

NAVARRO EARLY COLLEGE H S

Navarro Early College High School Campus Improvement Plan 2021/2022

Once a Viking, Always a Viking



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Campus Mission

Navarro Early College High School is committed to a culture of academic excellence with a tradition grounded in pride, respect and responsibility

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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All) (Strategic Priorities: 4)	Administrators	School Year		Criteria: Including reminders of health within meetings and advisory curriculum. 10/27/21 - On Track
2. Add Whole Child, Every Child to Advisory lessons throughout the year. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	Advisory Teachers	School Year	(O)Other	Criteria: Advisory emails/lesson plans. 10/27/21 - On Track
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist	School Year		Criteria: Meeting agendas and notes. 10/27/21 - On Track

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Objective 2. (Community Engagement) SMART Goal: Maintain minimum required Campus Advisory Council membership

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)		School Year		Criteria: Meeting Minuts and or agendas. 10/27/21 - On Track
2. Establish a Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team	School Year		Criteria: Bi weekly meetings and CST notification reports. 10/27/21 - Completed
3. Facilitate 2-3 three community events (digital or in person) in which campus climate and culture is discussed with feedback from community. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team	School Year		Criteria: Meeting agendas/minutes. 10/27/21 - On Track

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) Our campus will engage all students in at least one intentional opportunity per day to develop, practice, and reflect upon social and emotional competencies through advisory lessons. As a result, the percentage of students who report using self-regulation skills “sometimes” or “a lot of the time” will increase by 10% from 2020-2021

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate weekly SEL lessons through advisory lesson plans. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Committees, Coaches	School Year		Criteria: Documents SEL lessons within blend and emails. 10/27/21 - On Track
2. Provide SEL PD that discusses teacher strategies for integrating SEL within core content. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Committee	School Year		Criteria: PD agendas for PD days. 10/27/21 - On Track
3. Create a campus BLEND for SEL resources/techniques. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Campus Committees	School Year		Criteria: Blend Course. 10/27/21 - Completed

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Goal 2. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) Insert SMART Goal here re: daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use Short Cycle assessments in EOC courses to ensure progress measures are set towards success on End of Year Assessments. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)		School Year		Criteria: Short Cycle assessment Scores and participation through School City. 10/27/21 - On Track
2. Creation of PLC development team to plan and disseminate instructionally appropriate practices through Planned learning communities. (Title I SW Elements: 2.5) (Strategic Priorities: 1,4)				Criteria: Meeting Minutes. 10/27/21 - On Track
3. Eight informal observations per teacher at minimum will be held to help ensure instructional expectations of high rigor and standards aligned curriculum is being maintained by leadership team. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Administrators	School Year		Criteria: Frontline evaluation notes. 10/27/21 - On Track

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1514 to 1600 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend Using graduation coaches by Cohort group. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team	School Year		Criteria: Graduation coaches will provide interventions as documented through ECST for withdrawn students while monitoring enrolment. 10/27/21 - On Track
2. Update social media weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). (Title I SW Elements: 2.1,3.1) (Strategic Priorities: 4)	Website Manager	School Year		Criteria: Social media (Instagram/Facebook) maintained by campus improvement facilitator. 10/27/21 - On Track
3. Utilize \$1500 marketing budget to provide stipend to a staff member to update website monthly and maintain social media daily. (Title I SW Elements: 3.1) (Strategic Priorities: 4)		School Year		Criteria: Social Media Posts. 10/27/21 - Pending

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communication Goals and Practice section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Leadership Team	School Year		Criteria: Family community engagement invites. 10/27/21 - On Track
2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Principal	School Year		Criteria: Text replies and scores. 10/27/21 - On Track
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Leadership Team	School Year		Criteria: Website Maintenance. 10/27/21 - On Track

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Goal 5. (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 9/17		Criteria: Principal Attestation Form 10/27/21 - 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 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/27/21 - 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 9/17		Criteria: Parent/Family School Compact 10/27/21 - 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 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/27/21 - 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 9/17		Criteria: Sample communications in languages other than English 10/27/21 - Completed

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Goal 5. (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 9/17		Criteria: Documentation of notice on school letterhead 10/27/21 - 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 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/27/21 - 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.				10/27/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/27/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 10/27/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

NAVARRO EARLY COLLEGE H S Site Base

Name	Position
Covin, Steven	Principal
Idais, Foad	Campus Administrator
Kayser, Heidi	SIF
Wolf, Claire	CAC
Perroni, Abi	Dept Chair ELA
Berlin, Laura	SEL Committee Chair
Delatorre, Josie	CAC Co-Chair

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	.71	.53	.55	.58	1.	.46	1	.62	.54	.63	1	.9
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Commented [1]: @michele.rusnak@austinisd.org @cinda. @austinisd.org Here's what we're picturing for the CIP/TIP Needs Assessment. Will this work for your section? If there is a link that takes them directly to the Qualtrics dashboard, please link it. Due COB Thursday 8/5.
Assigned to Michele Rusnak

Commented [2R1]: @michele
category”?
2. I would recommend putting an asterisk next to each of the 4 “required” sub areas (i.e., those for which they will be “unacceptable” overall if they do not score >=70% in all).

Commented [3R1]: Also - no direct linking available in Qualtrics. We could say something like: “Open Qualtrics using your portal tile, click on the “Coordinated School Health Reporting, 2021” dashboard.

Commented [4R1]: @cinda.christian@austinisd.org I made both changes. Thanks for your feedback!

Commented [5R1]: @gina.cordero@austinisd.org I think Michele is out of the office until Monday - so we should probably get her confirmation before finalizing, if possible ;-)

Commented [F16R1]:

Commented [F17R1]:

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018	1733	146		46	30	9	1490	2	163	183	59	43		5	2		839		42	53	13
2018-2019	1717	148		42	20	12	1450	2	111	85	43	64		10	4	3	851		40	29	20
**2019-2020	1688	134		22	15	11	1453		108	34	59	58		5	2		793		40	17	20
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018	1733	894	2	180	164	56	1448	2	199	191	53	248		82	60	18					
2018-2019	1717	866	2	126	83	41	1481	2	143	95	49	258	1	61	38	10					
**2019-2020	1688	895		97	34	52	1387		119	41	60	282		44	25	21					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

What are the top 3 reasons students get referrals?

There is a gap between suspensions/disciplined behaviors between our Hispanic and white sub populations. Our male population also has a higher rate of suspensions in comparison to our female population.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress	
2020		2021		2020 to 2021	2021				
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9	89	25	89	22		25	22	29	44
10	63	30	63	33		30	33	21	38
11	40	33	40	45		33	45	22	51
12	30	23	30	33		23	33	26	72
All									

TELPAS Reflection Question:
 What trends do you observe in progress for your students across grade levels and TELPAS components?

There is a gap between writing progress and the other three domains due to holistic Rating. Listening and reading are the areas that need the most interventions to create greater progress going forward.

SY 20-21 EOC Results

	All Students	African American	Hispanic	White	Econ Disadvantaged
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SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR	A1	224	57	-42	10	2	14	56	36	7	<1	188	56	39	11	2	13	68	38	8	<1	183	57	38	9	1
English I	E1	342	61	39	25	2	21	66	19	10	<1	2977	60	40	25	1	13	62	31	23	8	284	61	39	24	2
English II	E2	301	38	38	27	3	16	62	50	44	<1	264	61	34	24	3	13	72	54	38	<1	254	62	38	28	4
Biology	BI	276	63	70	32	6	15	63	93	20	<1	240	63	69	33	6	12	63	50	17	<1	229	63	70	29	5
U.S. History	US	287	74	74	47	15	17	71	82	65	24	251	74	73	45	14	14	93	64	43	7	236	75	73	45	15
2021 STAAR		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters					
	A1	169	61	38	10	3	42	58	36	24	5	12	41	25	<1	<1										
	E1	234	65	29	17	<1	57	72	18	14	2	32	71	9	6	<1										
	E2	198	64	20	12	1	51	70	24	22	6	23	59	17	9	<1										
	BI	12	100	50	17	<1	32	74	69	31	3	35	83	86	51	41										
U.S. History	US	141	71	55	25	7	42	82	52	19	7	13	68	62	31	15										

EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Mastery is clearly the lowest scored checkpoint for all of our populations. There is some variation from group to group especially between eco d mastery as compared to other groups but across the board all populations need improvement.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	.5	.5	.8
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	5	5	6
# African American students that enrolled in an AP Course (HS only)	DRE Data	18	14	14
# African American students that enrolled in an IB Course (HS only)		0	0	0
# African American students that enrolled in a Dual Credit (DC) Course (HS only)		6	18	16
# Hispanic students that enrolled in an AP Course (HS only)		320	225	198
# Hispanic students that enrolled in an IB Course (HS only)		0	0	0
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)		175	241	253

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?

How are you communicating with all families about GT and/or advanced learning opportunities?

How do you support a culture that provides advanced learning opportunities to all students?

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E	E	E	E	E	E	E	E	E	E	C	C	E	E	E	E	E	E

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection question:				

Domain 3 Campus Reports

Graduation Rate 10%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Content Enr	Not Content Enr	Total Met	Total Eligible	% of Eligible Met
Federal Graduation Rate (High Schools and K-12)																	
# in Cohort	285	23	242	12	0	6	0	2	227	121	40	n/a	n/a	n/a			
2020 Fed Grad Rate	90.2		90.9						89.9	89.3	77.5	n/a	n/a	n/a			
2019 Fed Grad Rate	96.6		97.6						91.3	96.0	91.3	n/a	n/a	n/a			
Class of 2015 Baseline	89.0	85.0	87						86	72.0	78	n/a	n/a	n/a			
4 year Long Term Target	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	n/a	n/a	n/a			
4 year Interim Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	n/a	n/a	n/a			
4 Year Growth Target	96.3		97.2						91.6	95.8	91.6	n/a	n/a	n/a			

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Met Target	N		N						N	N	N	n/a	n/a	n/a			
Total																	

*EL Current and Former

School Quality 30%	All Students	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Tota l Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
# of Graduates	295	21	253	11	0	7	0	3	228	135	40	5	230	65			
CCMR	78	67	81	55					80	70	55		84	57			
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%			
Met Target																	
Total															7	7	100

College, Career, and Life Readiness reflection question: What trends do you observe in CCMR and graduation rates for your students from [historically underserved student groups](#)?

There is a similar percentage of CCMR across subgroups with a slight variation of Hispanic students coring higher and sped students scoring at a lower rate.

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate				
	Managing Student Conduct				
	Principal Leadership				

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies				X
Campus Website			X	
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds			X	
Safety Protocols				X
Signage			X	
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We want to ensure that a campus culture of respect practices and goals is strengthened as the year progresses. We chose these areas because it will foster a better learning and teacher environment for students and staff.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Navarro ECHS

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents due- September 17, 2021

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.)*
- ☒ 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 stationary.)*
- ☒ 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.)*
- ☒ 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.)*
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Sample communications in languages other than English must be attached.)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Documentation of notice on school letterhead is attached.)*
- ☒ 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.)*
- ☐ 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.)*
- ☐ Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- ☐ Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. *(Alternatively CIP Developers List in PlanWorks may be used.)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

Nuevo
Campus Name

[Signature]
Principal's Signature

9/10/21
Date

Submit to your Title I Coordinator in State, Federal & Private Accountability no later than September 17, 2021.



Austin ISD Data Tracker - SY 21-22

Campus Name: Navarro																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	English I	App.	39%	SCA 1	56%	24%	SCA 2	56%		SCA 3	56%		STAAR	56%
	All	All	English I	Meets	25%	SCA 1	34%	10%	SCA 2	34%		SCA 3	34%		STAAR	34%
	All	All	English I	Masters	2%	SCA 1	10%	7%	SCA 2	10%		SCA 3	10%		STAAR	10%
	All	All	English II	App.	38%	SCA 1	56%	30%	SCA 2	56%		SCA 3	56%		STAAR	56%
	All	All	English II	Meets	27%	SCA 1	34%	16%	SCA 2	34%		SCA 3	34%		STAAR	34%
	All	All	English II	Masters	3%	SCA 1	10%	8%	SCA 2	10%		SCA 3	10%		STAAR	10%
	All	All	Algebra I	App.	40%	SCA 1	81%	38%	SCA 2	81%		SCA 3	81%		STAAR	81%
	All	All	Algebra I	Meets	10%	SCA 1	55%	3%	SCA 2	55%		SCA 3	55%		STAAR	55%
	All	All	Algebra I	Masters	2%	SCA 1	30%	4%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Biology	App.	70%	SCA 1	87%	33%	SCA 2	87%		SCA 3	87%		STAAR	87%
	All	All	Biology	Meets	32%	SCA 1	50%	12%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Biology	Masters	6%	SCA 1	20%	18%	SCA 2	20%		SCA 3	20%		STAAR	20%
	All	All	US History	App.	74%	SCA 1	92%	25%	SCA 2	92%		SCA 3	92%		STAAR	92%
	All	All	US History	Meets	47%	SCA 1	68%	9%	SCA 2	68%		SCA 3	68%		STAAR	68%
	All	All	US History	Masters	15%	SCA 1	33%	4%	SCA 2	33%		SCA 3	33%		STAAR	33%
Strategic Plan Scorecard Elements	All	Emer. Bilingual	Reading	Meets	17%	SCA 1	36%	7%	SCA 2	36%	0%	SCA 3	36%	0%	TELPAS	36%
	All	African American	All	Meets	48%	SCA 1	36%	7%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	44%	SCA 1	41%	7%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	36%	SCA 1	37%	7%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	73%	SCA 1	29%	2%	SCA 2	29%	0%	SCA 3	29%	0%	STAAR	29%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 EOC Performance scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
48	76	F	