REILLY EL

Campus Improvement Plan for Reilly Elementary
2021/2022

Inclusivity for all Learners.

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Date Reviewed: Date Approved:

Campus Mission

Inclusivity for all learners.

Campus Vision

The Dual Language program at Reilly Elementary is to develop high achievement as bilingual, biliterate, and mult-cultural learners through the implementation of Dual Language and Social Emotional Learning.

Campus Values

Dual Language and Social Emotional Learning for all learners.

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.

REILLY 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. Meet with this committee regularly to ensure goals throughout school year are being met.	PE Teacher	School year		

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Objective 2. (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete health activities by teachers regularly	Teachers	school year		

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Objective 3. (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students participate in PE, recess, and WOW regularly	Teachers	school year		

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Objective 4. (Food Services) SMART Goal: Insert SMART goal about food services here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide healthy nutritional choices daily.	Cafeteria staff	school year		

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Objective 5. (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide regular opportunities for staff SEL PD and promote EAP as needed.	Counselor	school year		

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Objective 6. (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement SEL practices in classrooms and campus-wide daily.	Teachers	school year		

REILLY 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 7.   (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. Insert strategies in this area for Food, Nature, Waste, Procurement, Transportation, Air Quality, Energy, and/or Water.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize rain gardens and rain cisterns to prevent erosion and for student learning opportunities.	Teachers	school year		

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

Objective 8.　　(Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Involve parents, families, and community members to school events and be committee members.	Administrators, Parents	school year		

REILLY 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 9.   (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold school community events several times a year to engage all stakeholders.	Administrators, PTA	school year		

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

Objective 10. (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will be trained by school counselor to provide SEL and guidance lessons weekly. SEL practices and strategies will be implemented daily/weekly in classrooms and throughout campus.	Counselor, SEL Committee, Teachers	school year		

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Objective 11. (Health Services) SMART Goal: Insert SMART goal here about health services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will be trained by Health staff to support crisis situations, medical issues that may arise with students, and have conversations with parents that may need support with health issues with their children	Administrators, Teachers	school year		

REILLY EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide leadership opportunities and PD regularly to grow staff knowledge and involvement (Strategic Priorities: 1)	Administrators, Teachers	school year		

REILLY EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regular data analysis meetings with teachers to monitor student progress and growth. (Strategic Priorities: 2)	Administrators, Teachers	school year		

REILLY EL

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Insert SMART Goal here re: recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide PD for all staff that promote Reilly programming with Dual Language, SEL, and CPI practices. (Strategic Priorities: 1)	Administrators	school year		

REILLY EL

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide regular classroom visits with feedback and follow through for all staff. (Strategic Priorities: 1)	Administrators	school year		

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote Reilly's vision to all stakeholders and uphold that accountability. (Strategic Priorities: 1,3)	Administrators, Teachers	school year		

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize SEL and restorative practice to encourage position behavior in every classroom and campus-wide.	Administrators, Teachers	school year		

REILLY EL

Goal 4.   (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3.   (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 4.   (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4.   (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with parents and community members to encourage participation and involvement in learning, events, and accountability to school vision.	Administrators, Teachers	school year		

REILLY EL

Goal 4.   (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 5.   (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to ____% (=%pop) by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 5.   (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 2.   (Data Driven Instruction and Analysis) Administrators will work with teachers within PLCs to regularly review data and monitor students' progress. The objective will be to adjust instruction within the whole group, Tier1-3, and continuously challenge growth in all contents and grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 6. (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. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Informal and formal assessments will be utilized in the regular instruction setting to monitor student progress. This data will be analyzed and used to determine needs and modifications with instruction. (Strategic Priorities: 2)	Administrators, Teachers	school year		

Goal 6.   (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 2.   (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 6. (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 3. (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Data driven practices will be implemented within instructional routines and procedures campus-wide. (Strategic Priorities: 2)	Administrators, Teachers	school year		

Goal 6.   (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 4.   (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Goal 6. (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 5. (BLENDed Learning Strategies) Insert SMART Goal here re: BLENDed learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 6. (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 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dual language will be the campus-wide program implementing for ALL students including emergent bilinguals and mono-lingual English speakers. (Strategic Priorities: 2)	Administrators, Teachers	school year-		

REILLY EL

Goal 6. (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 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 6. (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 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 6. (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 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 6. (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 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Creative Learning will be a common and embedded practice within our DL and SEL instruction with students weekly.	Administrators, Teachers	school year		

REILLY EL

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Students with 504 services) SMART Goal: Insert 504 SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 504 accommodation plans will be followed and implemented with fidelity.	Administrators, Teachers	school year		

Goal 7.   (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 2.   (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to _____% (=%pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ARD and. IEPs will be followed and implemented with fidelity.	Administrators, Special Education Staff, Teachers	school year		

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 4. (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 8.   (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1.   (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (__%), Hispanic students (__%), and Emergent Bilingual students (__%) will increase by ___ percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Career and Technical Education (CTE)) Insert SMART CTE goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (GEAR-UP) Insert GEAR UP smart goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 4. (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 5. (AVID) Insert AVID SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 9.   (Increased Enrollment) Insert SMART enrollment goal here

Objective 1.   (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from _____ to ____ 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. Campus enrollment will increase by 10%-20% in PreK by December 2021.	Administrators, Teachers	Fall semester 21-22		

REILLY EL

Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 2. (Continuous advertisement of Reilly's programming and achievement) The administration will provide monthly tours for prospective parents, the larger community will be invited to school events, Reilly PTA will get involved in dispersing advertisements on the school's behalf.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

REILLY EL

Goal 10.   (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
_____ section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide office staff with on-going customer service PD and uphold high expectations of all staff in their communication and interactions with each other and all stakeholders.	Administrators, Office Staff, Teachers	school year		

REILLY EL

Goal 11.   (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
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
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
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
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

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Goal 11.   (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
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
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.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
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

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

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

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

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

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

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

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.

REILLY EL Site Base

Name	Position
Saenz, Corrine	principal
Sliman, Jennan	teacher/CAC co-chair staff
DeLeon, Aide	teacher
Zubieta, Giseyla	assistant principal
Van Dusen, Elysia	CAC chair
Stapleton, Steven	executive director/supervisor
Smith, Leah	PTA board member
Gotsch, JJ	PTA board president

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

Austin ISD SY 2019-20 Improvement Plan (IP) Timeline
Targeted and Campus Improvement Plans

Date	Details	TIP+TAP+Board+TEA (double platinum)	TIP+Board+TEA (platinum)	TIP+Board. (gold)	CIP only (bronze)	Zone CIP (bronze)
26-Jul	Zone principals complete full Z-CIP draft (cover page, strategies, action steps, and progress monitoring for each strategy) in Excel.					X
By July 30	Streamlined 19-20 IP templates available online, including 18-19 summative data, 19-20 goals, and updated recommended strategies. Strategies from 18-19 plans will not roll over.	X	X	X	X	X
7/29 & 7/30	Principals' Retreats – Accountability overview, IP development overview, annual evaluation and data analysis, root cause analysis, and identification of 2-3 Priority Focus Areas for increased progress monitoring/support	X	X	X	X	X
By 8/5	Annual evaluation and data analysis completed: 1. 2018-19 Goal Status drop-downs 2. Review of artifacts 3. Data Analysis boxes with strengths and weaknesses	X	X	X	X	X
By 8/5	Zone campuses transfer Z-CIP draft from Excel into online IP template.					X
7-Aug	CIP/TIP General Work Sessions (9-11, 12-2, 3-5)			X	X	
8/5-8/30	TIP Development meetings at campuses	X	X	X		
8/16, 8/23, 8/28, 8/29	Group TIP Work Sessions			X		
30-Aug	TIP first drafts complete in online template	X	X	X		
30-Aug	Superintendent uploads DCSI name and attestation statement in ISAM	X	X	X		
9/5-6, 9/9-10, or 9/11&13	DCSI and Principal attend ESF Overview for School Improvement at ESC	required	required	optional		
9/2-9/13	Window for TIP draft translation (optional) and feedback collected from staff and families (recommended)	X	X	X		

Austin ISD SY 2019-20 Improvement Plan (IP) Timeline
Targeted and Campus Improvement Plans

Date	Details	TIP+TAP+Board+TEA (double platinum)	TIP+Board+TEA (platinum)	TIP+Board. (gold)	CIP only (bronze)	Zone CIP (bronze)
9/2-9/13	Principal and 19-20 CAC/IP Developers meet for 60 minutes minimum to: · Review community feedback on 18-19 CIP, if collected · Review results of the annual evaluation, data analysis, and root cause analysis · Review draft 19-20 Targeted Improvement Plan and provide feedback · Ensure Family and Community Engagement strategies are included throughout the plan · Approve all professional learning strategies This meeting must take place at the campus. The public must be provided written notice of this meeting and notice must be posted 15 days prior to the meeting. Notice must also be posted on the campus website. TIP campuses must document that the public meeting notice was posted 15 days prior to the meeting and be prepared to submit a copy of the agenda, list of participants, meeting minutes, and feedback collected from stakeholders upon request from TEA.	X	X	X		
9/2-9/13	Window for supervisor TIP review	X	X	X		
9/16-9/19	Campus makes adjustments based on Targeted Feedback posted in online template	X	X	X		
20-Sep	DCSI final approval of TIP plans	X	X	X		
23-Sep	TIPs submitted to Dr. Cruz	X	X	X		
27-Sep	TIPs submitted to TEA	X	X			
27-Sep	TIPs published online on www.austinisd.org/schools pages by 5pm	X	X	X		
By 30 Sept	DCSI holds public meeting to solicit input on the development of the Turnaround Plan within 60 days of the preliminary rating	X				
By 30 Sept	Superintendent, DCSI, Principal and Board members view House Bill 1842 (Turnaround) webinar	X				
30-Sep	CIP first drafts complete in online template				X	X
30-Sep	CIP first drafts posted on campus websites in English				X	X
9/30-10/11	Window for CIP draft translation (optional) and feedback collected from staff, families, and community (recommended)				X	X
9/30-10/11	Principal and 19-20 CAC/IP Developers meet for 60 minutes minimum to: · Review community feedback on 18-19 CIP, if collected · Review results of the annual evaluation, data analysis, and root cause analysis · Review draft Improvement Plan and provide feedback · Ensure Family and Community Engagement strategies are included throughout the plan · Approve all professional learning strategies				X	X
9/30-10/11	Window for central office and supervisor review – CIPs only				X	X
10/14-10/25	Campus makes adjustments based on Targeted Feedback posted in online template				X	X

Austin ISD SY 2019-20 Improvement Plan (IP) Timeline
Targeted and Campus Improvement Plans

Date	Details	TIP+TAP+Board+TEA (double platinum)	TIP+Board+TEA (platinum)	TIP+Board. (gold)	CIP only (bronze)	Zone CIP (bronze)
31-Oct	CIPs published online on www.austinisd.org/schools pages by 5pm				X	X
Oct TBD	DCSI, ESC staff, and TEA staff hold phone conference to discuss initial plan submission.	X	X			
Sept-Oct	ESF Diagnostic Visit from Effective Schools Framework Facilitator to inform SY 20-21 Turnaround Plan. DCSI submits ESF Diagnostic Final Report in ISAM 14 days following the ESF Diagnostic. DCSI and TEA staff hold phone conference to discuss ESF Final Diagnostic Report within 30 days of Final Report.	X				
Cycle 1 (Oct-Nov)						
Oct-Nov	DCSI and IP Support Team support campus implementation of strategies in the 2-3 Prioritized Levers/Priority Focus Areas.	X	X	X	X	X
28-Oct	DCSI takes TIP to School Board for approval	X	X	X		
Nov.	TEA sends an ESF-aligned stakeholder survey to the DCSI. The DCSI oversees the administration of the survey to campus stakeholders to gather data for the Turnaround Plan.	X				
Nov-Dec	TEA sends an ESF-aligned stakeholder survey to the DCSI. The DCSI oversees the administration of the survey to campus stakeholders to gather data for the ESF Diagnostic.		X			
By 11/21	DCSI meets with campus leadership to conduct Cycle 1 evidence check on the 2-3 Prioritized Levers/Priority Focus Areas.	X	X	X	X	X
By 11/21	Principal completes Q1 Greenlights and progress monitoring notes for all non-priority Focus Areas.	X	X	X	X	
22-Nov	DCSI submits Progress # 1 Submission (Cycle 1) to TEA. TIP must be board approved.	X	X			
Dec TBD	DCSI, ESC staff, and TEA staff hold phone conference to discuss Progress Submission #1.	X	X			
Cycle 2 (Dec-Feb)						
Dec-Feb	DCSI and IP Support Team support campus implementation of strategies in the 2-3 Prioritized Levers/Priority Focus Areas.	X	X	X	X	X
Dec	DCSI and relevant stakeholders engage in planning activities and develop draft Turnaround Plan using results from ESF Final Report.	X				
13-Dec	DCSI submits draft Turnaround Plan to TEA.	X				

Austin ISD SY 2019-20 Improvement Plan (IP) Timeline
Targeted and Campus Improvement Plans

Date	Details	TIP+TAP+Board+TEA (double platinum)	TIP+Board+TEA (platinum)	TIP+Board. (gold)	CIP only (bronze)	Zone CIP (bronze)
Jan	DCSI, ESC staff, and TEA staff hold phone conference to discuss draft Turnaround Plan submission	X				
Jan	DCSI posts Turnaround Plan draft to website for public comment (30 days prior to Board approval)	X				
Jan-April	ESF Diagnostic Visit from Effective Schools Framework Facilitator to inform SY 20-21 TIP. DCSI submits ESF Diagnostic Final Report in ISAM 14 days following the ESF Diagnostic. DCSI and TEA staff hold phone conference to discuss ESF Final Diagnostic Report and next steps within 30 days of Final Report.		X			
2/24/2020	DCSI takes Turnaround Plan (with comments) to the board for approval	X				
By 2/27/20	DCSI meets with campus leadership to conduct Cycle 2 evidence check on the 2-3 Prioritized Levers/Priority Focus Areas.	X	X	X	X	X
By 2/27/20	Principal completes Cycle 2 Greenlights and progress monitoring notes for all non-priority Focus Areas.	X	X	X	X	
2/28/2020	DCSI submits Progress # 2 Submission (Cycle 2) to TEA.	X	X			
2/28/2020	SY 19-20 Improvement Plans are duplicated and renamed Proposed SY 20-21 Improvement Plans. Having the upcoming year's plan template active in DTS allows campuses to work on their plans for the upcoming year without having to wait for summative data from the current year. This also allows plans to be drafted prior to SY 20-21 department budgets and board approval of the SY 20-21 budget.	X	X	X	X	X
3/2/2020	DCSI submits Turnaround Plan to TEA.	X				
3/13/2020	DCSI completes Comprehensive Funding Report and submits to TEA, if applicable.	Comp. only	Comp. only			
March TBD	DCSI, ESC staff, and TEA hold phone conference to discuss Comprehensive Funding Report submission.	Comp. only	Comp. only			
March TBD	DCSI, ESC staff, and TEA staff hold phone conference to discuss Progress Submission #2.	X	X			
Cycle 3 (March-May)						
March-May	DCSI and IP Support Team support campus implementation of strategies in the 2-3 Prioritized Levers/Priority Focus Areas.	X	X	X	X	X

Austin ISD SY 2019-20 Improvement Plan (IP) Timeline
Targeted and Campus Improvement Plans

Date	Details	TIP+TAP+Board+TEA (double platinum)	TIP+Board+TEA (platinum)	TIP+Board. (gold)	CIP only (bronze)	Zone CIP (bronze)
By 6/4/20	DCSI meets with campus leadership to conduct Cycle 3 evidence check on the 2-3 Prioritized Levers/Priority Focus Areas.	X	X	X	X	X
By 6/4/20	Principal completes Cycle 3 Greenlights and progress monitoring notes for all non-priority Focus Areas.	X	X	X	X	
By 6/4/20	DCSI and Principal draft Cycle 4 plan to prepare for the upcoming school year.	X	X	X		
6/5/2020	DCSI submits Progress # 3 Submission (Cycle 4) to TEA, using results from ESF Diagnostic visit, if applicable.	X	X			
June TBD	DCSI, ESC staff, and TEA staff hold phone conference to discuss Progress Submission #3.	X	X			
Cycle 4 (June-August)						
June-July	DCSI and IP Support Team support campus implementation of Cycle 4/summer plans/prep for upcoming school year.	X	X	X		
June-July	Campuses conduct annual evaluations on SY 19-20 plans and make adjustments to SY 20-21 plans based on summative 2020 data.	X	X	X	X	X

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

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2021-22 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

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

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

INSTRUCTIONS:
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			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.	66%	SCA 1	50%	37%	SCA 2	60%		SCA 3	80%		STAAR	90%
	All	All	Reading	Meets	40%	SCA 1	40%	16%	SCA 2	50%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	24%	SCA 1	20%	10%	SCA 2	25%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	53%	SCA 1	70%	67%	SCA 2	80%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	29%	SCA 1	40%	38%	SCA 2	50%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	11%	SCA 1	20%	27%	SCA 2	25%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	37%	SCA 1	60%	57%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Science	Meets	11%	SCA 1	30%	24%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	All	Science	Masters	5%	SCA 1	10%	10%	SCA 2	20%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	38%	SCA 1	20%	13%	SCA 2	30%		SCA 3	40%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	*	0%	SCA 2	*	0%	SCA 3	*	0%	STAAR	*
	All	Hispanic	All	Meets	52%	SCA 1	20%	17%	SCA 2	30%	0%	SCA 3	40%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	50%	SCA 1	20%	15%	SCA 2	25%	0%	SCA 3	30%	0%	STAAR	37%
	All	Special Education	All	Meets	*	SCA 1	*	7%	SCA 2	*	0%	SCA 3	*	0%	STAAR	*
	3rd	All	Reading	Meets	24%	SCA 1	15%	17%	SCA 2	20%		SCA 3	25%		STAAR	30%
	3rd	All	Math	Meets	19%	SCA 1	30%	41%	SCA 2	40%		SCA 3	50%		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	
60	90	A	