

# Uphaus Early Childhood Center

## Campus Improvement Plan

### 2020/2021

*Anita Uphaus Early Childhood Center, where excellence begins!*



**UPHAUS**  
**EARLY CHILDHOOD**  
**CENTER**  
**AUSTIN** Independent School District

Claudia Santamaria  
5200 Friedrich Lane  
512-414-5520  
[claudia.santamaria@austinisd.org](mailto:claudia.santamaria@austinisd.org)

Date Reviewed:

DMAC Solutions ®

Page 1 of 29

Date Approved:

7/12/2021

### **Campus Mission**

We are a diverse community that provides a high quality education focusing on the whole child.

### **Campus Vision**

To create an early childhood model school that is committed to developing life-long learners.

### **Campus Values**

- Help children enjoy and become excited about learning
- Understand play is a child's natural learning environment
  - Educate parents as partners
- Welcome diversity in cultures, abilities, and families
  - Committed to develop as learners
- Teach communication, critical thinking and social/emotional skills
- Give children strategies for becoming responsible for their behavior
- Use a collaborative approach to teaching, planning, and problem solving including staff, families, and community members
  - Maintain a warm, friendly, safe and supportive school family and community

### **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](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)

## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$23,630)			

# Uphaus Early Childhood Center

**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. Support staff, including PSS, Counselor, Librarian, Office staff, instructional coaches will meet weekly with Admin to coordinate, plan and learn together with the goal of supporting school wide efforts related to classroom staff, students and families. (Title I SW Elements: 2.1,2.5,2.6,3.1) (Strategic Priorities: 2)	Administrative Assistant, Administrators, Assistant Principal, Attendance Clerk, Bilingual Specialist/Instructional Coach, Counselor, Dual Language Cluster Specialist, Instructional Coaches, Librarian, Parent Support Specialist, Principal, Registrar	Weekly		Criteria: Keep minutes of each meeting with record of discussion items and action steps.

# Uphaus Early Childhood Center

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet weekly with instructional coaches to review and support team instructional plans with input from team leaders. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Strategic Priorities: 1,2,3,4)	Administrators, Instructional Specialists/Coaches	Weekly Oct - May		Criteria: Collect and examine meeting notes.

# Uphaus Early Childhood Center

- 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. Assign curriculum coaches and mentor teachers to first year teachers at Uphaus for additional support and guidance. (Title I SW Elements: 2.5,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators	Monthly		Criteria: Meet with coaches to assess teacher needs and concerns. Problem solve support needs with coaches pertaining to newly hired teachers weekly during our check in meetings.  10/07/20 - Pending
2. Include all staff to examine and plan efforts to increase TELL survey results as needed. (Title I SW Elements: 2.3,2.5) (Target Group: All) (Strategic Priorities: 1)	Administrators, PLCs	October - May		Criteria: Review the EOY TELL Survey results for progress measure.

# Uphaus Early Childhood Center

**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. Hold Child Study Team Meetings monthly to discuss and gain support for student learning, attendance and SEL concerns in order to support teachers. (Title I SW Elements: 2.5,2.6) (Target Group: AtRisk,Dys,504) (Strategic Priorities: 2)	Instructional Coaches	monthly		Criteria: Collect and examine meeting notes.
2. Implement the CLASS coaching model for PK3 teachers and teaching assistants and use components to provide feedback to PK4 and Kinder teachers. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: AtRisk,PRES K) (Strategic Priorities: 2)	Administrators, Director, EC Coordinator, Instructional Coaches, Teacher Assistants, Teachers	Oct. - May	(O)Other	Criteria: CLASS monitoring and evaluation tools will be shared with Admin and staff involved.



# Uphaus Early Childhood Center

**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. Review and support the Child Study Team process, facilitated by the campus instructional coach, where teams discuss and plan for interventions for student academics, SEL and attendance concerns with the assistance of support staff and external resources when needed. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	Administrators	Bi-weekly	(F)Title 1, Part A - \$2,000	Criteria: Principal will hold a weekly check in with instructional coach to review students who are in the CST process.

# Uphaus Early Childhood Center

**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.** (ESF Essential Action 3.4) Involve families and community in efforts to support a positive culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reach out to families through the Child Study Team process in order to gain collaboration and feedback on plans set forth to support students. (Title I SW Elements: 2.1,2.4,2.5,3.1) (Target Group: H,W,AA,ECD,ESL,LEP,GT,M,F,AtRisk,Dys,504,PRES K,K) (Strategic Priorities: 2)	Administrators, CST Chair, CST Team	on going		Criteria: Review meeting notes and plans set out for students with the CST facilitator.

# Uphaus Early Childhood Center

**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) Plan and examine curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers and TAs will participate in grade level weekly team planning meetings to collaborate and plan instruction for students. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Administrators, Campus Leadership Team	Weekly	(F)Title 1, Part A - \$2,000	Criteria: Collect weekly team meetings and sign in sheets for time to plan outside the school day.

# Uphaus Early Childhood Center

**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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage all staff in monthly team meetings that focus planning and sharing collaborative practices for outdoor learning activities that are developmentally appropriate for young children to increase their learning in math, science, pre-literacy and pre-writing. (Title I SW Elements: 2.1,2.5,2.6,3.2) (Strategic Priorities: 1,2)	Administrators, Assistant Principal, Bilingual Specialist/Instructional Coach, Campus Committees, Counselor, General Ed and Sped Teachers, Parent Support Specialist, Parents, PLCs, PTA, Teacher Assistants, Teachers	Monthly	(F)Title 1, Part A - \$7,000	Criteria: Collect minutes and agendas from meetings and evaluate actionable items.
2. Track SEL strategies embedded in classroom lessons using Blend/SeeSaw. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.2,3.3,3.4,5.2)	Administrators, Instructional Coaches	Weekly		Criteria: Provide teachers feedback on SEL components of their lessons.

# Uphaus Early Childhood Center

**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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold data days in the Fall and Spring to review CLI-engage and TXKea and other informal data related to the PK guidelines and K TEKS with grade level teams. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team	On going	(F)Title 1, Part A - \$2,000	Criteria: Meeting notes and sign in sheets for data days. Track supplies and materials purchased to support data findings and instructional needs.

# Uphaus Early Childhood Center

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an attendance success section in the monthly parent newsletter to highlight resources, benefits and strategies for increasing attendance. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal	monthly		Criteria: Archive the monthly family newsletter on our main website for yearlong access and review.
2. Discuss and create a plan for the improvement of attendance for students discussed during Child Study Team meetings. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Attendance Clerk, Parent Support Specialist	monthly		Criteria: Run, monitor and review monthly student attendance reports.
3. Celebrate the students with high rates of attendance, as determined by the attendance committee, by providing Panda Pride incentives to families. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Attendance Clerk, Instructional Coaches	9 week periods	(L)Campus BTO - \$300	Criteria: Attendance reports run monthly. Archived parent newsletters on our website. Postage and certificates sent to families.

# Uphaus Early Childhood Center

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

**Objective 1.** (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a caring and proactive customer service to all families, guardians and visitors using the Let's Talk system. (Title I SW Elements: 3.1) (Strategic Priorities: 2)	Administrative Assistant, Administrators, Attendance Clerk	On going		Criteria: Increase the number of positive reviews shared about adult interactions.  10/08/20 - Pending (S)

# Uphaus Early Childhood Center

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold a summer academics support June session for children who are showing gaps in academics due to remote learning. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: AA,ECD,ESL,LEP,SPED,AtRisk,504,PRES K,K) (Strategic Priorities: 2)	Administrators	June 2021	(F)Title 1, Part A - \$6,500	Criteria: Administer and Pre and Post assessment for those participating in June school.



# Uphaus Early Childhood Center

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

**Objective 2.** (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide CATCH related lessons for students through SeeSaw and Blend and in the Family Panda Monthly newsletters to promote wellness and fitness school wide. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, PE Teacher	Monthly Sept - May		Criteria: Track the lessons in SeeSaw.

# Uphaus Early Childhood Center

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

**Objective 3.** (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Uphaus PE Coach will create and make available a wellness activities school wide to promote health and wellness. (Title I SW Elements: 2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	PE Teacher, Teacher Assistants, Teachers	Weekly		Criteria: Review activities posed on Blend/SeeSaw.

# Uphaus Early Childhood Center

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

**Objective 4.** (Nutrition) Nutrition

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will participate in breakfast in the classroom. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Cafeteria staff, Teacher Assistants, Teachers	daily		Criteria: Monitor implementation of breakfast in the classroom for all students.

# Uphaus Early Childhood Center

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

**Objective 5.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% students will learn and use 2 Conscious Discipline breathing techniques. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Counselor, Teachers	Weekly		Criteria: Discuss with counselor &/or teachers the progress of implementation during admin check ins.

# Uphaus Early Childhood Center

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

**Objective 6.** (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will incorporate a CLI learning strategy to their teaching at least 3 times per month. (Target Group: All) (Strategic Priorities: 2)	CLI Team, Instructional Coaches, PLCs, Teacher Assistants, Teachers	Fall and Spring 2020		Criteria: Strategies will be identified in their lessons.

# Uphaus Early Childhood Center

- Goal 9.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.
- Objective 1.** (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Kinder teachers will participate in GT identification and deliver a GT curriculum to identified students. (Title I SW Elements: 2.4,2.5,2.6,3.1) (Target Group: AA,ECD,LEP,SPED,GT) (Strategic Priorities: 2)	Instructional Specialists/Coaches, Teachers	Oct - May	(F)Title 1, Part A - \$300	Criteria: Review the report of identified children and the services provided by the end of year.

# Uphaus Early Childhood Center

- Goal 10.** (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
- Objective 1.** (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will continue their PLC work with inclusion of children with special needs in the general ed. classroom. (Title I SW Elements: 2.4,2.5,2.6) (Strategic Priorities: 2)	Administrators, Instructional Coaches, PLCs	year long	(F)Title 1, Part A - \$500	Criteria: Review notes and minutes from PLC planning sessions.

# Uphaus Early Childhood Center

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

**Objective 1.** (Sustainability) Green Team, Energy, Food, Nature, Water, and Zero Waste

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members will contribute to our efforts to create outdoor learning spaces that value nature and provide developmentally appropriate experiences for children and their families. (Title I SW Elements: 2.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2)	Administrators, CAC Members, Community Partner, Counselor, General Ed and Sped Teachers, Instructional Coaches, Librarian, Parent Support Specialist, Parents, PTA, Teacher Assistants, Teachers, Team Leaders	October - May	(F)Title 1, Part A	Criteria: Review minutes and notes about ongoing planning from team, PLC, and PTA meetings.



# Uphaus Early Childhood Center

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

**Objective 1.** (SEL Critical Practice 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. By the end of the school year, students will have learned at least two Conscious Discipline breathing techniques. (Title I SW Elements: 2.2,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Counselor, Teacher Assistants, Teachers	Oct - May		Criteria: Discuss progress of implementation with counselor/teachers during monthly check ins.

# Uphaus Early Childhood Center

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

**Objective 2.** (SEL Critical Practice 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
1. In conjunction with the Parent Support Specialist, we will offer families two parenting workshops - ePromotoras and Strong Start. (Title I SW Elements: 2.1,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Parent Support Specialist	Oct - May		Criteria: Attendance records of participation by families in the programs.

# Uphaus Early Childhood Center

**Goal 13.** (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	10/30/20		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.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		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)	Principal	Due 10/30/20		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/10/20 - No Progress
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/10/20 - Significant Progress

# Uphaus Early Childhood Center

**Goal 13.** (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	Due 10/30/20		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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: agendas, sign in sheets, minutes or records of meetings  11/10/20 - 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		11/10/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet  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)	Principal	Due 10/30/20		Criteria: CIP Developers List  11/10/20 - Completed

## SY 20-21 CIP Developers List

Name	Position
Martinez, Wency	Instructional Coach
Garcia Galeana, Sofia	Bilingual Instructional Coach
Apostolou, Gina	Assistant Principal
Ortiz, Thelma	CAC teacher member
Trujeque Cooper, Suzanna	CAC Special Ed. Teacher Member
Jimenez, Sonja	CAC Teacher Member
Torres-Loredo, Cinthia	CAC Classified Staff Member
Huston-Crawford, Michelle	CAC Community Member
Lopez, Maria	CAC Parent Member
Hernandez, Vedirana	CAC Parent PTA Rep.
Haywood, Alexia	Librarian
Malfaro, Lisa	Counselor