Jordan Elementary School

Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan

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Date Reviewed:

Date Approved:

Campus Mission

We at Barbara Jordan Early College Prep will educate to empower our diverse 21st century community to become lifelong learners through a safe, meaningful learning environment.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

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

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

TIP Assurances

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

DCSI Name

La Kesha Drinks

Date

10/20/2020

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

Principal Name

Adrienne Williams

Date

10/20/2020

TIP Foundations

Prioritized Focus Area #1

Prioritized Focus Area #1

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Rationale

Jordan is a high need campus with a low teacher retention rate. Our goal is to recruit and retain highly qualified educators that stay at Jordan for at least 5 years.

How will the campus build capacity in this area? Who will you partner with?

Campus leadership will partner with Human Capital to recruit and train high quality educators. Professional learning opportunities will be designed to address individual needs in effort to support and retain highly qualified educators. The campus will partner with district departments including Cultural Proficiency and Inclusiveness, Equity Office and the Office of Talent Acquisition and Development to provide quality professional learning opportunities.

How will you communicate these priorities to your stakeholders? How will create buy-in?

The recruitment and selection process will be communicated through staff meetings, principal weekly and team meetings.

We will collaborate with all stakeholders throughout the process.

Desired Annual Outcome

We would like to create a culture of collaboration and team work that creates a school environment that retains 80% of my high quality staff.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

by the end of cycle 1 15% of my staff will participate in a PD session of their choice and participate in a leadership opportunity

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

by the end of cycle 2 20% of my staff will participate in a PD session of their choice and participate in a leadership opportunity

Desired 90-day Outcome: Cycle 3 (March-May)

by the end of cycle 3 25% of my staff will participate in a PD session of their choice and and participate in a leadership opportunity

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

by the end of cycle 4 30% of my staff will participate in a PD session of their choice and and participate in a leadership opportunity .

Barriers to Address During the Year

COVID, Staff Climate, finding needed quality professional development

Barriers to Address: Cycle 1 (Sept-Nov)

Ratio of teachers in person to number of students on campus

Barriers to Address: Cycle 2 (Dec-Feb)

Teacher "zoomed out" for professional development

Barriers to Address: Cycle 3 (March-May)

Building a school community when you have students and staff that are working in 2 different settings (at home and on campus)

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

TBD

District Commitment Theory of Action (ToA)

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

District Actions: Cycle 1 (Sept-Nov)

Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities. The DSCI/principal supervisor will support campus leadership with time management and successfully implementing a walkthrough observation and feedback calendar using strategies from "Leverage Leadership".

District Actions: Cycle 2 (Dec-Feb)

Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities. The DSCI/principal supervisor will support campus leadership with time management and successfully implementing a walkthrough observation and feedback calendar using strategies from "Leverage Leadership".

District Actions: Cycle 3 (March-May)

. Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities. The DSCI/principal supervisor will support campus leadership with time management and successfully implementing a walkthrough observation and feedback calendar using strategies from "Leverage Leadership".

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

TBD

Prioritized Focus Area #2

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

Rationale
As a result of teachers are now required to provide instruction to both face to face learners and remote learners. Our goal is to ensure that student instruction is effectively occurring in classrooms even during COVID.

How will the campus build capacity in this area? Who will you partner with?
Creating effective grade level PLCs that reviews and finalizes lesson plans and student assessments will support teachers as they plan and implement both in person and virtual instruction. We will collaborate with our campus technology design coach and the Office of Talent Acquisition and Development.

How will you communicate these priorities to your stakeholders? How will create buy-in?
We will share this focus area with staff and allow them to assist in creating the structure of the PLCs that includes these components.

In addition, we will provide staff with a PLC agenda on our weekly jag news.

Desired Annual Outcome
The desired outcome is that 90% of the PLCs will be teacher led following the campus PLC agenda.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
30% of the PLCs will be teacher led following the campus PLC agenda.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
60% of will be teacher led following the campus PLC agenda.

Desired 90-day Outcome: Cycle 3 (March-May)
90% of will be teacher led following the campus PLC agenda.

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

Barriers to Address During the Year
1. Time management during PLC due to tendency to focus on other topics.
2. Substitutes to cover classes
3. PLC professional learning for effective PLCs

Barriers to Address: Cycle 1 (Sept-Nov)
1. Time management during PLC due to tendency to focus on other topics. 2. Substitutes to cover classes 3. PLC professional learning for effective PLCs

Barriers to Address: Cycle 2 (Dec-Feb)
1. Time management during PLC due to tendency to focus on other topics. 2. Substitutes to cover classes 3. PLC professional learning for effective PLCs

Barriers to Address: Cycle 3 (March-May)
1. Time management during PLC due to tendency to focus on other topics. 2. Substitutes to cover classes 3. PLC professional learning for effective PLCs

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

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

District Actions: Cycle 1 (Sept-Nov)
Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities. The district will institute a pay increase for substitutes. The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

District Actions: Cycle 2 (Dec-Feb)

Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities. The district will institute a pay increase for substitutes. The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

District Actions: Cycle 3 (March-May)

Professional learning opportunities focused on concurrent teaching are available through the district's Office of Talent Acquisition and Development, and technology design coaches are available to provide individualized professional learning opportunities. The district will institute a pay increase for substitutes. The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges.

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

TBD

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

Reflection and Planning for Next 90-Day Cycle

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Yes I met the first set of outcomes because of the district provided PD that teachers were able to choose from. I did NOT meet the 2nd set of outcomes due to the large number of COVD related cases that we had on campus during this time. This caused several of our staff and students to have to quarantine and/or out sick so we werent able to meet regularly.

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

N/A

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

The campus will partner with district departments including Cultural Proficiency and Inclusiveness, Equity Office and the Office of Talent Acquisition and Development to provide quality professional learning opportunities. For the 2nd outcome now that COVID cases have lessened and more staff are vaccinated we have less disruption to our meeting schedule and PLCs will continue regularly led by the teachers/

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

None for the outcome 1 and Outcome 2 we will have consistent PLC meetings following the agreed upon agenda.

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

Reflection and Planning for Next 90-Day Cycle

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Yes because of the district provided PD that teachers were able to choose from.

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

MOY Release - No because this was the first assessment that many have taken all year, virtual assessment, blended learning

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Content Coaching meetings will occur weekly for at least 35 minutes and will review the previous weeks data from assessments and discuss upcoming instructional plans (looking at strategies, questioning, vocabulary, activities are aligned with the TEKS, and checks for understanding.) Language Arts content coaching will focus on guided reading instructional practices and review anecdotal data to inform instructional practices.

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

Implementing Weekly Assessments, reviewing data with instructional coaches and adjusting small groups to ensure student individual needs are met.

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

Reflection and Planning for Next 90-Day Cycle

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

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

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

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

End of Year Reflection - due June 4

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

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

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

Student Achievement

Student Achievement Strengths

2019 STAAR Writing 78% passing standard
2019 Distinction Designation - Comparative Academic Growth
Increased the percentage of grade 1-2 reading on or above grade level based on ISIP

Student Achievement Weaknesses

64% pass rate for Science STAAR Scores
33% percent of English Language Learners at Advanced High or made one year of composite progress
1.7 percent of students in Gifted and Talented
Domain 3 Academic Achievement (African American)

Student Achievement Needs

Utilizing PLCs to review common assessment data and create actionable steps to address areas of growth. Classroom walk throughs occur regularly to ensure agreed upon steps are implemented during daily instruction.

Professional Development is needed to ensure best practices for guided instruction.

Student Achievement Summary

Student Achievement is an area of growth and our goal is to ensure that teachers and our instructional leadership team are reviewing student data regularly in PLCs and implementing the necessary actions steps needed to support our students academic success.

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

94% of campus staff feel that Jordan is a good place to work and learn and they exhibit pride in their affiliation with our school. Teachers also feel empowered to participate in school leadership roles.

School Culture and Climate Weaknesses

This year teachers are tasked with teaching virtual and face to face learners and are feeling overwhelmed trying to juggle both.

School Culture and Climate Needs

Teachers need more professional development on how to balance both learning platforms

School Culture and Climate Summary

Overall, Jordan is a good place to work and learn. The focus will be on providing teachers with support as they try to navigate teaching during COVID.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)
% teacher turnover
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

At Jordan we the average we have a very diverse staff that mirrors close to our student population.

AA Students: 18.67%
AA Teachers: 16.67%

Anglo Students: 2.11%
Anglo Staff: 25%

Hispanic Students: 77.92%
Hispanic Staff: 50%

Staff Quality, Recruitment and Retention Weaknesses

Retaining the diverse educators that we hire has been a struggle at Jordan.

Staff Quality, Recruitment and Retention Needs

Support from Human Capital to help with recruiting and supporting our teachers at a high needs campus like Jordan.

Staff Quality, Recruitment and Retention Summary

Recruiting a diverse staff of high quality educators is done well at Jordan but we need to focus on retaining the teachers that are hired.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

We are using MAP growth for reading and math.

Curriculum, Instruction and Assessment Weaknesses

Our leadership team has not been able to begin instructional walk-throughs with feedback sessions. Our start dates will be November 4th and we will continue to make this a daily priority.

Curriculum, Instruction and Assessment Needs

We will finalize our walkthrough calendar and develop protocols to observe instruction with remote and in person students.

Curriculum, Instruction and Assessment Summary

We are assessing students and use the data to evaluate student learning and adjust instruction as needed.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($463,745)			

Jordan 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. Provide clear and explicit written expectations for each content area and campus expectations. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Principal	October 2020-May 2021	(F)Title 1, Part A, (L)Campus BTO	Criteria: Clear and explicit written expectations Reminders in weekly staff communications Walkthrough feedback Meeting agendas 06/04/21 - Some Progress
2. Follow-up with each teacher through content coaching and the lesson observation and feedback cycle to ensure that each of the lesson plan components are being implemented with fidelity. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Instructional Team	Monthly from November-May	(F)Title 1, Part A, (L)Campus BTO	Criteria: Content Coaching Interactive Agenda Walkthrough data Feedback on lesson plans 06/04/21 - On Track
3. Leadership team will meet every 2 weeks to monitor and evaluate progress from content coaching, identify trends from walkthroughs, and analyze data from common assessments and benchmarks using the Verification of Mastery Form. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administration	November-May		Criteria: Instructional Leadership Team Interactive Agenda including identified themes and clearly defined next steps with timelines 06/04/21 - On Track
4. Content Coaching meetings will occur weekly for at least 35 minutes and will review the previous weeks data from assessments and discuss upcoming instructional plans (looking at strategies, questioning, vocabulary, activities are aligned with the TEKS, and checks for understanding.) Language Arts content coaching will focus on guided reading instructional practices and review anecdotal data to inform instructional practices. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Instructional Leadership Team	October-May	(F)Title 1, Part A, (L)Campus BTO	Criteria: Content coaching meeting agendas and minutes inclusive of themes observed and next steps and implementation timeline 06/04/21 - On Track 06/04/21 - Pending 06/04/21 - Pending

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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. Campus leadership will partner with Human Capital to recruit and train high quality educators. Professional learning opportunities will be designed to address individual needs in effort to support and retain highly qualified educators. The campus will partner with district departments including Cultural Proficiency and Inclusiveness, Equity Office and the Office of Talent Acquisition and Development to provide quality professional learning opportunities. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Campus Leadership Team, General Ed and Sped Teachers, Grade Level Lead, Grade Level Team, Instructional Specialists/Coaches	October-May	(L)Campus BTO	Criteria: Professional learning agendas, minutes, and sign-in sheets 06/04/21 - Completed

Jordan Elementary School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/10/20 - 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 - Pending
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 - 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	Due 10/30/20		Criteria: Sample communications in languages other than English 11/10/20 - Completed

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
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.) Timeline: Due 10/30/20 (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 - Pending
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/10/20 - 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
Williams, Adrienne	Principal
Long, Natalie	Assistant Principal
Joseph, Kinnisha	Assistant Principal
Drinks, La Kesha	DCSI