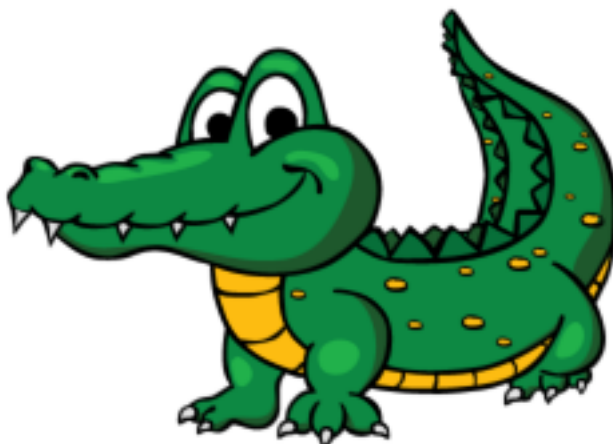


# ANDREWS EL

## Fannie Mae Andrews Targeted Improvement Plan 2021/2022

*Everyone is Welcome*



**ANDREWS**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

### **Campus Mission**

At Fanny Mae Andrews, our students will be educated using culturally proficient practices to reach their full social, emotional, and academic potential. We will foster creative lifelong learners who are able to meaningfully give back to their families and communities.

### **Campus Vision**

At Fanny Mae Andrews Elementary, ALL ARE WELCOME! We are a safe school with a dedicated staff where all students are provided with an equitable and innovative education that fosters excellence in academics. We educate the whole child, build strong relationships, celebrate diversity, and empower our community.

### **Campus Values**

**Perseverance, Responsibility, Respect, Safety, Trust and Collaboration**

### **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.

# ANDREWS EL

**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) SMARTIE 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 with a focus on increasing student voice and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Condition #5 - Create a Whole Child, Every Child committee that meets monthly to monitor campus goals and include student voice in the conversation. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Counselor, PE Teacher	September 30, 2021		Criteria: Whole Child Every Child meeting agendas with at least one student representative in attendance.  10/29/21 - Some Progress
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Campus Committees, Counselor, Principal	September 30, 2021		Criteria: Faculty meeting agendas that reflect time for Whole Child Every Child updates.  10/29/21 - On Track 10/29/21 - Significant Progress
3. Condition #5 - Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Community School Facilitator, Parent Support Specialist	September 17, 2021		Criteria: A Whole Child Every Child section in our weekly parent newsletter, PTA agendas and family night meetings  10/29/21 - On Track

# ANDREWS EL

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**Objective 2.** (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMARTIE Goal: In school year 21-22, the campus will participate in the implementation of the 3 Signature SEL Practices (welcoming rituals, SEL instruction, optimistic closure) with all students, including addressing trauma of economically disadvantaged students during COVID.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee including strategies to handle stresses due to COVID impacts. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Community School Facilitator, Counselor, Parent Support Specialist	From September 10, 2021		Criteria: Announcements in our weekly parent newsletter, weekly marquee tip of the week, self care bulletin board  10/29/21 - Significant Progress
2. Engage our campus community in No Place for Hate activities annually (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Counselor	Cycle 3		Criteria: No Place for Hate activities outlined on the Andrews master calendar  10/29/21 - Pending 10/29/21 - No Progress
3. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Counselor, Parent Support Specialist	September 10, 2021		Criteria: Peace areas in each classroom and the PSS portable  10/29/21 - Some Progress

# ANDREWS EL

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**Objective 3.** (Community Engagement) SMARTIE Goal: Monitor CAC membership in August, January and May to ensure there are as many or more community members as staff members and that the demographics of this committee represent those of our student population.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (Title I SW Elements: 1.1,2.3) (Target Group: All,H,AA,ECD,ESL,LEP) (Strategic Priorities: 4)	Administrators, CAC Members	Monthly August-May		Criteria: CAC meetings on the master calendar  10/29/21 - Some Progress
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Title I SW Elements: 3.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	CAC Members, Community School Facilitator	Monthly August-May		Criteria: Monthly CAC minutes are on our website and can be requested from Lavinia Garcia, SPED representative serving on CAC.  10/29/21 - On Track
3. Maintain minimum required Campus Advisory Council membership comprised of parents who represent our diverse community (Title I SW Elements: 3.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	CAC Members, Parent Support Specialist	Monthly August-May		Criteria: A current list of 2021-2022 CAC members  10/29/21 - On Track

# ANDREWS EL

**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Effective classroom routines and instructional strategies (5.1)) SMARTIE GOAL: Effective classroom routines and instructional strategies (5.1) 100% of teachers in grades 3-5 will be observed at least once every two weeks and provided with actionable feedback to increase achievement for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Andrews leadership team will have a tracking system in place for all observation and feedback cycles for all teachers by September 8, 2021 and will regularly calibrate through campus leadership team debriefs. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Academic Leadership Team, Administrators, Campus Leadership Team	Cycle1 (Action Step 1)		Criteria: Walkthrough-Observation tracker, Observation and feedback form for observations with actionable feedback in form.  11/15/21 - Completed 10/27/21 - Some Progress 10/13/21 - Pending
2. Condition #3: Leaders provide teachers with ongoing job-embedded professional development, including observation and feedback, to support instruction that is responsive to students' backgrounds. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Academic Leadership Team, Administrators	Cycle 1 (Action Step 2)	(S)ESF Focused-Support Grant - \$2,635	Criteria: Andrews walkthrough coaching forms, PPFT observation forms, PL Agendas, PLC Agendas  12/06/21 - Completed 11/15/21 - On Track 10/27/21 - Significant Progress
3. Andrews administration will provide weekly bite-sized feedback to all teachers observed, aligned to a weekly instructional focus beginning September 27, 2021.  Teachers and campus leaders will engage in ESF-aligned professional learning activities during the summer of 2022 in order to ensure momentum from SY 21-22 is not lost moving into SY 22-23 (extra duty pay provided for teachers). (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Academic Leadership Team, Campus Leadership Team, Instructional Leadership Team	Cycle 1 (Action Step 3)	(S)ESF Focused-Support Grant - \$15,921	Criteria: Campus observation tracker  12/06/21 - Completed 11/11/21 - On Track 10/27/21 - Some Progress
4. Andrews coaches will give team leads the coaching form by September 7th in order to have feedback and a completed form ready for	Academic Leadership Team, Administrators, Campus Leadership Team	Cycle 1 (Action Step 4)		Criteria: Completed Coaching Form

# ANDREWS EL

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Monday, September 14th. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)				12/06/21 - Completed
5. The Principal, Principal Supervisor, Assistant Principals, and Instructional Coaches (if applicable) will engage in the Texas Instructional Leadership (TIL) cohort at Region XIII in the area of Observation and Feedback. This program builds capacity in campus leaders to establish systems for consistent observation and feedback, utilize a framework of best practices to determine targeted feedback, and learn and practice coaching protocols to facilitate non-evaluative feedback. Administrative subs will be provided for Principals and APs so they can actively engage in each required TIL professional learning opportunity. (Target Group: All)	DCSI	Cycle 1 (Action Step 5)	(S)ESF Focused-Support Grant - \$13,812	Criteria: TIL participation completion checklist  12/06/21 - Completed 11/10/21 - On Track
6. The Principal, Principal Supervisor, Assistant Principals, and Instructional Coaches (if applicable) will engage in the Texas Instructional Leadership (TIL) cohort at Region XIII in the area of Observation and Feedback. Administrative subs will be provided for Principals and APs so they can actively engage in each required TIL professional learning opportunity. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	DCSI, Principal	Cycle 2 (Action Step 1)		Criteria: TIL participation completion checklist  12/06/21 - On Track
7. The leadership team will conduct targeted walkthrough observations including in person feedback sessions with teachers who need additional guidance/ support. Andrews coaches will provide two to five coaching sessions per teacher using the collaborative coaching form and walkthrough observations by December	Academic Leadership Team, Administrators	Cycle 2 (Action Step 2)		Criteria: Observation Tracker  11/15/21 - On Track

# ANDREWS EL

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10, 2021. (Title I SW Elements: 2.2) (Target Group: All, H, ECD, ESL, LEP, SPED)				
8. The multilingual office will work with the academic leadership team at Andrews to provide teachers with professional learning (utilizing MET support specialists assigned to the campus), including observation and feedback to support the students specifically in the areas of underserved student groups with a focus on ESL, Bilingual and Refugee students. (Title I SW Elements: 1.1, 2.5) (Target Group: All, H, ECD, ESL, LEP)	Academic Leadership Team, Administrators, Multilingual Office	Cycle 2 (Action Step 3)		Criteria: Professional Learning Agendas (sign in sheet) PPT/ Handouts  11/15/21 - Some Progress



# ANDREWS EL

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**Objective 2.** (Data Driven Instruction (5.3)) SMARTIE Goal: In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment Data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.  Complete Short Cycle Assessment data analysis spreadsheet. Substitutes will be provided for all core teachers and for the Principal so that they engage in data analysis after each Short Cycle Assessment. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Academic Leadership Team, Teachers	Cycle 1 (Action Step 1)	(S)ESF Focused-Support Grant - \$10,440	Criteria: completed spreadsheet and action plans  12/06/21 - Completed 10/27/21 - Some Progress
2. Create a calendar that includes the testing window for our district SCA's and share with 100% of our 3rd-5th teachers, then conduct DDI meetings in response to SCA data in order to create a reteaching plan. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team, Administrators, Teachers	Cycle 1 (Action Step 2)		Criteria: ss Calendar, DDI agendas and reteaching plans.  12/06/21 - Completed
3. An Accountability Coordinator and Instructional Leadership Coach will assist the District Coordinator of School Improvement (DCSI) and Campus Leadership Team in developing this plan, monitoring implementation of this plan, engaging in data analysis to ensure progress is being made toward plan goals, and ensuring all TEA monitoring and submission requirements are met. (Target Group: All)	DCSI	Cycle 1 (Action Step 3)	(S)ESF Focused-Support Grant - \$9,586	Criteria: Monthly visits; all TEA submissions completed on time  12/06/21 - On Track 11/10/21 - On Track
4. The campus will provide tutoring, supplies and materials to support data driven instructional practices. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities:	Administrators, DCSI	Cycle 1 (Action Step 4)	(S)ESF Focused-Support Grant - \$6,027	Criteria: Provided materials  12/06/21 - Completed 11/11/21 - On Track

# ANDREWS EL

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4)				
5. Conduct DDI meeting in response to SCA data in order to create a reteaching plan. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Academic Leadership Team, Teachers	10/14, 12/16, 3/10		Criteria: DDI agendas and reteaching plans  10/27/21 - Discontinued
6. Monitor reteaching plan to ensure implementation and effectiveness. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Academic Leadership Team, Administrators	From 9/20		Criteria: Data tracker from DDI meetings  11/11/21 - On Track 10/27/21 - Some Progress
7. The campus leadership team will utilize weekly data implementing the DDI model to plan for mini-reteach based on student data. (Title I SW Elements: 2.2) (Target Group: All,ECD,ESL,Migrant,LEP)	Academic Leadership Team, Administrators	Cycle 2		Criteria: PLC Agenda, ppt, student data posted in PLC room.  10/27/21 - Some Progress

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

**Objective 1.** (Increased Enrollment) SMARTIE Goal: 85% of our current families will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly school tours to bring in community and highlight successes and strengths. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Community School Facilitator, Parent Support Specialist, Principal	Monthly beginning 9/21		Criteria: School tours on master calendar and newsletters, sign in sheets  10/29/21 - On Track
2. Condition #2, 7: Ensure Andrews is building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Office Staff, Teachers	Annually		Criteria: Live streamed Friday assemblies, safety drill documentation and observation/coaching forms  10/29/21 - Some Progress
3. Condition #6 - Begin discussions with all stakeholders around how to implement a two-way dual language model to increase enrollment. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4)	Principal	September 2021		Criteria: CAC minutes  10/29/21 - Some Progress

# ANDREWS EL

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

**Objective 1.** (Exemplary Customer Service) SMARTIE Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the phone, voicemail and email section of the Campus Assessment Rubric to ensure all families receive the information they need, regardless of language.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Condition #4: Clear and ongoing communication to staff, families, and community members in a systematic manner. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Community School Facilitator	Annually		Criteria: Parent newsletter, staff newsletter, flyers, electronic documentation in School Messenger  10/29/21 - On Track
2. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Team Leaders	October 1st, 31st		Criteria: All voicemails are current and communication plan is recognized by all staff  10/29/21 - Some Progress
3. Condition #1, 5: Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Title I SW Elements: 1.1) (Target Group: ESL) (Strategic Priorities: 4)	Administrators, Teachers	Annually		Criteria: Requests filled out and filed  10/29/21 - Some Progress

# ANDREWS EL

**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 10/29/21 - Completed 10/29/21 - On Track
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 10/29/21 - 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 10/29/21 - 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 10/29/21 - 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 10/29/21 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. 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  10/29/21 - On Track
7. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet  10/29/21 - On Track
8. 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  10/29/21 - 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.*

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## 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.*

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## 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.*

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### **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.*



## ANDREWS EL Site Base

Name	Position
Perez, Larry	Assistant Principal
Verkerk, Nicole	Instructional Coach and CALT
Sandoval, Monica	Instructional Coach and Interventionist
Guerrero, Audrey	Principal
Galvez-Perez, Blanca	Teacher and CAC Co-Chair
Alvirez, Mary	District User
Tello, Maria	Parent - 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 ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

### 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.

### Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	2.5	4	3	2	3.5	3

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
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## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
EA 5.1	Through the ESF Diagnostic process, the campus has identified a need in the area of strong school leadership and planning to support systemic changes for school improvement. Although campus instructional leaders receive coaching by the principal on an as-needed basis, regularly scheduled, systematic individual coaching and feedback meetings are not currently implemented. The use of tracking tools to codify instructional responsibilities, such as observation and feedback cycles, is in the beginning stages for campus administrators. This is a high-leverage focus area for Andrews Elementary because it will build capacity in the instructional leadership to formalize current processes into systems with clear expectations and ensure sustainability. Once leadership has been trained in these procedures, we will be prepared to implement these best practices as applied to teachers. We believe that partnering with TIL and having a focus on lever 1.1 will help solidify the leadership at Andrews and help build capacity of the new principal and leadership at the campus. This will provide a foundation upon which future prioritization of lever 5.1 can take place.
EA 5.3	The campus instructional team meets regularly to discuss student progress and formative data, but the campus has not yet captured formal protocols and processes in writing. The use of tracking tools to codify instructional responsibilities, such as observation and feedback cycles, is in the beginning stages for campus administrators. This is a high-leverage focus area for Andrews Elementary because it will build capacity in the instructional leadership to formalize current processes into systems with clear expectations and ensure sustainability.

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	74%	33%	40%	93%	73%	71%	100%	59%	72%	88%	100%	74%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

\*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.)

- CSH Implementation - Convene team, meet at least 4 times, ensure CSH kickoff week, Red Ribbon Week, Healthy Heart Week and School Breakfast week are planned and celebrated. CATCH and Family Fitness nights will also be calendared and may be held virtually or in-person. Our goal is for at least 51% of our families to attend. Activities will be attached to our CSH plan. Additionally, we will create a student wellness team and submit three artifacts of our team’s efforts and projects. Our student group will lead one health effort this school year.
- SEL
- Family Engagement

<https://docs.google.com/document/d/1bqJQ8bMJlJ3gZcLrzKlnsIBCilg24krY6ahMNOREMG8/edit>

### 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 DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	545	78	0	5	1	0	435	0	6	7	0	7	0		0	0	270	0	2	2	0
2018-2019	425	59	0	0	0	0	336	0	2	0	0	13	0	1	2	0	212	0	0	0	0
**2019-2020	406	71	0	1	1	0	299	0	5	0	0	16	0	2	0	0	196	0	3	0	0
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	545	275	0	9	6	0	506	0	11	8	0	83	0	4	0	0					
2018-2019	425	213	0	3	2	0	375	0	3	2	0	62	0	1	2	0					
**2019-2020	406	212	0	5	1	0	385	0	8	1	0	66	0	5	1	0					

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

\*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](#)?

From 2017-2020 Black and Hispanic students at Andrews were suspended to home at higher rates than white students. Male students are suspended at significantly higher rates than female students. Also, after reviewing the data from 2017-2020, students who receive special education services are suspended at a higher rate than other student groups based on percentage. Ex. 2019-2020 (66) Total students in Special education and 5 at-home suspension and 1 in-school. Students in this group are twice as likely to be suspended when comparing total suspensions. In the three years above no students were expelled or removed to DAEP. From 2017-2020 there has been a decrease in suspensions from 5-to 1 (home suspension) for our African American student group.

What are the top 3 reasons students get referrals?

Defiance towards teachers and staff is one of the most common reasons for referrals. Physical aggression towards others (students/teachers). Rude to adults or other students as well.

### SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg		# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	
1	8	88%	13%	0%	29	66%	14%	21%	21	16	31%	38%	31%	18	56%	33%	11%	-20
2	31	84%	3%	13%	55	84%	13%	4%	-9	30	57%	27%	17%	32	59%	22%	19%	2
3	23	70%	4%	26%	22	77%	18%	5%	-21	31	55%	23%	23%	28	54%	11%	36%	13
4	17	76%	18%	6%	34	79%	6%	15%	9	18	56%	39%	6%	24	54%	25%	21%	15
5	17	71%	18%	12%	21	71%	14%	14%	2	15	60%	27%	13%	18	56%	28%	17%	4
All	96	77%	9%	14%	161	77%	12%	11%	-3	110	53%	29%	18%	120	56%	23%	22%	4

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages?

By the time students are in 3rd, 4th and 5th we see a larger percentage of students achieving mastery. Also by these years, students have been exposed to formal assessments so they have the practice and understanding of what it means to take an assessment.

1st grade ESL had the biggest growth in percentage moving to above average. The teacher in that class is particularly talented at teaching foundational skills of reading using Heggerty and small group guided reading.

Some grade levels experienced drops in proficiency from BOY to EOY which can be explained by the test being taken at home at BOY. Parents and siblings helped with the initial test.

An area of great concern is students entering English 3rd grade this year. Half of these students remained virtual all year which impeded their growth. Overall DL students had a greater percentage of students that are average or above average.

### SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2021			
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	-	-	-	-
1	24%	14%	10%	14%
2	53%	31%	28%	9%
3	65%	33%	29%	62%
4	12%	12%	41%	26%
5	31%	14%	52%	64%
All	41%	22%	33%	36%

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

- The area with the greatest improvement in progress as a school was listening.
- Fourth grade students are not showing growth that is comparable to other grade levels. Second grade is showing the most gains overall on average.
- Speaking is the domain in which students are rated the lowest as a campus.
- 2nd grade writing shows the lowest progress.

# SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

## SY 20-21 STAAR Results ([Reading](#), [Math](#), [Writing](#), and [Science](#)).

2021 STAAR	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	52	96	42	10	2	5	83	20	<1	<1	41	98	44	7	2	1	100	*	*	*
Math	04	33	79	39	21	9	3	50	*	*	*	27	82	44	22	11	3	100	*	*	*
Math	05	38	95	68	21	16	4	80	*	*	*	27	96	70	22	15	12	100	*	*	*
Math	All	123	90	50	16	8	12	71	33	<1	<1	95	92	52	16	8	6	100	67	50	17
Reading	03	51	94	49	12	8	5	83	60	<1	<1	40	95	50	15	10	1	100	*	*	*
Reading	04	33	79	39	12	3	3	50	*	*	*	27	82	48	15	4	3	100	*	*	*
Reading	05	28	95	68	34	11	4	80	*	*	*	27	96	67	33	7	2	100	*	*	*
Reading	All	122	90	52	19	7	12	71	*	*	*	94	91	54	20	7	6	100	50	33	17
Writing	04	34	81	24	9	<1	5	83	<1	<1	<1	26	79	31	12	<1	3	100	*	*	*
Science	05	37	93	38	11	<1	4	80	*	*	*	27	96	44	15	<1	1	50	*	*	*
2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	50	96	42	10	2	45	98	40	7	2	7	100	43	29	14	2	100	*	*	*
Math	04	31	78	39	19	10	28	88	39	21	11	6	60	33	17	<1	3	60	*	*	*
Math	05	37	95	68	19	14	30	100	67	27	20	7	100	43	<1	<1	3	100	*	*	*
Math	All	118	90	49	15	8	103	95	48	17	10	20	83	40	15	5	8	80	63	25	<1
Reading	03	49	94	51	12	8	44	96	45	9	7	7	100	43	43	29	2	100	*	*	*
Reading	04	31	78	39	13	3	28	88	43	14	3	6	60	33	<1	<1	3	60	*	*	*
Reading	05	37	95	68	35	11	30	100	63	33	13	7	100	14	<1	<1	3	100	*	*	*
Reading	All	117	89	53	20	8	102	94	50	18	8	20	83	13	15	10	8	80	38	25	<1
Writing	04	32	80	22	9	<1	28	88	29	11	<1	7	70	14	<1	<1	3	60	*	*	*
Science	05	36	92	36	11	<1	29	97	45	14	<1	7	100	14	<1	<1	3	100	*	*	*

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

Participating African American students at Andrews are met or mastered expectations less than 1% of the time in all subject areas.

Participating Hispanic students at Andrews met expectations 16% of the time in math, 20% of the time in reading, 12% of the time in writing and 15% of the time in science. For mastery, 8% in math, 7% in reading and less than 1% in writing and science.



## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

Participating EcD students at Andrews met expectations 15% of the time in math, 20% of the time in reading, 9% of the time in writing and less than one percent of the time in science in math. 8% of students in this group showed mastery in math, 8% showed mastery in reading and less than one percent in science and writing.

Participating emergent bilingual students met expectations 17% of the time in math, 18% of the time in reading, 11% of the time in writing and 14% of the time in science. 10% of students in this group mastered expectations in math, 8% in reading, and less than one percent in writing and science.

Participating students who receive special education services met expectations 15% of the time in both math and reading and less than one percent in writing and science. Students in this group mastered expectations 5% of the time in math and 10% of the time in reading. Less than one percent of students in this group mastered expectations in writing or science.

### 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 <sup>2</sup>	Forecast 5	0%	0.56 %	1%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	1%	4%	7%

#### Advanced Academics reflection questions:

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

**GT advocate meets with Assistant Principal and registrar at the end of the year to work on class formations. Use the list of GT students and the GT training list we ensure that students are clustered correctly**

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

**Information about GT and/ or advanced learning opportunities for our students is shared with families through our school newsletter and on social media platforms. For students participating in enrichment programs (book club, PALS, after school clubs) information is shared directly via email with their parents or guardians**

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

**All teachers complete the GT Foundations and/or update training and have access to the Advanced Academics website and resources. Teachers also receive training on differentiated instruction and include independent research projects in their planning. Other opportunities for students include book clubs and during and after enrichment programs.**

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

# SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

## 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	R	O	E	-	E	E	E	-	E	E	E	-	E	O	C	-	E	E	C	-

**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

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	6.73%	5.63%	5.57%
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	100%	95%	100%
% of African American SpEd students	SEEDS	-	-	7%
% of Initial, Transfer, and Annual ARDs held on time	CRTE	-	-	31%
% parent participation for ARD meetings	CRTE	-	-	98%
% 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	-	-	5%

**Special Populations reflection:**  
 In the 20-21 school year we held all of our meetings on time for 504. Parent participation was high at 98%. A goal for us is to hold all ARDs on time. African American students comprise 14% of the Andrews student population and 7% of students who receive special education services.

## Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total I Met	Total Eligibl e	% of Eligible Met
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	29	4	21	1	0	2	0	1	28	21	6	<25	19	10			
Growth Score	84%	-	-	-	-	-	-	-	84%	-	-	-	-	-			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y	-	-	-	-	-	-	-	Y	-	-	-	-	-	2	2	100%

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

Math #PM Tests	30	4	22	1	0	2	0	1	29	22	6	<25	20	10			
Growth Score	72	-	-	-	-	-	-	-	71%	-	-	-	-				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	Y	-	-	-	-	-	-	-	Y	-	-	-	-	-	2	2	100%
Total															4	4	100%

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?

Andrews has been successful in showing growth for students in the historically underserved student group. We showed significant growth in math, well surpassing our goal. We met our growth goal in reading, but not by as much of a margin.

\*EL Current and Former

## Longitudinal Enrollment, Utilizations, and Transfers Report

### [AISD Transfer Files](#)

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	489	371	355	335
	Students in enrollment area	-	-	-	-
Transfers	Transfers to other AISD schools	115	110	111	121
TELL Survey	General School Climate	70%	48%	91%+	95%+
	Managing Student Conduct	79%	45%	85%+	95%+
	Principal Leadership	89%	31%	93%+	99%

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

Families are transferring to other campuses because they are choosing two way dual language campuses over our one way dual language program we have.

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

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 ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary

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>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			X	
Campus Website			X	
Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language			X	
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
<b>Facility &amp; Operations</b>				
Grounds				
Safety Protocols			X	
Signage			X	
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We will make sure all voicemails are up to date. Each staff member will be expected to check their voicemail and email daily with a response time of 24 hours or less.				

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
- Either Family Engagement or Community Engagement

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

## **SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Andrews Elementary**

Increased Enrollment

Exemplary Customer Service

### **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**

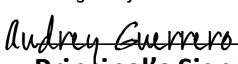
## Principal Confirmation

**Documents uploaded in PlanWorks no later than 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 documentation 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 documentation of Parent/Family School Compact)*
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school 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. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. 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. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- ☒ 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 5<sup>th</sup> of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

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 in PlanWorks)**

**Andrews ES**  
Campus Name

DocuSigned by:  
  
Principal's Signature

10/22/2021  
Date



# Austin ISD Data Tracker - SY 21-22

Campus Name: Andrews Elementary																
	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	Reading	App.	50%	SCA 1	75%	43%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Reading	Meets	16%	SCA 1	35%	17%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Reading	Masters	8%	SCA 1	15%	12%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	All	Math	App.	52%	SCA 1	75%	62%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Math	Meets	19%	SCA 1	35%	33%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Math	Masters	7%	SCA 1	15%	21%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	All	Science	App.	38%	SCA 1	75%	63%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Science	Meets	11%	SCA 1	35%	28%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Science	Masters	>1%	SCA 1	15%	13%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	Emer. Bilingual	Reading	Meets	18%	SCA 1	29%	22%	SCA 2	29%		SCA 3	29%		TELPAS	29%
Strategic Plan Scorecard Elements	All	African American	All	Meets	3%	SCA 1	36%	3%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	17%	SCA 1	41%	29%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	16%	SCA 1	37%	30%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	6%	SCA 1	23%	13%	SCA 2	23%	0%	SCA 3	23%	0%	STAAR	23%
	3rd	All	Reading	Meets	16%	SCA 1	30%	22%	SCA 2	30%		SCA 3	30%		STAAR	30%
	3rd	All	Math	Meets	19%	SCA 1	30%	47%	SCA 2	30%		SCA 3	30%		STAAR	30%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 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	
42	71	C	



# TITLE I COMPLIANCE PACKET

2021-2022

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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 in PlanWorks)

Andrews  
Campus Name

Audrey Gueno  
Principal's Signature

10/29/21  
Date





## AUSTIN INDEPENDENT SCHOOL DISTRICT

## Title I Principal Attestation

Compliance with P.L. 107-110, Section 1119(i)  
Qualifications for Teachers and ParaprofessionalsName of Campus: Andrews Org # 102Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2021-2022.

YES NO

<input checked="" type="checkbox"/> <input type="checkbox"/>	1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
<input checked="" type="checkbox"/> <input type="checkbox"/>	2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
<input checked="" type="checkbox"/> <input type="checkbox"/>	3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
<input checked="" type="checkbox"/> <input type="checkbox"/>	4. A list of <b>Homeless and Foster care Students and Services</b> is maintained and updated quarterly.  ALL Title I School campuses are now required to post information on their website regarding local services and program that assist homeless students.  (Contact Project HELP for assistance – 512-414-3690.)
<input checked="" type="checkbox"/> <input type="checkbox"/>	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) <b>Time and Effort Reports</b> to the State & Federal Office.



YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2022.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. Copies of this Attestation are available at the campus in one location and State & Federal Accountability District Office and will be made available to the general public upon request. <u>The campus maintains the files for five years.</u>

Printed Name of Campus Andrews Elementary

Audrey Guro

Signature of Principal

10/29/21

Date

Audrey Guerrero

Typed/Printed Name of Campus Principal

SAFA Initials & Date

⇒ **Submit via PlanWorks no later than September 17, 2021**



AUSTIN ISD  
FANNY M. ANDREWS  
PARENTS ENGAGEMENT POLICY

The faculty, family/parents, staff, and community members of the Andrews School shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan.

- I. The Family/Parental Engagement Policy will be distributed during the first six weeks of the School year.
- II. It will be the responsibility of school staff to establish a two-way community process with Parents and families regarding their child(ren's) academic progress. This should include, but not be limited to: progress report, report card, telephone calls, notes, newsletters, etc.
- III. The school will make every effort to communicate with family/parents in a language that They understand. Communication may include, but not be limited to homework, folders Telephone trees, electronic mail, texts, newsletters, meetings etc.
- IV. Andrews ES will hold an annual Title I meeting for parents and community during the six Weeks to share and discuss the Title I program. Included in the conversation will be information regarding the school's curriculum and types of academic assessments used to Measure student progress/proficiency levels that students are expect to meet.
- V. Monthly meetings will be held the first Thursday of every month.
- VI. Parents will be given the opportunity to provide input and make recommendations regarding THE Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Parent ADVISORY Council, the CAC or any other scheduled parent meeting.
- VII. In order to meet the changing needs of our school, the Family/ Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process



**FANNY M. ANDREWS**

### **NORMAS SOBRE LA PARTICIPACION DE LOS PADRES**

El personal docente, los padres, el personal y los miembros de la comunidad de la escuela Andrews deben elaborar y estar de acuerdo con una norma escrita sobre la participacion de los padres Durante el desarrollo y repaso del plan de mejoramiento del plantel.

- I.** La norma de participacion de los padres será distribuida durante las primeras seis semanas del año escolar.
- II.** El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, telefónicas, notas, boletines informativos, etc.
- III.** La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a los siguiente: tareas, arboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.
- IV.** La escuela Andrews llevara a cabo una junta anual durante las primeras seis semanas para discutir los programías de escuela de Título I.
- V.** Las juntas mensuales serán el primer jueves de cada mes
- VI.** Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el plan de mejoramiento del plantel, el programa de Título y las normas de participacion activa de los padres, a través del consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.
- VII.** Durante las primeras seis semanas de clase los padres recibirán información sobre la curricular (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/ conocimiento que se espera debe cumplir el estudiante.
- VIII.** Para poder cumplir con las necesidades cambiantes de nuestra escuela, el plan de padres sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual de plan de mejoramiento del plantel.

Copies w/signatures available on campus



**Austin I.S.D**

## **Andrews Elementary School Compact**

Research shows that when parents are involved in school, students achieve more, attendance is better, grades and test scores are higher and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers and students need to work together. We ask that you agree to do this by signing and returning this agreement.

### **Parent Agreement**

As a parent (s), I will help my child meet his/her responsibilities. I will be responsible for:

- ✓ Sending my child to school on time each and everyday
- ✓ Sending my child to school prepared and ready to learn in person or virtual
- ✓ Reading to and with my child
- ✓ Establishing a time for homework and reviewing it regularly
- ✓ Supporting the school in its effort to maintain proper discipline, especially in a virtual scenario
- ✓ Supporting the classroom teacher by volunteering if work schedule permits
- ✓ Participating as appropriate in decisions related to my child's education and positive use of extracurricular time

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

### **Student Agreement**

As a student, I understand that I need my education in order to become a productive citizen. I will be responsible for:

- ✓ Attending school everyday and being on time for virtual classes and in person classes
- ✓ Completing and returning homework assignments in a timely manner
- ✓ Following the school rules and being responsible for my behavior
- ✓ Reading everyday

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

### **Teacher Agreement**

As a teacher, I want all of my students to succeed academically. I will be responsible for:

- ✓ Providing instruction in a way that will motivate and encourage my students
- ✓ Providing homework assignments for students
- ✓ Providing a positive and safe atmosphere for learning
- ✓ Keeping students and parents informed of student progress on a regular basis
- ✓ Communicating with parents via parent conferences as needed
- ✓ Being available for parents to contact me when not teaching classes

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

TITLE I COMPLIANCE  
ZOOM MEETING WITH THE PRINCIPAL  
REUNION CON LA DIRECTORA  
ANNUAL FAMILY /PARENTS MEETING  
REUNION ANUAL ZOOM

AGENDA  
10/28/2021

- I. School status a TITLE I , PART A. explaining Title I Part A requirements
- II. Title I Allocation and Budget
- III. Parents Allocation and plan
- IV. Family/Parent Engagement Policy
- V. Parent Compact
- VI. Academic progress/ ratings for the campus
- VII. Initiatives unique to campus
- VIII. Parent's right to be involved

- I. Estado de la escuela con Título I, Explicación y requisitos de Título I**
- II. Título I Asignación y Presupuesto**
- III. Asignación y plan de padres**
- IV. Familia/Políticas y participación de los padres**
- V. Padres compromise**
- VI. Progreso Académico/Calificación para la escuela**
- VII. Iniciativas exclusivas de la escuela**
- VIII. Derechos de los padres a involucrarse**

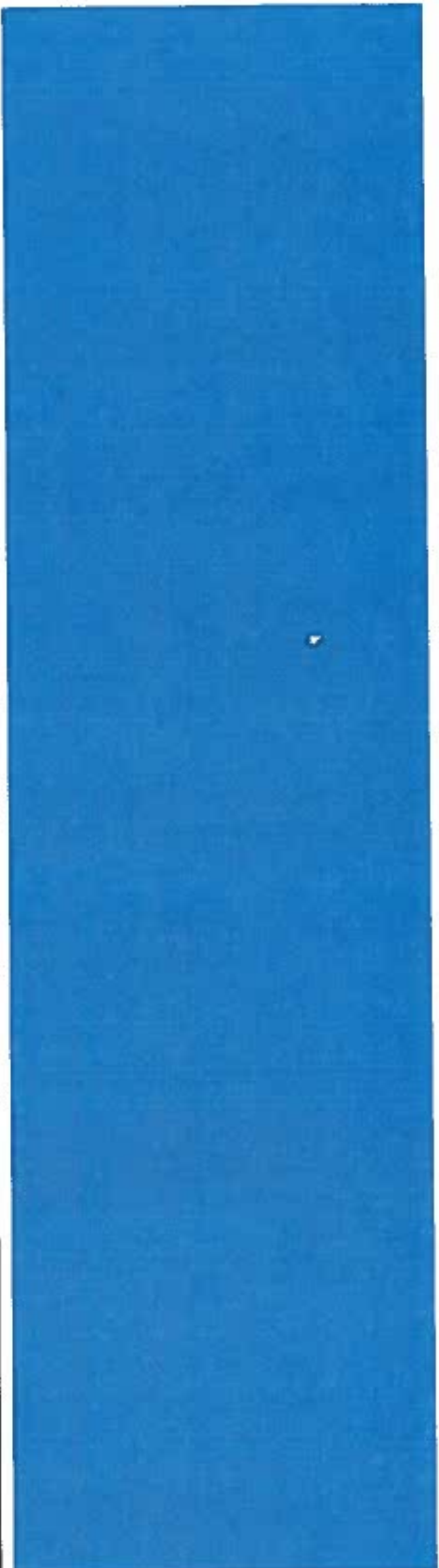
You are viewing Audrey Guerrero's screen

View Options

View

# Title One Titulo 1

10/28/21



Press (U) to unmute or hold space bar to temporarily unmute.

Unmute Start Video

Participants 10

Chat

Share Screen

Record

Reactions

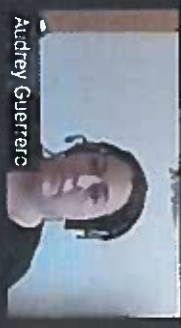
Clelia Parlange

Yaniselli Galindo@aus...

Beatriz



Maria Espino



Audrey Guerrero



Leave

# Re-enrollment for Next School Year

**Mahitaji ya Usajili wa Curbside kwa Wanafunzi Wanaorudi**

Tafadhali fuata hatua kabla ya kufanya miadi.

**Kumbuka: Anwani za mzazi / mlezi tu ndizo zinaweza kutumia mfumo wa usajili mtandaoni.**

**Hatua ya 1.** Unda Wingu la Mzazi, ikiwa una Wingu la Mzazi tayari, tafadhali uwe na jina lako la mtumiaji na nywila ili kuingia kwenye Portal yako. **Ikiwa umepoteza au umesahau jina lako la mtumiaji na nywila, tafadhali piga simu kwa Njia ya Usaidizi wa Familia kwa namba 512-414-9187**



**Hatua ya 2.** Hifadhi jina hilo la mtumiaji na NENO, UTATUMIA KILA MWAKA KWA USAJILI WA MTANDAONI, NA KUPATA DARAJA LAKO LA MWANAFUNZI, NA KUHUDHURIA.



**Hatua ya 3. UKIHAMA,** na unahitaji kusasisha anwani yako, tafadhali leta uthibitisho wa anwani, na kitambulisho cha mzazi.



**Hatua ya 4.** Pigia simu chuo ili kufanya miadi na Msajili, Bi. Salgado, au Mtaalam wa Msaada wa Mzazi, Bibi Galindo, kwa namba 512-414-1770 au 512-414-3912



**Uteuzi wa kwanza huanza Februari 12, 2021, Ijumaa, NA Februari 15, 2021, Jumatatu.**

**Uteuzi wa pili huanza Februari 26, 2021, Ijumaa.**

**Nafasi ni mdogo. Fanya miadi yako haraka iwezekanavyo.**



دوه زره او دوه ويشت

# د ثبت پيښه

د آنلاین ثبت کول د ټولو نوي  
او بېرته راستنیدونکو زده  
کونکو لپاره اړین دي

د ښوونځي وړیا تجهیزات او  
د انډریوز توکي

مهرباني وکړئ یو تازه او  
اړین سندونه راوړئ

د اندریو

ایلیمینټري

شنبه ، د اپریل لسمه

له سهار نه تر غرمې پورې



# ANDREWS EL Site Base

Name	Position
Perez, Larry	Assistant Principal
Verkerk, Nicole	Instructional Coach and CALT
Sandoval, Monica	Instructional Coach and Interventionist
Guerrero, Audrey	Principal
Galvez-Perez, Blanca	Teacher and CAC Co-Chair
Alvirez, Mary	District User
Tello, Maria	Parent - CAC Co-Chair

## District Commitments Theory of Action

If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0 ) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

# Resources

Resource	Source
ESF Focused-Support Grant	State