BROWN EL

Timothy Alvin Brown Elementary - TIP
2021/2022

Home of the Bobcats!

Bobbie Ortiz

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Date Reviewed: Date Approved:

Campus Mission

In partnership with our families and our community, AISD / T.A. Brown'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.

Campus Vision

We are a high performing, healthy, sustainable community school that prepares scholars for their life, college and career.

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.

BROWN 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) 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. If campus qualifies for Breakfast in the Classroom (>60% F/R), ensure campus offers Breakfast in the Classroom (not just Breakfast after the Bell). (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Cafeteria staff, Parent Support Specialist	August 2021- May 2022		Criteria: Criteria: Weekly Menu and cafeteria log. 10/26/21 - On Track
2. Introduce Brighter Bites, which is a free food resource for families that helps to provide supplemental food resources and food preparation education for low to moderate income families, and includes a food distribution program (30 lbs. weekly per family), lessons taught by teachers that support Brighter Bites, food demonstrations, and education about food storing recommendations and food recipes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	CATCH Team, Parent Support Specialist	May 2021 - August 2022		Criteria: Criteria: Registration report and flyers. 10/26/21 - On Track
3. Eliminate all food fundraisers during school and thirty minutes before and after the school day (current policy). (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Committees	May 2021-August 2022		Criteria: Notice to parents and community. 10/26/21 - On Track

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Objective 2.   (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: 100% of classroom teachers will have morning meetings that follow the district SEL curriculum to ensure young scholars are emotionally ready for learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brown Elementary will engage all community members in No Place for Hate activities annually through virtual or face to face interactions such as Principal's Coffee, CATCH night, PTA meetings, CAC. The counselor will provide agendas and sample lessons shared with scholars. CAC, PTA, and Principal's Coffee agenda will be provided. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor	August 2021-May 2022		Criteria: Criteria: Agendas, social media posting, sample lesson. 10/26/21 - Some Progress
2. Brown Elementary will promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. SEL & CP&I information will be part of our monthly "Paw Print" that will go out to parents. We have embedded an SEL corner during morning message lead by the counselor. We have our Bobcat Weekly S'mores that will have a Counselors Corner focusing on SEL/CP&I. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Campus Leadership Team, Counselor, Cultural Committee	August 2021-May 2022		Criteria: Monthly News letter and social media posting. 10/26/21 - Some Progress
3. Brown Elementary will implement "Peace Areas" throughout the campus and construct a model in the Community room to share what is being used in the classroom and can be used at home. The parent Support Specialist will train parents during PTA , CAC, or Community events about the proper function and use of the peace corner and how it translates to the home. Administration will take pictures or recordings of the sessions and post it on social media or	Administrators, Parent Support Specialist, Teachers	May 2021-August 2022		Criteria: Criteria: Communicate opportunities on social media and website, sign in roster, and agenda 10/26/21 - Some Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
as part of the Monthly Bulletin to parents. (Title I SW Elements: 1.1,2.3,2.5) (Target Group: All) (Strategic Priorities: 4)				

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Objective 3. (Family Engagement) SMART Goal: 85% of all demographic groups at Brown Elementary family will participate in campus events lead by campus staff members including literacy night, math night, etc and provide feedback through surveys that will help us improve future events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate to 100% of parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations (a GEAR-UP strategy). (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, AVID Coordinator, Campus Committees, Coaches, Teachers	August 2021-May 2022		Criteria: Criteria: Principal's coffee agenda and gear up action plan. 10/26/21 - Some Progress
2. Conduct a student-need and asset analysis and seek community partners and supporters based on student need (a GEAR-UP strategy). Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identity and safety. (Title I SW Elements: 1.1,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)		August 2021-May 2022		Criteria: Criteria :Completed student Needs Analysis and gear up action plan. 10/26/21 - Pending
3. Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights. (Title I SW Elements: 1.1,2.2,2.3,2.6,3.1) (Strategic Priorities: 4)	Administrators, Counselor, Teachers	September 2021-May 2022		Criteria: Criteria: PTA agendas, newsletters, website, Agendas for planning family nights. 10/26/21 - Some Progress

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Goal 2.   (ESF Lever 4: Daily use of high-quality 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.

Objective 1.   (Daily use of high-quality instructional materials . . . (ESF Essential Action 4.1)) 100% of teachers will utilize TEK aligned lesson plans and implement the district interim assessments (as appropriate).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. Condition #3: High expectations and support to meet those high expectations. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Instructional Specialists/Coaches, Teachers	August 2021-May 2022		Criteria: Criteria: Teacher lesson plans with ILT feedback 10/12/21 - Some Progress
2. Support the use of district curriculum, lessons, and resources to plan for TEKS-aligned, student-centered, differentiated instruction. Condition #2: Recognition and cultivation of gifts, talents , and interest (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Specialists/Coaches	August 2021-May 2022		Criteria: Criteria: Lesson planning PLC agenda and minutes 10/12/21 - Some Progress
3. Campus instructional leaders review lesson plans weekly for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Specialists/Coaches	August 2021 - May 2021		Criteria: Criteria: Lesson Planning PLC minutes and agenda. 10/12/21 - Some Progress

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Goal 3. (ESF Lever 5: Effective 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. (ESF Essential Action 5.3) 100% of teacher teams will participate in weekly data meetings (PLCs) and complete Verification Of Mastery forms to identify student learning gaps and plan appropriate reteach.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus instructional leaders will have clear, written, and transparent roles and responsibilities, and core leadership tasks to support DDI and weekly data meetings (PLC) are scheduled on administrators' weekly calendars (observations, debriefs, team meetings). (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	August 2021-May 2022		Criteria: Written administrator roles and responsibilities. Administrative calendars that include scheduled weekly data meetings and observation chart. 10/12/21 - Significant Progress
2. Campus instructional leaders meet on a weekly basis to focus on student progress and review/analyze student formative data. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team	August 2021-May 2022		Criteria: Weekly PLC minutes and agenda. 10/12/21 - Some Progress
3. Campus instructional leaders use consistent, written protocols and processes to lead PLC data meetings (PLC meetings). PLC meetings will be ongoing and focus on instructional implementation, formative assessments, trends, reteach, accelerated instruction, and next steps. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team	August 2021-May 2022		Criteria: PLC meeting minutes and agendas. 10/12/21 - Some Progress

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Objective 2. (RTI for students with learning gaps (ESF essential action 5.4)) Brown will use previous MAP growth data to identify all students 2 or more grade levels below in math and reading, and provide the appropriate accelerated instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The instructional Leadership team will create groups for accelerated instruction based on MAP data. Condition #1: Culturally proficient, experienced teachers and staff. (Strategic Priorities: 4)	Administrators, Instructional Coaches, Instructional Leadership Team	Ongoing		Criteria: Rosters of students in accelerated instruction and weekly progress monitor in eCST. 10/12/21 - Completed

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Objective 3. (Support for emergent Bilingual students) 70% of our teachers will have continuous Dual Language/SIOP training throughout the 20-21 school year in collaboration with the multilingual department.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Organize dual language/SIOP training for staff in collaboration with the multilingual department. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identity. (Title I SW Elements: 2.5) (Target Group: ESL,LEP) (Strategic Priorities: 4)		Ongoing		Criteria: Agenda and teacher sign in sheet. 10/12/21 - Some Progress

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 81% to 97% 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. Post to social media at least daily to provide regular communication to campus communities. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4)		August 2021-May 2022		Criteria: Social media post with parent response, if applicable. 10/26/21 - On Track
2. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school by engaging PTA, CAC, and community members. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Teachers	September 2021-May 2022		Criteria: Monthly PTA and CAC agenda and minutes are posted. 10/26/21 - On Track
3. Update website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Librarian, Parent Support Specialist	August 2021-September 202		Criteria: Evidence of an updated website connected to our social media platforms. 10/26/21 - Some Progress

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Goal 5. (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 practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Specialists/Coaches, Teachers	August 2021-May 2022		Criteria: Agenda and minutes of TELL survey and internal survey results share with PTA and CAC. 10/26/21 - On Track
2. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 1.1,2.2,2.5,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Specialists/Coaches, Teachers	August 2021-May 2022		Criteria: Weekly call alerts Monthly newsletters Staff weekly s'mores Monthly principal meeting flyers, agenda, and sign in rosters 10/26/21 - On Track
3. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, SEL Committee, Teachers	August 2021-May 2022		Criteria: Evidence of school web-site page having a counselors corner that includes SEL and CP&I strategies in our family news letter. Evidence of flyers, agendas for the principal's coffee. 10/26/21 - Some Progress

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Goal 6. (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 09/20/21 - 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) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/20/21 - 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 09/20/21 - 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 of Title I meeting. 10/26/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in	Principal	Due 9/17		Criteria: Flyers in Spanish and Pashto when possible.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				10/26/21 - On Track
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 09/20/21 - 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 10/26/21 - Some Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				Criteria: No Staff requires time and effort this year. 09/20/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/20/21 - 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 09/20/21 - 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?

We have currently met or made progress in the coordinated school section. Unfortunately, due to the restrictions of Covid-19, we have not been able to invite parents into the campus for school-related activities. However, we are planning events in the spring to bring in all stakeholders.

 Also, we would like to contact region 13 to perform a comprehensive school review process that provides school and district leadership teams insight into the current behavior of adults within the school system aligned to the Effective Schools Framework.

Our leadership team realizes that although we have implemented PLCs and ILT meetings, refinement is needed. Some factors that have affected Lever 5 have been the number of vacancies on the campus. As a result, the coaches have spent a significant amount of time covering the vacancies in the classroom. We recently filled several of the vacancies. However, we have a 4th bilingual and a 5th ESL position available. The administration will be attending job fairs to seek highly qualified teachers for those positions. We will also use Title I funds to hire tutors for the large number of non-English speakers and emergent readers on campus. We also continue to work with the Multi-lingual department to offer teachers training. Finally, after reviewing the SCA, we made a strategic change in assignments to improve academic growth.

Enrollment has exceeded district projections, and we continue to provide superb customer service to entice parents to continue to enroll on our campus.

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.

BROWN EL Site Base

Name	Position
Ortiz, Bobbie	District User
Wilkins, Yolanda	Campus Manager
Wilson, Velma	District User
Drinks, La Kesha	District User
Finan, Dillon	District User
De Alba, Julia	Co-Chair
Tamez, Myrna	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 - TA Brown

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.

Effective Schools Framework	Lever 1: Strong School Leadership and Planning	Lever 2: Strategic Staffing	Lever 3: Positive School Culture	Lever 4: High-Quality Instructional Materials and Assessments	Lever 5 (5.1): Effective Instruction	Lever 5 (5.3): Data-Driven Instruction
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**	**2.5**	**1**	**3**	**2.5**	**2**

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?

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
3.1	TELL survey results suggest a need to improve staff motivation and morale in order to support the goals and values that yield high expectations and meet the needs of historically marginalized student populations. There is a need for a shared vision, mission and values within the school community.
5.3	After reviewing the 2019 STAAR data and short-cycle assessments, there is a need for our staff to continue to develop expertise in using short cycle assessment to differentiate instruction and foster academic achievement. The ability to meet 2022 student achievement and student growth scores requires identification of student learning gaps and the associated interventions. Staff need training and support to analyze student data and plan the appropriate reteaching activities during weekly PLC time.

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	60	40	87	45	67	88	65	67	88	83	88
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.)

CSH Implementation

SEL

Family Engagement

Specific strategies will be addressed in the TIP

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	291	29					233					17					143				
2018-2019	282	26					223					24					140				
**2019-2020	559	32					468					34					257				

		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	291	148					279					46				
2018-2019	282	142					258					50				
**2019-2020	559	302					532					87				

*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? **N/A**

What are the top 3 reasons students get referrals?

The campus did not have any documented discipline infractions in the past 3 years.

There may need to be systems put in place to document infractions. Reintroduce how to do a deeds referral, eCST use/entries, and Child Study Systems Team.

As students are held more accountable for participation in their learning there may be an increase in documented infractions.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TA Brown

SY 20-21 MAP Growth BOY to EOY

| | English | | | | | | | | | Spanish | | | | | | | | |
| | BOY | | | | EOY | | | | Change | BOY | | | | EOY | | | | Change |
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	18	50	17	33	18	67	6	28	-5	42	29	21	50	43	56	26	19	-31
2	18	78	11	11	32	88	3	9	-2	38	47	21	32	43	77	19	5	-27
3	56	59	20	21	42	74	14	12	-9	34	47	21	32	22	36	27	36	4
4	61	59	21	20	0					11	82	9	9					
5	60	62	27	12	0					3								
All	213	61	21	18	92	77	9	14	-4	128	45	20	35	108	60	23	17	-18

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

In general we saw a reduction in student mastery between BOY and EOY (with the exception of 3rd grade Spanish). Spanish grade 1 and 2 saw the largest reductions in overall mastery.

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
K									
1						32	40	18	30
2						39	10	12	27
3						65	24	22	31
4						8	22	35	42
5						20	8	52	47
All						32	21	28	34

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
3rd grade Spanish/Emergent Bilingual instruction is very strong. Try to replicate those strategies in other areas/grade levels.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TA Brown

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	58	83	10	2	<1	2					49	83	6	<1	<1	3	75			
Math	04	58	81	10	7	3	1					52	81	10	6	4	3	75			
Math	05	57	69	32	7	2	7	64	29	14	<1	45	70	33	7	2	2	67			
Math	All	173	77	17	5	2	10	67	30	20	<1	146	78	16	4	2	8	73			
Reading	03	59	84	37	8	<1	2	100				50	85	38	10	<1	3	75			
Reading	04	56	78	36	14	5	1	50				50	78	34	14	6	3	75			
Reading	05	57	69	44	14	11	7	64	57	29	29	45	70	40	13	9	2	67			
Reading	All	172	76	39	12	5	10	67	60	20	20	145	78	37	12	5	8	73	25	13	<1
Writing	04	58	78	24	7	<1	2	100				51	77	24	8	<1	3	75			
Science	05	56	69	21	2	2	7	64	14	<1	<1	45	69	24	2	2	2	67			

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	56	82	11	2	<1	51	91	10	2	<1	7	64	<1	<1	<1	7	54	<1	<1	<1
Math	04	52	80	10	6	2	48	87	6	4	2	8	73	13	13	<1	8	62	13	<1	<1
Math	05	52	68	33	8	2	38	69	32	3	<1	8	67	<1	<1	<1	8	73	25	13	<1
Math	All	160	76	18	5	1	137	83	15	3	1	23	68	4	4	<1	23	62	13	4	<1
Reading	03	57	84	37	9	<1	52	93	35	8	<1	7	64	29	<1	<1	7	54	29	<1	<1
Reading	04	50	77	36	14	4	46	84	30	9	2	9	82	11	11	<1	9	69	11	<1	<1
Reading	05	52	68	46	15	12	38	69	37	8	5	8	67	13	<1	<1	8	73	38	13	13
Reading	All	159	76	40	13	5	136	82	34	8	2	24	71	17	4	<1	24	65	25	4	4
Writing	04	52	78	19	6	<1	47	82	19	6	<1	10	83	10	<1	<1	12	86	<1	<1	<1
Science	05	51	68	24	2	2	37	67	16	<1	<1	8	67	<1	<1	<1	8	73	25	<1	<1

STAAR/EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups?

We will continue to promote student participation for the STAAR assessment. We would like to see students achievement progress within the accountability designations (Approaches to meets, Meets to Master, etc.

We will strengthen classroom practices to reflect best practices through PLCs, observations, and feedback..

The ILT will use the data from SCA and weekly assessments to look for trends and guide the PLC needs of the campus.

Teachers will use the verification of mastery to analyse the weekly assessment and SCAs, develop and implement an action plan that will address the findings.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs²	Forecast 5			
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
 I am still trying to familiarize myself with all campus data and I have been unable to access this information at this time.

How are you communicating with all families about GT and/or advanced learning opportunities?
 Our campus counselor is charged with sharing the GT information with staff, students , and parents. The campus administrator will assist by promoting the information through social media, message alert, etc.

How do you support a culture that provides advanced learning opportunities to all students?
 Our staff meeting are intentional and dedicated weekly to ects, vertical alignment, and professional development based on teacher surveys, observations, and VOMs

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	R	E	R		E	E	E		E	E	E		E	E	E		E	E	E	

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.			
% 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:

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	34	2	30	1	0	1	0	0	34	25	5	<25	27	7			
Growth Score	51		52						51	58			54				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TA Brown

Met Target	N		N						N	N			N		0	5

Math #PM Tests	41	2	37	1	0	1	0	0	41	32	7	<25	31	10	
Growth Score	13		12						13	16			15		
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%	
Met Target	N		N						N	N			N		
Total															0	5

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from <u>historically underserved student groups</u>?

Across the board in reading we are at least 10 scholars away from meeting the target.

*EL Current and Former

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?

N/A - No Previous TUP

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.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
Campus Communication Goals & Practices				
Campus Communication Strategies		X		
Campus Website		X		
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language				
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? Currently, we are working on getting support for our Dari and Pashto families. We are using the translation lines and translation options on the message alert, however, we do not have language support directly on campus. Our campus webpage is in the process of being updated. We have contacted our communication department coordinator to assist with the rebuild of the webpage. We have streamlined our phone message throughout the building to reflect Spanish and English when appropriate. However, we are not able to support our Dari and Pashto population due to the language barriers without using the translation hotline.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the underlined 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

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 <u>**PARENT/FAMILY ENGAGEMENT POLICY**</u> 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 <u>**PARENT/FAMILY/SCHOOL COMPACTS**</u> 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 <u>**ANNUAL PARENT/FAMILY MEETING**</u> has been held within the first 6th 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 <u>**Right to Know Teacher Qualifications**</u>. *(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)*

☐ **N/A 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. (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)

Brown	*BDS*	*9/17/21*
Campus Name	**Principal's Signature**	**Date**

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: https://drive.google.com/drive/folders/1bjf1I7AIllUThSiVMVvMUSVH4m33E6sV

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOwRRGvINUBC2nbHN?usp=sharing

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: https://drive.google.com/drive/folders/1FB0cZKWlAE4RD5XPZsmSECgYu091gY0T

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name:

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks Assessment Type	1st 9 weeks Formative Goal	1st 9 weeks Actual Result	2nd 9 weeks Assessment Type	2nd 9 weeks Formative Goal	2nd 9 weeks Actual Result	3rd 9 weeks Assessment Type	3rd 9 weeks Formative Goal	3rd 9 weeks Actual Result	2022 STAAR/EOC Assessment Type	2022 STAAR/EOC Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	39%	SCA 1	95%	32%	SCA 2	95%		SCA 3	95%		STAAR	95%
	All	All	Reading	Meets	12%	SCA 1	60%	13%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	5%	SCA 1	10%	8%	SCA 2	10%		SCA 3	10%		STAAR	10%
	All	All	Math	App.	17%	SCA 1	90%	54%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	5%	SCA 1	60%	28%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	2%	SCA 1	5%	18%	SCA 2	5%		SCA 3	5%		STAAR	5%
	All	All	Science	App.	21%	SCA 1	90%	35%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	2%	SCA 1	50%	14%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Science	Masters	2%	SCA 1	5%	3%	SCA 2	5%		SCA 3	5%		STAAR	5%
	All	Emer. Bilingual	Reading	Meets	43%	SCA 1	36%	13%	SCA 2	36%		SCA 3	36%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	--%	SCA 1	36%	17%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	32%	SCA 1	41%	19%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	28%	SCA 1	37%	19%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	9%	SCA 1	23%	14%	SCA 2	23%	0%	SCA 3	23%	0%	STAAR	29%
	3rd	All	Reading	Meets	42%	SCA 1	44%	14%	SCA 2	44%		SCA 3	44%		STAAR	44%
	3rd	All	Math	Meets	27%	SCA 1	46%	10%	SCA 2	46%		SCA 3	46%		STAAR	46%

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
53	80	B