ST ELMO EL

St. Elmo Elementary
2021/2022

Boldly Go St. Elmo

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Date Reviewed: Date Approved:

Campus Mission (Is being updated as part of the CIP)

St. Elmo parents, educators, and community will work as partners empowering our students to develop into responsible contributing members of a global society.

Campus Vision (is being updated as part of the CIP)

Exemplary Educational Experiences for All

Campus Values (Also being updated as part of CIP)

WE BELIEVE THAT:
Learning is a lifelong process.
Everyone who touches the life of a child is a teacher.
All children desire and can acquire knowledge.
A caring and supportive school climate is essential for student success.
Parents, teachers, and students are accountable for learning
Cooperatively, we can educate students to their greatest potential.

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

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

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

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

Instructions for Campuses

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

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

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

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

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold Monthly CSH Meetings with the CSH Committee (conditions 2, 3, and 6) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, CAC Members, CATCH Team, Parent Support Specialist, PE Teacher	Sept. 2021 - June 2022		Criteria: Monthly CSH Meeting Agendas and minutes beginning in Sept 10/28/21 - Some Progress 08/28/21 - Pending
2. 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 (Conditions 2, 3, 4, 5, 7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, CATCH Team, PE Teacher, Principal	Sept., 2021 - June, 2022		Criteria: 70% or higher in all areas of the CSH survey 10/28/21 - Some Progress
3. Provide training for parents about physical fitness and nutrition (Conditions 2, 3, 5) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,3,4)	CATCH Team, Cultural Committee, Parent Support Specialist, Parents, PE Teacher	Sept., 2021 - June, 2022		Criteria: Meeting Announcements and Agendas from at least 2 Different Physical Fitness and Nutrition Meetings during the 2021-2022 school year. 10/28/21 - Some Progress

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Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of SY 21-22, St. Elmo Elementary will have held Weekly Friday SEL ZOOM meetings every week (allowing only 2 weeks missing if needed), maintained the Mindfulness Section of the Staff Weekly and the Community Weekly for every edition published (allowing only 2 editions missing if needed), and created 4 entries into the Monthly Newsletter focused on CP&I initiatives at the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold Weekly Friday ZOOM Meetings from a different classroom each week (but watched in all classrooms on the display screen) that focus on: 1. Identifying SEL Learning Target for the week 2. Describing how the class engaged with the specific learning target (identify activities, exercises, etc.) 3. Explain why this SEL skill is important (Conditions 1, 2, 3, 4, 5, 6) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, SEL Campus Coordinator, Students, Teachers	Aug, 2021 - June, 2022		Criteria: Video recordings of the Friday ZOOM Meetings; Staff Weekly documentation of the Friday ZOOM locations and themes 10/28/21 - On Track
2. Create and Maintain a Mindfulness section in the Staff Weekly that highlights the SEL Learning Targets for the upcoming Week. Document students involved in SEL learning. (Conditions 2, 4, 5, 7) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Committee, Counselor, Principal	August, 2021 - June, 2022		Criteria: Staff Weekly for the 2021-2022 School Year (via Smore) 10/28/21 - On Track
3. Create and Maintain a Campus CP&I Newsletter that uses liberatory design principles in conjunction with the empathy interview process to highlight the unique and diverse cultures, talents, and heritage of St. Elmo (14 countries and 7 languages) (Conditions 1, 2, 4, 5, 6, 7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, Cultural Committee, Parent Support Specialist, Parents, PTA, SEL Campus Coordinator, SEL Committee, Students	Oct., 2021 - June, 2022		Criteria: CP&I Newsletter, Meeting agendas and minutes, 10/28/21 - Significant Progress

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Objective 3. (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. By the end of SY 21-22 St. Elmo will have designed and installed a dedicated outdoor learning space, met at least 8 times as a Green Team, and this Green Team will have recieved targeted feedback from the campus CP&I Committee at least 3 times. Additionally, our green team will run at least 2 recycling/composting projects as well as two Monarch Butterfly Garden Events

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In Q1, identify a Green Team Lead or Campus Sustainability Champion to review artifacts in the CIP, identify recommended strategies, and organize any green team activities at the school. (resource: NWF Eco-School Handbook, evidence = Green Team Lead sign up). (Conditions 2, 3, 4, 5, 7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Committees, Green Committee, Principal, Project Specialist	Sept., 2021 - Dec., 2021		Criteria: A Successful Green Team has been created and has met at least twice by December (meeting minutes, agendas, vision and mission artifacts) 10/28/21 - On Track
2. Establish a Green Team in alignment with NWF Green Flag Eco-team guidelines: The Green Team consists of at least 50% students, and also includes, teachers, staff, and community members; The team meets at least 8 times a year; Students take significant responsibility for conducting the Green Team meetings and the team's decision-making process; Students share responsibility for keeping minutes for each meeting and communicating information to the whole school; Student representatives actively engage other students and collect suggestions from the greater student body. (Conditions 2-7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,3)	Green Committee, Principal, Students, Teachers	Sept., 2021 - June, 2022		Criteria: Green Team Google Site, Membership list, Meeting Minutes and Agendas, successful completion of projects 10/28/21 - Some Progress
3. Schoolyards will include gardens, (vegetable and/or habitat (Monarch Butterfly), outdoor classroom (to be built where a portable is being demolished) and green infrastructure (rain garden, cistern, etc.). All proposed projects will be offered to the community for	Cultural Committee, Green Committee, Principal, Project Specialist, PTA	Sept., 2021 - June, 2022		Criteria: Green Team Meeting Notes, Community Newsletters, Creation of Outdoor Classroom with the Austin EdFund $7500 grant we received, agendas and minutes from community feedback

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
feedback and assessed by the CP&I committee in order to ensure equity. (Conditions 1-7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,K,5th) (Strategic Priorities: 1,3,4)				sessions, PEAS program implemented with fidelity in grade 5 and Kindergarten. 10/28/21 - On Track

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Objective 4. (Community Engagement) SMART Goal: By the end of SY 21-22, St. Elmo Elementary will have had at least 2 public forums collecting feedback on the Outdoor Learning Area. We will also have maintained a monthly Community Weekly Newsletter (at least 9 editions), held all 8 required CAC meetings, and held at least 7 Principal Coffees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a Monthly Community Newsletter (Smore) that includes the following sections: 1. Letter from the Principal 2. Campus Highlights, Celebrations, and Learning in Action (examples of student work, videos, pictures, etc.) 3. SEL Learning Target Section -What we've covered this month -Pics/examples/videos -Links to Lessons 4. Mindfulness Learning Targets -What we've covered this month -Pics/examples/videos -Links to Lessons 5. CSH section --What we've covered this month -Pics/examples/videos -Links to Lessons 6. Cultural Proficiency and Inclusivity --What we've covered this month -Pics/examples/videos -Links to Lessons 7. AVID --What we've covered this month -Pics/examples/videos -Links to Lessons 8. Preview of where we're going next month -Campus Events -Academic Learning Targets -SEL Learning Targets -Mindfulness Learning Targets -CSH Learning Targets -CP&I Learning Targets (Conditions 2-7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group:	Administrators, Campus Committees, CATCH Team, Counselor, Cultural Committee	Sept., 2021 - June, 2022		Criteria: Evidence of the monthly newsletter on smore; parent input google form survey every two months (collect feedback and ideas for future newsletter publication) 10/28/21 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All) (Strategic Priorities: 2,3)				
2. Hold Monthly Coffee With the Principal Meetings (virtually only until out of stage 5) in which Campus information is shared and community input is sought and later acted on. Agendas will be shared with the CPI Committee for equity feedback. (Conditions 2-7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 2,4)	Administrators, Attendance Clerk, Cultural Committee, Parent Support Specialist	Sept., 2021 - June, 2022		Criteria: Monthly Coffee with the Principal Agendas and Minutes 10/28/21 - On Track
3. Hold at least 8 regular Campus Advisory Council meetings each year. (Conditions 2, 3, 5, 6, 7) (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members	Aug., 2021 - June, 2022		Criteria: Agendas and Minutes from at least 8 CAC Meetings throughout the school year. 10/28/21 - On Track

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Goal 2. (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) By Jan., 2022: The Final Draft of the newly created St. Elmo Core Beliefs, Vision, and Mission will be shared with the entire community and published in all relevant platforms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Re-assess, revise, and re-publish the school's Core Beliefs, Mission, and Vision * End of Sept: Finalize Core-Beliefs and share with CAC, PTA, and Community; Campus CP&I Committee reviews the Core Beliefs; Feedback solicited and received from the community * End of Oct: Vision and Mission Draft 1 are finalized and shared with CAC, PTA, CP&I Committee, and the Community * End of November: Feedback has been solicited, received from the community on Draft 2 of the Campus Mission and Vision * Dec., 2021: The Final Draft of the St. Elmo Core Beliefs, Vision, and Mission is shared with the entire community and published in all relevant platforms. (Conditions 1-7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,H,AA,ECD,ESL,Migrant,LEP,SPED,GT,504) (Strategic Priorities: 1,2,3,4)	Administrators, Committee, Community Partner, Parent Support Specialist, PTA, Students, Teachers	Aug., 2021 - Jan., 2022		Criteria: Monthly evaluations/review at the end of Sept, Oct, Nov. Published Core Beliefs, Mission, and Vision by Jan. 1, 2022 10/28/21 - On Track

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Goal 2. (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) By May, 2022, a movie will be created and shared with the community showcasing all of the positive behavioral office referrals of SY 21-22

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create, facilitate, and revise a system for Weekly Positive Office Referrals)students sent to the office with a completed form filled out). They have a picture taken with the principal that is then part of the weekly slide show shared on the TV in common area outside of front office. (Conditions 2, 3, 4, 5, 6) (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6) (Strategic Priorities: 2)	Administrators, Campus Leadership Team, Counselor, SEL Committee, Students, Teachers, Team Leaders	Sept., 2021 - June, 2022		Criteria: Weekly Positive Referrals submitted to google folder; Weekly slide decks displaying the POR (positive Office Referral) photos.

10/28/21 - Significant Progress |

Goal 2.   (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) In Dec. of 2021 and April of 2022, 75% of teachers will respond via survey that they believe the CST process is running well and positively affecting teaching and learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold regular CST Meetings focused on meeting the academic, social, and emotional needs of our students. (Conditions 2, 3, 5, 6) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4)				Criteria: CST meeting notes and progress monitoring in ecst. 10/28/21 - On Track

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Goal 3. (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) Effective implementation will be assessed at 3 checkpoints throughout the year:1. By mid October, at least 80% of K-5 teachers will be able to share their individual reading conferencing data with the ILT @ PLCs2. By the end of January, 100% of K-5 teachers will be able to share their individual reading conferencing data with the ILT @ PLCs3. By the beginning of May, all K-5 students will display their yearlong reading conferencing data at a campus literacy event

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas and grades PK-5th mathematics and reading. (Condition 3) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team, Administrators, Instructional Coaches, Teachers, Team Leaders	Sept., 2021 - June, 2022		Criteria: Weekly Observation Forms; Obs. and Feedback Loop Meetings; PLC meeting agendas/Know and Show documents 10/28/21 - On Track
2. Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. (Conditions 3, 7) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team, Administrators, Instructional Specialists/Coaches, Principal, Team Leaders	Aug., 2021 - June, 2022		Criteria: SCA Assessments in School City, Campus Common Assessments in School City, MapGrowth 10/28/21 - On Track
3. All teachers in grades K-5 will engage in individual reading conferences with each of their students, chart their progress, and set individual goals for reading. Teachers will keep a log with all individual students reading conferencing data and will share periodically with parents. (Conditions 2, 3, 4, 5, 6, 7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4)	Academic Leadership Team, Administrators, Students, Teachers	Oct., 2021 - June, 2022		Criteria: Reading Conference logs of every teacher will be viewed monthly, feedback will be provided, as well as next action steps 10/28/21 - Significant Progress

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Goal 4. (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)) Monthly walk through data will show that Learning Targets, Success Criteria, and Language objectives are displayed in 100% of classrooms

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Learning targets and success criteria for all Reading, Math, Sci, SS, and SCI units will be posted in all classrooms. The verbs from the TEKS will be circled and students and teachers will actively use these objectives to assess their progress toward mastery. (Conditions 3, 6) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Specialists/Coaches, Students, Teachers	Aug., 2021 - June, 2022		Criteria: Walkthrough Data from Observation and Feedback Cycle showing that learning targets are posted for all units in all subjects; lesson plans in the google folder 10/28/21 - Significant Progress
2. Ensure that 100% staff are utilizing the homeroom and advisory activities provided by SEL and CP&I. (Conditions 1-7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Counselor, SEL Committee	Sept., 2021 - June, 2022		Criteria: Weekly Newsletter SEL section providing resources/activities/ideas for the upcoming week; SEL specific walkthrough data taken monthly; SEL survey results in Dec. and in May 10/28/21 - On Track
3. Unpack standards in order to plan rigorous, manageable, distinct, measurable, and data-driven daily objectives.(TIL-Leading Lesson Alignment and Formative Assessment). (Conditions 2, 3, 4) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Coaches, Teachers	Sept., 2021 - June, 2022		Criteria: Bi-Weekly Wednesday PLC Know/Show Meeting notes; Bi-Weekly Identify the Gap/Reteach Meeting notes 10/28/21 - Significant Progress

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Goal 5. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 287 to 300 by December 15, 2021 (refer to 21-22 projection).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SMART GOAL Semester 1 Enrollment will increase from 280 students enrolled to 300 students enrolled by the end of December (Condition 4, 5, 7) (Title I SW Elements: 1.1,2.1,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, CAC Members, Parent Support Specialist, PTA, Registrar	Sept., 2021 to Jan. 1		Criteria: Did we meet our enrollment growth goal by Jan. 7? 10/28/21 - Completed
2. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022. (Conditions 2, 4, 5, 7) (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Parent Support Specialist, Registrar, Teachers	Jan-June of 2022		Criteria: Did we meet the SMART goal or not 10/28/21 - On Track
3. Utilize $1500 marketing budget to provide stipend to a staff member to update website monthly and maintain social media daily. (Conditions 2, 3, 4, 5, 6, 7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,3)	Administrators, Technology Team	Sept, 2021 - June, 2022		Criteria: Monthly Website Updates and daily social media posts 10/28/21 - Some Progress

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Goal 6. (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 Communications Strategies section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Conditions 1, 2, 4, 5, 7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: H,AA,ECD,ESL,Migrant,LEP,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,3)	Campus Committees, Campus Leadership Team, Committee	October 2021 - June 2022		Criteria: CP&I Committee Leader Meets with Recruitment Team monthly and monthly meeting minutes with action steps are shared, monitored, and adjusted as needed. 10/28/21 - Significant Progress
2. Systematically provide clear and ongoing communication to staff, families, and community members. (Conditions 2-7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,3.1,3.2) (Strategic Priorities: 1,2,3)	Assistant Principal, Parent Support Specialist, Principal, PTA, Technology Team	Sept., 2021 - June, 2022		Criteria: 1. Weekly St. Elmo Community Newsletter on Smore and the results of two surveys (one in November and another in May) that ask for feedback and info concerning the newsletters and campus communication in general. 2. CP&I Newsletter focused on communication with our historically marginalized communities NOTE: This may change to become a section of the Community Newsletter or the 5th grade run Student Newsletter 10/28/21 - Significant Progress
3. Provide Austin ISD CARES family information flyer to all campuses to be included at all family meetings, to send home, and to post on the campus website. (Conditions 2, 4, 5) (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1)	Leadership Team, Office Staff, Parent Support Specialist, Technology Team	Sept., 2021 - June, 2022		Criteria: Evidence of CARES flyer on campus meeting agendas, website, social media, and letters home 10/28/21 - Significant Progress

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Goal 7. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 10/05/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/05/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 10/05/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/05/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 10/05/21 - Completed

Goal 7. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 10/05/21 - 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 10/05/21 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				10/05/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/05/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 10/28/21 - Completed (S) 10/05/21 - No Progress

1st 9 weeks report - due October 22

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

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

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
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2nd 9 weeks report - due January 7

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

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

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

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.

ST ELMO EL Site Base

Name	Position
McCormack, Ben	Principal
Ruiz, Rocio	Assistant Principal
Castonguay, Rebecca	Teacher and CAC Co-Chair
Flanders, Jonathan	PTA and CAC member
Drinks, La Kesha	Executive Director/DCSI
Moreno, Raul	Executive Director/DCSI
Anchondo, Chrystal	teacher
Allen, Francisca	parent
Driggers, Kcie	parent
Dominguez, Susan	PSS
Craig, Jacqueline	parent
Poole, Joy	teacher

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates
August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals
Aug 9-Sept 3: CIP/TIP Development
Aug 24-26: Group TIP Development Workshop
Aug 31-Sept 1: TEA Training
Aug 17-Sept 17: Public Meeting/ CAC feedback
Sept 3: CIPs/TIPs first drafts due in BLEND
Sept 7-10: DCSI/EDs review of first drafts
Sept 13-17: Revise plan based on DCSI/EDs feedback
Sept 13-24: (SEP) Recommended monitoring visit window
Sept 17: CIP/TIP final drafts due in BLEND
Sept 20-24: DCSI/EDs review of final drafts
Sept 27: CIP/TIPs to Supe
Sept 27-30: TIL Lesson Alignment
Oct 4-6: TIL Observation and Feedback
Oct 4-8: (OCT) Recommended monitoring visit window
Oct 18-Nov 20: ESF Diagnostic Survey Window
Oct 18-22: SCA 1 data analysis and Cycle 1 reports
Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND
Oct 25-29: DCSI/EDs review of Cycle 1 submissions
Oct 25-27: TIL DDI
Nov 8-12: (NOV) Recommended monitoring visit window
Nov 16-19: TIL Formative Assessment
Nov 30: TIL Cohort: Lesson Alignment
Dec 6-10: (DEC) Recommended monitoring visit window
Dec 18: Schedule ESF Diagnostic for Spring
Jan 4-7: SCA 2 data analysis and Cycle 2 reports
Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND
Jan 10-14: DCSI/EDs review of Cycle 2 submissions
Jan 12: TIL DDI
Jan 18: TIL Observation and Feedback
Jan 24-28: (JAN) Recommended monitoring visit window
Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF
Feb 7-11: (FEB) Recommended monitoring visit window
Feb 22: TIL Lesson Alignment and Formative Assessment
Feb 28- March 4: (MAR) Recommended monitoring visit window
March 21-25: SCA 3 data analysis and Cycle 3 reports
March 22: TIL Observation and Feedback
March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND
March 28-April 1: DCSI/EDs review of Cycle 3 submissions
March 30: TIL DDI
April 25-29: (APR) Recommended monitoring visit window
May 31-June 3: MAP Growth data analysis and EOY reports
June 3: EOY reports submitted to BLEND
June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

Instructions for the Comprehensive Needs Assessment (CNA):

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

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	75%	43%	100%	81%	82%	54%	100%	56%	67%	88%	83%	69%
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.)

- Employee Wellness
- Physical Environment
- Family Engagement
- Health Services

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

Longitudinal Discipline Data Report

		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	313	15					265					26					155				
2018-2019	328	15					269		1			37		2		1	153				
**2019-2020	3761	15					301		1			42		1			179				

		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		158					253					45				
2018-2019		175		3		1	282		3		1	49		1		
**2019-2020		192		1			326		1			37		1		

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

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

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

- The data suggests a possible closer look at suspension of hispanic special education students, however, the particular incident that caused this one-day home suspension was deemed to warrant the suspension by Admin, SpEd Dept. Chair, and the mother of the student involved.
- The removal to DAEP was a mandatory removal

What are the top 3 reasons students get referrals?

- The top 3 would be:
  1. Mandatory Offense
  2. Physical Aggression
  3. Persistent teasing approaching harassment
- HOWEVER, we don't have many/any referrals as we prefer to use restorative practices when it comes to positive behavior support. Some of these include meeting with the counselor, group problem solving sessions, referral to the CST, documentation in ecst

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	30	47%	7%	47%	26	42%	23%	35%	-12	17	47%	12%	41%	17	53%	29%	18%	-23%
2	39	31%	26%	44%	39	62%	13%	26%	-18	6	50%	33%	17%	7	71%	29%	0%	-17%
3	35	49%	17%	34%	1	*	*	*		5	40%	0%	60%	0	--	--	--	
4	41	54%	17%	29%	0	--	--	--		3	*	*	*	0	--	--	--	
5	29	34%	34%	31%	32	59%	19%	22%	-9	0	--	--	--	0	--	--	--	
All	174	43%	20%	37%	98	56%	17%	27%	-10	31	48%	13%	39%	24	58%	29%	13%	-26%

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

- All grade levels exhibited negative growth from BOY to EOY with respect to below avg%, average%, and above average%
- Students testing in Spanish exhibited more of a negative trend than those testing in English
- Students did not move adequately towards mastery in any grade level last year regardless of what language they tested in

SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort				Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021		2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K						0	--	0	--
1						36	41	41	36
2						67	7	13	35
3						94	25	38	25
4						25	50	60	58
5						27	20	47	63
All						48	30	41	43

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

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

- 2nd grade speaking was an outlier in the low % of progress in speaking
- Student progress 1+ levels more in the upper grades

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

2021 STAAR	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	30	67	50	13	7	0	--	--	--	--	27	66	48	15	7	2	100	*	*	*	25	68	48	16	8
Math	04	38	88	45	13	3	2	100	*	*	*	33	87	36	3	<1	3	100	*	*	*	31	89	42	10	3
Math	05	30	93	57	40	17	2	100	*	*	*	25	93	52	32	16	1	100	*	*	*	27	96	56	37	19
Math	All	98	82	50	21	8		*	*	*	*	85	80	45	15	7	6	100	>99	67	0	83	83	48	20	10
Reading	03	31	69	55	32	13	0	--	--	--	--	28	68	50	29	11	2	100	*	*	*	26	70	54	21	12
Reading	04	39	91	44	15	5	2	100	*	*	*	34	89	35	9	<1	3	100	*	*	*	32	91	44	13	3
Reading	05	29	91	76	31	21	2	100	*	*	*	24	89	75	25	17	1	100	*	*	*	26	93	77	27	19
Reading	All	99	83	57	25	12	4	80	*	*	*	86	81	51	20	8	6	100	>99	67	33	84	84	57	21	11
Writing	04	39	93	41	18	3	2	100	*	*	*	34	92	32	12	3	3	100	*	*	*	32	94	38	16	3
Science	05	31	97	45	23	10	2	100	*	*	*	26	96	38	15	<!	1	100	*	*	*	28	100	43	18	7

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	25	68	48	16	8	14	58	43	14	7	1	100	*	*	*	1	50	*	*	*
Math	04	31	89	42	10	3	24	89	33	8	0	5	83	0	*	*	2	67	*	*	*
Math	05	27	96	56	37	19	19	90	47	32	11	1	100	*	*	*	0	--	--	--	--
Math	All	83	83	48	20	10	57	79	40	18	5	7	88	0	0	0	3	*	*	*	*

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

Subject	Grade																				
Reading	03	26	70	54	21	12	14	58	57	21	7	1	100	*	*	*	1	50	*	*	*
Reading	04	32	91	44	13	3	25	93	36	8	<1	6	100	<1	<1	<1	2	67	*	*	*
Reading	05	26	93	77	27	19	18	86	72	17	11	1	100	*	*	*	0		--	--	--
Reading	All	84	84	57	21	11	57	79	53	14	5	8	100	<1	<1	<1	3	60	*	*	*
Writing	04	32	94	38	16	3	25	96	24	8	4	6	100	<1	<1	<1	2	67	*	*	*
Science	05	28	100	43	18	7	20	95	30	5	5	1	100	*	*	*	0		--	--	--

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

MATH
- 5th grade math had the highest % of students meeting standard (40%) and mastering (17%)
- White students perform significantly higher than Hispanic, EB, and SpEd students
- Hispanic students, SpEd students perform worse than white non-SpEd students (0/7 SpEd students reached approaching)
- Last year's 4th grade performed lower as a whole than grades 3 and 5
- Last year's 4th grader Emergent Bilinguals performed lower than the EB population in other grades
- The only number that improved (green) was for white students

READING
- Last year's 5th grade performed significantly higher overall than grades 3 and 5
- Last year's 5th grade EB pup. performed significantly higher than in previous year(green) - 24 point growth
- White students perform significantly higher than Hispanic, EB, and SpEd students
- Hispanic students and SpEd students performed lower than white non-SpEd students (0/8 SpEd students reached approaching)
- Last year's 4th grade performed lower as a whole than grades 3 and 5
- Last year's 4th grader Emergent Bilinguals performed lower than the EB population in other grades

WRITING
- The data suggests (due to overall avg.) that white students performed better than non-white students
- 0/6 SpEd students reached approaching
- EB performance is lower than non EB students

SCIENCE
- Emergent Bilingual students performed lower than non Emergent Bilingual students

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs[2]	Forecast 5	25%	36.4	31
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	8.3	7.3	6.4

Advanced Academics reflection questions:

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

We use cluster grouping of GT students as long as it doesn't create lopsided numbers

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

We send out communication twice a year concerning GT testing and we will be discussing it in principal coffee's, and the community newsletter

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

Our campus stress of the growth mindset gives students the confidence to take intellectual risks in their learning. We have made a deliberate push to identify more AA students for GT since 2018 and this has been quite successful. It appears that we need to make the same push for our Hispanic majority.

[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	O		E	O	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	23	2	20	1	0	0	0	0	21	13	1	<25	21	2			
Growth Score	65%																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N																

Math #PM Tests	25	2	22	1	0	0	0	0	23	15	1	<25	23	2			
Growth Score	46%																
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N																
Total																	

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

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

Reading was close to hitting the growth target of 66% (missed by 1 % point at 65%)

Math is significantly far from the growth target of 71% (25 % points lower at 46%)

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	287	313	345	314
	Students in enrollment area				
Transfers	Transfers to other AISD schools	84	71	72	66
TELL Survey	General School Climate	99%	99%	96%	100%
	Managing Student Conduct	100%	100%	96%	99%
	Principal Leadership	100%	100%	92%	99%

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

There is a perception that some white neighborhood families transfer to other schools because they perform better on STAAR (Zilker, Barton Hills) and they have more white students. We also , historically, lose and gain students from Joslin and Galindo (two closest schools to us)

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

We had an increase in enrollment from 17-18 on until 20-21 (pandemic)

We take in more transfers than we lose but we still need to attract more neighborhood kids to our school.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - ST ELMO ELEMENTARY

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

	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		X		
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization		X		
Facility & Operations				
Grounds		X		
Safety Protocols		X		
Signage		X		

Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?

Coordinated School Health
- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

ESF Framework (at least 1)
Increased Enrollment
Exemplary Customer Service

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the <u>additional</u> 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 <u>or</u> 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

☑ **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 this yr ☐ **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)* CIP will be reviewing on 9-27-21

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)*

_____   _____   _____
Campus Name   **Principal's Signature**   **Date**

Department of State, Federal, & Private Accountability 2021-2022

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.	57%	SCA 1	75%	62%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Reading	Meets	25%	SCA 1	55%	34%	SCA 2	55%		SCA 3	55%		STAAR	55%
	All	All	Reading	Masters	12%	SCA 1	30%	22%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	50%	SCA 1	75%	88%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Math	Meets	21%	SCA 1	55%	64%	SCA 2	55%		SCA 3	55%		STAAR	55%
	All	All	Math	Masters	8%	SCA 1	30%	54%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	45%	SCA 1	75%	84%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Science	Meets	23%	SCA 1	55%	59%	SCA 2	55%		SCA 3	55%		STAAR	55%
	All	All	Science	Masters	10%	SCA 1	30%	44%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	14%	SCA 1	60%	25%	SCA 2	60%		SCA 3	60%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	75%	0%	SCA 2	75%	0%	SCA 3	75%	0%	STAAR	36%
	All	Hispanic	All	Meets	16%	SCA 1	50%	50%	SCA 2	50%	0%	SCA 3	50%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	15%	SCA 1	50%	39%	SCA 2	50%	0%	SCA 3	50%	0%	STAAR	37%
	All	Special Education	All	Meets	*	SCA 1	50%	23%	SCA 2	50%	0%	SCA 3	50%	0%	STAAR	29%
	3rd	All	Reading	Meets	32%	SCA 1	55%	25%	SCA 2	55%		SCA 3	55%		STAAR	55%
	3rd	All	Math	Meets	13%	SCA 1	55%	71%	SCA 2	55%		SCA 3	55%		STAAR	55%

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