%	124	67%	35%	12%	96	66%	22%	8%
Galindo	187	65%	30%	15%	190	75%	42%	24%	58	55%	36%	17%	63	54%	25%	6%
Govalle	159	59%	26%	9%	158	63%	27%	7%	50	20%	6%	<1%	50	52%	12%	<1%
Graham	241	80%	39%	12%	244	80%	56%	28%	82	65%	18%	2%	91	53%	19%	8%
Guerrero-Thompson	212	78%	31%	6%	209	78%	53%	27%	84	44%	13%	4%	64	69%	31%	11%
Gullett	252	88%	65%	31%	150	82%	67%	39%	80	84%	49%	18%	--	--	--	--
Harris	191	54%	20%	7%	195	48%	21%	9%	54	54%	20%	6%	71	37%	11%	3%
Hart	272	60%	27%	7%	269	58%	29%	12%	99	30%	12%	2%	97	41%	9%	3%
Highland Park	341	89%	62%	35%	341	85%	65%	33%	117	70%	39%	10%	115	85%	49%	31%
Hill	475	89%	65%	36%	480	79%	54%	31%	163	72%	42%	15%	153	83%	62%	39%
Houston	246	45%	16%	4%	247	55%	21%	8%	67	36%	9%	1%	88	41%	14%	3%
Jordan	249	56%	21%	6%	248	68%	38%	15%	83	41%	23%	11%	74	61%	18%	8%
Joslin	94	55%	23%	9%	97	51%	21%	8%	28	11%	4%	<1%	34	41%	18%	6%
Kiker	507	94%	68%	38%	507	88%	60%	30%	164	78%	49%	19%	170	81%	46%	21%
Kocurek	178	60%	31%	11%	184	68%	39%	18%	62	50%	16%	<1%	--	--	--	--
Langford	191	45%	15%	5%	195	61%	27%	8%	63	40%	22%	13%	64	36%	3%	2%

All Subjects - Results for 2020 MOY (STAAR Released)

Alpha List

All Grades	Reading (Full Release)				Math (Taught Curriculum through Week 20)				Writing (Full Release - Includes Essay Scores)				Science (Taught Curriculum through Week 20)			
	Campus_Name	# Tests	% App	%Meets	%Mst	# Tests	% App	%Meets	%Mst	# Tests	% App	%Meets	%Mst	# Tests	% App	%Meets
Lee	261	83%	61%	39%	262	77%	48%	26%	61	84%	59%	34%	86	85%	52%	24%
Linder	153	67%	27%	8%	151	62%	34%	15%	46	63%	24%	2%	60	33%	8%	2%
Maplewood	205	73%	53%	22%	202	73%	51%	32%	70	71%	50%	20%	67	51%	12%	1%
Mathews	210	85%	63%	39%	209	84%	65%	40%	56	70%	57%	23%	56	70%	34%	14%
McBee	171	60%	22%	5%	172	67%	35%	20%	55	36%	11%	2%	63	27%	<1%	<1%
Menchaca	331	65%	35%	13%	333	69%	36%	19%	115	42%	20%	7%	118	42%	11%	2%
Metz	79	67%	23%	8%	79	59%	29%	10%	29	45%	10%	3%	28	50%	11%	4%
Mills	378	92%	62%	33%	373	83%	56%	32%	113	65%	31%	15%	123	82%	46%	20%
Norman	93	57%	25%	10%	89	58%	38%	19%	23	26%	<1%	<1%	23	43%	9%	<1%
Norman/Sims	124	59%	27%	9%	123	61%	37%	18%	35	31%	3%	<1%	40	50%	8%	3%
Oak Hill	390	68%	43%	22%	387	68%	45%	23%	125	56%	34%	16%	139	52%	22%	9%
Oak Springs	90	43%	14%	2%	91	48%	20%	7%	30	27%	20%	17%	28	64%	18%	4%
Odom	179	53%	25%	8%	180	52%	27%	9%	61	49%	18%	10%	69	33%	7%	<1%
Ortega	118	67%	31%	12%	119	90%	61%	37%	50	48%	26%	8%	38	53%	21%	3%
Overton	191	68%	30%	10%	193	78%	48%	23%	56	52%	27%	7%	65	68%	31%	6%
Padron	269	50%	15%	6%	270	66%	40%	17%	99	47%	18%	4%	79	48%	13%	4%
Palm	172	61%	31%	10%	172	73%	47%	19%	53	42%	13%	2%	63	60%	24%	5%
Patton	397	75%	49%	20%	394	80%	57%	30%	132	61%	36%	11%	145	68%	27%	6%
Pease	111	83%	61%	36%	111	77%	51%	32%	37	62%	35%	19%	38	79%	53%	26%
Pecan Springs	120	61%	33%	18%	120	67%	44%	22%	29	38%	17%	<1%	51	37%	12%	6%
Perez	218	48%	24%	10%	217	54%	32%	14%	62	40%	13%	3%	87	40%	18%	8%
Pickle	226	44%	19%	5%	226	50%	25%	13%	82	16%	<1%	<1%	71	21%	11%	<1%
Pillow	185	58%	25%	11%	183	62%	34%	15%	58	53%	29%	9%	64	30%	17%	8%
Pleasant Hill	173	58%	29%	9%	172	65%	38%	23%	47	36%	13%	<1%	60	73%	47%	23%
Reilly	70	69%	31%	16%	70	79%	46%	23%	20	85%	35%	5%	24	38%	17%	8%
Ridgetop	147	80%	50%	22%	145	74%	41%	17%	43	53%	33%	9%	46	59%	7%	2%
Rodriguez	207	60%	25%	10%	207	66%	43%	23%	74	45%	24%	12%	64	45%	11%	5%
Sanchez	108	52%	20%	7%	108	58%	18%	4%	31	35%	10%	3%	40	45%	10%	3%
Sims	31	65%	32%	6%	34	68%	32%	15%	12	42%	8%	<1%	17	59%	6%	6%
St Elmo	129	67%	26%	5%	129	76%	47%	23%	28	64%	25%	4%	49	67%	16%	6%
Summitt	359	74%	47%	23%	357	76%	51%	24%	121	58%	29%	13%	113	71%	39%	18%
Sunset Valley	194	73%	46%	18%	197	61%	33%	15%	69	54%	20%	4%	65	57%	34%	17%
Travis Heights	198	71%	40%	19%	202	67%	44%	19%	62	53%	26%	6%	66	68%	36%	20%
Walnut Creek	245	45%	14%	3%	246	56%	33%	13%	84	25%	5%	<1%	75	39%	8%	3%
Widen	175	65%	38%	5%	175	70%	38%	10%	59	59%	41%	8%	58	69%	17%	3%
Williams	150	61%	25%	9%	150	72%	39%	15%	54	35%	6%	<1%	47	43%	6%	<1%
Winn	73	77%	38%	16%	71	79%	49%	25%	20	70%	50%	5%	27	78%	30%	22%
Wooldridge	219	48%	17%	3%	217	63%	34%	18%	78	33%	10%	<1%	69	51%	16%	7%
Wooten	173	56%	21%	5%	173	65%	34%	14%	42	48%	7%	<1%	76	30%	11%	<1%
Zavala	86	62%	36%	12%	88	81%	44%	19%	26	46%	4%	<1%	38	66%	37%	11%
Zilker	250	92%	62%	30%	246	83%	50%	26%	72	68%	35%	13%	86	78%	36%	10%
<b>DISTRICT</b>	<b>17559</b>	<b>71%</b>	<b>42%</b>	<b>19%</b>	<b>17456</b>	<b>73%</b>	<b>45%</b>	<b>23%</b>	<b>5698</b>	<b>54%</b>	<b>27%</b>	<b>9%</b>	<b>5759</b>	<b>59%</b>	<b>25%</b>	<b>11%</b>

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)  
% teacher turnover

### Staff Quality, Recruitment and Retention Strengths

The average teacher at St. Elmo has been here 11 years which helps build the campus culture and school systems. However, this year we are welcoming 5 new teachers to St. Elmo and need to address that in this unique time.

### Staff Quality, Recruitment and Retention Weaknesses

There was no new teacher campus mentor program prior to the 2020-2021 school year and this could cause a teacher new to St. Elmo to possibly feel lost and disconnected.

### Staff Quality, Recruitment and Retention Needs

St. Elmo needs a new to the campus mentor program in order to better prepare and welcome incoming staff.

### Staff Quality, Recruitment and Retention Summary

Being a campus where employees tend to stay once they get here makes St. Elmo a special place. However, with 5 new teachers joining the team, due to campus growth and projections, there is the need to begin a new to the campus mentoring program.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

# Comprehensive Needs Assessment

## Focus Groups/Interviews

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

Short Cycle Assessments disaggregated by stud. grp

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

TELPAS disaggregated by grade & prof. lvl.

## Curriculum, Instruction and Assessment Strengths

- AVID - is being used campus-wide in grades 1-5. This helps with curriculum and instruction by providing a foundation in engaging instructional methods and effective organizational systems.
- The campus uses a lesson planning guide during their PLCs in order to maintain focus on key areas: questioning strategies, AVID strategies, SEL integration, and reading fluency.
- Campus data days discuss every student--their strengths, areas for growth, and their social and emotional needs. These discussions inform future intervention and enrichment groupings

## Curriculum, Instruction and Assessment Weaknesses

- The One-way dual language program at St. Elmo has had to exist within mixed classes. This causes extra work load for teachers and is not the recommended model.

## Curriculum, Instruction and Assessment Needs

- Reassessment and then restructuring of the Dual language program to minimize mixed classes and to encourage true biliteracy

## Curriculum, Instruction and Assessment Summary

There are many systems of curriculum, instruction, and assessment that work at St. Elmo, but the dual language program needs to be re-assessed and restructured in order to minimize mixed classes and follow the recommended model more closely.

## Family and Community Involvement

# Comprehensive Needs Assessment

## Family and Community Involvement Data Sources

District Family Survey results  
Focus Groups/Interviews

## Family and Community Involvement Strengths

- St. Elmo has a full time PSS who keeps the school and community connected.
- St. Elmo PTA is/was growing in membership and holding many well-attended events.
- Community partnerships are growing.

## Family and Community Involvement Weaknesses

- The PTA dissolved during COVID-19 spring of 2020 and it needs to be reestablished.
- There is a need to bridge the language barrier and create more connection with our families who speak languages other than English and Spanish (Arabic, Pashto, etc.)
- Internet access is still an issue with many of our families

## Family and Community Involvement Needs

- Well functioning PTA who supports the school and community connection
- Translation services for our families that speak languages other than Eng or Sp.
- Community help with providing reliable internet connectivity for our families in need

## Family and Community Involvement Summary

St. Elmo has a small but engaged community, yet we have areas for growth in connecting with our families who speak languages other than English or Spanish. There is also a need to find community support in order to provide reliable internet connectivity to our families in need.

# Comprehensive Needs Assessment

## Technology

### Technology Strengths

- Our teachers have learned so many technology platforms in the past 6-7 months and they aren't stopping yet.
- Our Technology coach, Instructional coach, Seesaw Ambassador, Assistant Principal, and CLI coaches provide a variety of PD using effective technological platforms, strategies, and techniques.
- we are a one to one school now (every student has their own electronic device for learning).

### Technology Weaknesses

- Many of our families still struggle with reliable internet connectivity
- We are still developing in terms how to maximize BLEND and its functions
- Many of our families have difficulties when it comes to helping their student engage in distance learning

### Technology Needs

- Targeted training for teachers with certain needs
- Reliable internet for our families in need
- Student led groups across campus related to teaching and learning tech tips, etc.

### Technology Summary

Like many AISD schools, St. Elmo has come a long way with technology because we were forced to. Therefore, we'd like to harness this momentum and use it to move even further in this area. We still need targeted teacher training for certain groups, reliable internet connectivity for our families who need it, and a system for integrating student-led technology information/tips sharing.



# SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$139,000)			

# St. Elmo 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. Continue using the campus-wide Instructional Planning Guide that teachers use to record their weekly PLC meeting notes. The planning guide is modified to reflect each grade levels needs, etc. Then, the document is shared with the ILT, and feedback is received. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Administrative Team, Assistant Principal, Instructional Coaches, Principal	Aug 2020-Quarterly		Criteria: Modified Distance Learning Instructional Planning Guides turned in from all grade levels beginning August, 2020. These guides will be refined to reflect BLENDED learning by the end of October.  11/04/20 - Some Progress

# St. Elmo 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. Systems: All AE Classroom lesson plans will include information related to higher level questioning and critical thinking as evidenced in Lesson Planning Guides for Math and Reading by the end of Oct/beg of Nov and consistently until the end of the school year. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,3)	AE Teachers, Assistant Principal, AVID Team, Instructional Coaches, Teachers	August 2020-Monthly		Criteria: -Lesson Planning Guides -Lesson Plans  11/04/20 - Some Progress

# St. Elmo 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. Create and maintain a mentor/mentee group for our 5 new teachers that meets regularly in order to ensure our new staff are melding into St. Elmo well. (Target Group: All) (Strategic Priorities: 1)	Administrators, Campus Committees, Campus Leadership Team	August 2020 - June 2021		Criteria: Meeting dates on calendar, agendas, ZOOM chats, anecdotal data, surveys  11/04/20 - Some Progress

# St. Elmo 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. Create a system for teachers to observe each other, offer feedback, and ask for guidance. This can also include practice sessions in the following areas: ZOOM, screen casting, use of IXL, etc. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Bilingual Specialist/Instructional Coach, CLI Team, Instructional Coaches, Principal, Technology Team	August 2020-monthly		Criteria: Teacher Observation Calendar/database  11/04/20 - Some Progress

# St. Elmo Elementary School

**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 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue CST documentation system that shows how we are identifying students with specific needs and what services we are offering them. Create a 2020-2021 ECST regular meeting system that teachers sign up for. Consistently use the system to monitor interventions/services. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2)	Assistant Principal, Counselor, Instructional Coaches, Principal	Sept. 2020-Quarterly		11/04/20 - Some Progress

# St. Elmo Elementary School

**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. Involve the campus in cultural proficiency and inclusiveness training with the goal of becoming an active antiracist school (Title I SW Elements: 2.1,2.2,2.3,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Cultural Committee, Principal	August, 2020 - quarterly		Criteria: List of training sessions offered during the 2020-2021 school year; Weekly newsletters; Campus-wide events  11/04/20 - Some Progress 10/06/20 - Some Progress

# St. Elmo Elementary School

**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 use of the campus-wide Instructional Planning Guide that teachers use to record their weekly PLC meeting notes. The original planning guide includes an area to note which high-yield strategies the week's lesson will be employing. There are also sections for differentiation for SpEd, GT, and EL, as well as questioning strategies, AVID strategies, and grouping strategies. Currently, the planning guide has been modified due to distance learning, etc. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Instructional Coaches, Principal, Teachers	Aug. 2020-Quarterly		Criteria: LPG (lesson planning guide) database  11/04/20 - Some Progress



# St. Elmo Elementary School

**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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students continue to chart their progress on grade level common assessments and how it relates to their yearly goal. (Title I SW Elements: 1.1,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Instructional Coaches, Instructional Leadership Team, Principal, Teachers	Oct. 2020-monthly		Criteria: -Common Assessment database for each student for Math and Reading -Goal setting chart for each student for Math and reading.  11/04/20 - Some Progress

# St. Elmo Elementary School

**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 2.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CST/DATA meetings to address those students with significant learning gaps (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, CST Team, Instructional Leadership Team, Principal	Oct. 2020-Quarterly		Criteria: CST/DATA meeting presentations, minutes, DMAC documents  11/04/20 - Some Progress

# St. Elmo Elementary School

**Goal 6.** (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: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 1.** (Green Team) Green Team

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the St. Elmo campus Green Team's work towards enhancing outdoor learning spaces and experiences at St. Elmo. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.2) (Target Group: All)	Administrative Team, Beautification Committee, Campus Committees	Sept. 2020 - monthly		Criteria: Completion of NWF certified wildlife habitat designation; continuation of the environmental audit being conducted; Year 2 progress on the Monarch Butterfly Garden  11/04/20 - Some Progress 10/06/20 - Some Progress

# St. Elmo Elementary School

**Goal 6.** (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: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 2.** (Energy) Energy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue maintenance/updating our Monarch Butterfly garden on campus. The energy audit is part of this project. (Title I SW Elements: 2.1,2.2) (Target Group: All)	Monarch Heroes Committee	Aug 2020- quarterly		Criteria: Monarch Butterfly Garden evaluation (May 2021)  11/04/20 - Some Progress

# St. Elmo Elementary School

**Goal 7.** (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.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Set goals, monitor their implementation, make adjustments as necessary in order to be a SEED MODEL Campus for the 3rd year in a row. This year's goals are:</p> <p>1. Create and maintain an SEL and Mindfulness section in our St. Elmo Community Weekly Newsletter</p> <p>2. Conduct regular ZOOM with the Principal Meetings (Coffee with the Principal) that engage the community in mindfulness exercises, SEL themes, idea sharing, and reflection</p> <p>3. Conduct at least 4 campus-wide Cultural Proficiency and Inclusivity PD trainings (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All)</p>	SEL Committee	Oct.2020- quarterly		<p>Criteria: SEED Model Campus folder/database, SEED Model materials, weekly newsletter with SEL/Mindfulness section</p> <p>11/04/20 - Some Progress</p>

# St. Elmo Elementary School

**Goal 8.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create, Include, and maintain an SEL and Mindfulness section of our campus community newsletter that shares the SEL and Mindfulness themes for the week that the students just completed. This way parents can reinforce and practice the concepts at home. The staff newsletter previews the upcoming concepts for the week to come. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2)	Administrative Team	Begin Aug. 2020-weekly		10/06/20 - Some Progress

# St. Elmo Elementary School

**Goal 8.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regular ZOOM with the Principal (Coffee with the principal) meetings that engage the community in mindfulness exercises, SEL themes, idea sharing, and reflection (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All)	Principal	August 2020 - monthly		10/06/20 - Some Progress

# St. Elmo Elementary School

**Goal 8.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus-Wide Cultural Proficiency and Inclusivity Focus--At least 4 trainings and multiple events/activities that facilitate group learning towards being confident in calling us an antiracist institution (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,3.1) (Target Group: All) (Strategic Priorities: 1)	Principal	August 2020 - monthly		Criteria: Campus trainings, curriculum documents, school-wide events  10/06/20 - Some Progress



# St. Elmo Elementary School

**Goal 8.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. We would like to focus on our families feeling like their child is treated with respect by their fellow students. Last year's family survey reveals that 90% of families believed that. This was a decrease from the prior year.</p> <p>We plan to address this through weekly SEL themes, cultural proficiency and inclusivity training, and daily morning meetings, etc.</p> <p>We would like at least 92% of our families to answer the survey that they feel their child is treated with respect by other students. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2)</p>	<p>Administrators, Campus Leadership Team, Teachers</p>	<p>Aug. 2020 - June 2021</p>		<p>Criteria: TELL survey data for 2020 - 2021</p> <p>11/04/20 - Some Progress</p>

# St. Elmo Elementary School

**Goal 9.** (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	10/30/2020		Criteria: Principal Attestation Form 11/09/20 - 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)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/09/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 11/09/20 - 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, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/17/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/09/20 - Completed

# St. Elmo Elementary School

**Goal 9.** (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)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 11/09/20 - Completed 11/09/20 - Pending
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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 11/17/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/09/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/09/20 - 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	10/30/2020		Criteria: CIP Developers List 11/09/20 - Completed

## SY 20-21 CIP Developers List

Name	Position
Castonguay, Rebecca	CIP staff chair
McCormack, Ben	Principal
Villacorta, Silvia	PK-3 teacher
Allen, Francisca	parent
Casas, Erica	Parent
Pizarro, Ignacio	Essential Areas teacher (P.E.)
Jimenez, Jen	parent
Flanders, Jonathan	parent
Kramer, Kristina	Teacher
Vasquez-Saldana, Lisa	Teacher
Gamez, Marissa	Parent (PTA president)
Casas, Nancy	Teacher
Flores, Sara	Teacher