

Graham Elementary School

Campus Improvement Plan

2020/2021

Show Up! Work Hard! Read!



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DMAC Solutions ®

Page 1 of 15

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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 Strengths

According to our MOY using 5th grade data, our strengths are:

- 5th grade we have 87% approaches, 72% meets and 41% masters
- Hispanic sub group was 84% approached, 73% meets, 41% masters
- Eco dis 90% approaches, 74% meets and 39% masters
- Ell's 88% approaches, 76% meets and 41% masters
- Sped 82% approaches, 55% meets and 9% masters
- AA 99% approaches, 63% meets and 50% masters
- White 99% approaches, 71% meets and 29% masters

Student Achievement Weaknesses

According to our Moy using 5th grade data, our weakness is:

- Sped at 55% meets compared to other sub group at 63% and higher

Student Achievement Needs

According to our Moy using 5th grade data, our needs are:

- Improve the sped subgroup to at least 57% by targeting instruction in small group.
- Review alignment with homeroom core lessons and resource support
- Homeroom and resource teachers planning together consistently
- Weekly progress monitoring
- Review accommodations for all resource students to make sure they have the support needed.

Student Achievement Summary

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

According to our Moy using 5th grade data, our summary is:

- Our approaches in each subgroup are over 87%, meets was 72%, and 41% masters
- Our needs are based on subgroups below 63%
- Our goal is to improve our sped subgroup from 55% meets to 57% meets

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results

School Culture and Climate Strengths

According to the Tell Survey under School Climate and Culture our strengths are:

- Overall in General school climate we in line with the district average of 88%
- District vision we are above the district average of (90%) and Graham is at 92%
- School Leadership we are above the district average of (90%) and Graham is at 97%
- Principal Leadership we are above the district average of (89%) and Graham is at 98%
- Teacher Leadership we are above the district average of (90%) and Graham is at 96%

School Culture and Climate Weaknesses

According to the Tell Survey under School Climate and Culture our weaknesses are:

- Achievement Press is at 87% compared to the district average of 86%
- Parent press for school improvement is at 66%

School Culture and Climate Needs

According to the Tell Survey under Achievement Press (school Improvement) our needs are:

- Parent Support Specialist will survey parents through various platforms to assess the needs of the school
- Teachers will communicate with administration to specify academic needs
- Administration will conduct CST weekly CST meetings to specify school needs

School Culture and Climate Summary

Comprehensive Needs Assessment

According to the Tell Survey under School Climate and Culture:

- Many strengths that we will continue to maintain
- The weaknesses identified with regard to parent press for school improvement will require communication from the school to the parents to identify the needs to improve in that category

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

For Staff Quality, Recruitment, and Retention our strengths are:

- Out of the 58 staff member on the TELL survey 55 came back to Graham (one took leave for maternity and the other 2 retired)
- 100% are certain that they make a difference in the lives of their students
- 100% strongly that they can deal with any learning problem
- Academic reputation and high expectations, as well as working environment and school culture are the reasons that staff plans to stay at Graham

Staff Quality, Recruitment and Retention Weaknesses

For Staff Quality, Recruitment, and Retention our weakness is:

- 36% out of 58 individuals that answered the TELL Survey feel that they need more recognition

Staff Quality, Recruitment and Retention Needs

For Staff Quality, Recruitment, and Retention our need is:

- Surveying staff to get a better understanding on how they would like to be recognized

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

For Staff Quality, Recruitment, and Retention our summary is:

- 86% strongly agree that they hope to be working as a teacher until they retire
- 97% believe that education is the best career to have
- Maintaining high expectations and an A grade in all domains we are able to retain staff
- We will survey staff every 9 weeks to better understand how they would like to be recognized

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Family and Community Involvement Strengths

For Family and Community Involvement our strengths are:

- 100% of parents surveyed on the Family Survey feel they are treated with courtesy and respect from all staff at Graham
- 100% of parents surveyed on the Family Survey feel their involvement in their child's education is welcomed by Graham

Family and Community Involvement Weaknesses

For Family and Community Involvement our weakness is:

- 18% out of 100% that completed the Parent Survey feel that Graham can be more welcoming

Family and Community Involvement Needs

For Family and Community Involvement our needs are:

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

- Surveying parents on how to feel more welcome at Graham

Family and Community Involvement Summary

For Family and Community Involvement our summary shows:

- Families at Graham feel respected and a part of their child's education
- We need to reach the 18% of parents that feel that we can make Graham more welcoming

Comprehensive Needs Assessment Data Sources

<https://txschools.gov/>

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

Graham Elementary School

Goal 1. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will complete Data Tracking using google sheets for weekly assessments, and small group interventions will be implemented based on data. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, CST Team, Teachers	All Year	(F)Title 1, Part A, (L)Campus BTO	Criteria: CST Goals and Progress Monitoring in eCST 11/11/20 - On Track

Graham Elementary School

Goal 2. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will implement SEL morning meetings. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4)	Academic Leadership Team, Campus Committees, Counselor	All Year	(F)Title 1, Part A, (L)Campus BTO	Criteria: Daily, Weekly and Monthly Meetings lesson plans and walk through feedback. 11/11/20 - On Track

Graham Elementary School

Goal 3. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (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. 100% of staff will participate in an SEL focused book study. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Academic Leadership Team, SEL Committee	All Year	(F)Title 1, Part A, (L)Campus BTO	Criteria: Meeting agenda and sign in sheets for Book Study professional learning sessions. 11/11/20 - On Track

Graham Elementary School

Goal 4. (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)	Principal	10/30/20	(O)Other	Criteria: Principal Attestation Form 11/10/20 - 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.) (Target Group: ECD)	Principal	10/30/20	(F)Title 1, Part A	Criteria: Parent/Family Involvement Policy on your campus stationery 11/10/20 - 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.) (Target Group: ECD)	Principal	10/30/20	(F)Title 1, Part A	Criteria: Parent/Family School Compact 11/10/20 - 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) (Strategic Priorities: 4)	Principal	10/30/20	(F)Title 1, Part A	Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/17/20 - Completed 11/11/20 - On Track
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 4)	Principal	10/30/20	(F)Title 1, Part A	Criteria: Sample communications in languages other than English 11/10/20 - Completed

Graham Elementary School

Goal 4. (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
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: 4)	Principal	10/30/20	(F)Title 1, Part A	Criteria: Documentation of notice on school letterhead 11/10/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD) (Strategic Priorities: 4)	Principal	10/30/20	(F)Title 1, Part A	Criteria: Agendas, sign in sheets, minutes and records of meetings 11/17/20 - Completed 11/11/20 - On Track 11/10/20 - Some 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) (Strategic Priorities: 4)	Principal	10/30/20	(F)Title 1, Part A	Criteria: Verify attendance of training and submission of Time & Effort Reports 11/10/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Title I SW Elements: 3.1) (Target Group: ECD) (Strategic Priorities: 4)	Principal	10/30/20	(F)Title 1, Part A	Criteria: submit Homeless Documentation (Complete and submit sheet attached.) 11/10/20 - 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)	Academic Leadership Team	10/30/20	(L)Campus BTO	Criteria: CIP Developers List 11/10/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Paredes, Ercilia	Principal
Phillips, Samantha	Assistant Principal
Padilla, Susan	Teacher
Bestor, Kayla	Teacher
Rodriguez, Ivonne	Reading Specialist
Salgado, Miriam	CAC Co-Chair
Rodriguez, Rubi	Parent
Drinks, La Kesha	Principal Supervisor