BARRINGTON EL

Barrington Campus Improvement Plan
2021/2022

Including a Targeted Improvement Plan

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Date Reviewed: Date Approved:

Campus Mission

We provide our students with an environment committed to excellence and enhanced by all available resources.
We instill pride and respect for self, school, and community. We inspire our students to become creative and critical thinkers in a global society.

Campus Vision

Mollie Barrington Early College Prep will cultivate students to be creative thinkers, equipped with character, and committed to excellence.

Campus Values

Barrington students are safe, responsible, respectful, and always ready to learn.

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 by ensuring that all students participate in the activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, CATCH Team, Teachers	Cycle 1		Criteria: The campus calendar indicates dedicated time for monthly meetings. Artifacts: Calendar and agendas 10/28/21 - Some Progress
2. Invite parents/families to Whole Child, Every Child event and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)	Administrators, CATCH Team, Teachers	Cycle 1		Criteria: The families will have knowledge of activities related to the Whole Child/Every Child. Artifacts: Agendas and Invitation Flyers 10/28/21 - Some Progress
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, CATCH Team, Teachers	Cycle I		Criteria: Administrators and teachers delivery communication to the parents regarding the Whole Child/Every Child during PTA/CAC and family meetings. 10/29/21 - Some Progress

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Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: 1. We will implement 3 SEL Signature Practices in meetings and classrooms to ensure all students and staff are provided with SEL skills while focusing on a positive environment for all.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement "Peace Areas" throughout the campus and construct a model to share what is being used in the classroom and can be used at home. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2)	Administrators, Counselor, Teachers	Cycle I		Criteria: The classroom will have a visually identified Peace Area and students will have access to when in need based on their emotions. Artifacts: Classroom environment 10/29/21 - Some Progress
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2)	Administrators, Counselor, Teachers	Cycle I		Criteria: The campus will use flyers and phone calls to inform families of the SEL and CP&I focus. Artifacts: Flyers 10/29/21 - Some Progress
3. Engage your campus community in No Place for Hate activities annually (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2)	Administrators, Counselor, Teachers	Cycle I		Criteria: The campus will engage in the No Place Activities by promoting the activities and by ensuring the students participate in the activities. Artifacts: Calendar dates, flyers, posters 10/29/21 - Some Progress

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

Objective 3. (Family Engagement) SMART Goal: We will provide parent engagement opportunities through the delivery of parent meetings focusing on the student outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal's Coffee meetings will take place to keep families informed of the Barrington practices. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, Parent Support Specialist, Teachers	Cycle I		Criteria: We will inform families of the academic focus areas that aligned to classroom practices. Artifacts: Agendas and the flyers 10/29/21 - Some Progress
2. Parent classes opportunities will be available to the families. (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Administrators, Parent Support Specialist, Teachers	Cycle 1		Criteria: The parent meetings will provide families with an understanding of the Barrington practices as well classes that target the needs of families. Artifacts: Agendas and flyers 10/29/21 - Some Progress
3. The teachers will keep open communication with parents regarding the students' progress. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Administrators, Teachers	Cycle I		Criteria: The teachers will use ongoing communication to connect with the families. Artifacts: Progress report and parent meetings, CST communication log 10/29/21 - Some Progress

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Goal 2.   (ESF Lever 4: Daily Use of High Quality Instructional Materials Aligned... (ESF Essential Action 4.1)) SMART GOAL: 90% of classrooms observed, will implement the posted lesson plans with fidelity including effective instructional strategies and daily Formative Assessment to guide instruction. Evidence: WalkthroughEvidence: Posted Lesson Plans in the Google Drive

Objective 1.   (Daily Use of High Quality Instructional Materials Aligned... (ESF Essential Action 4.1)) SMART GOAL: 90% of classrooms observed, will implement the posted lesson plans with fidelity including effective instructional strategies and daily Formative Assessment to guide instruction. Evidence: WalkthroughEvidence: Posted Lesson Plans in the Google Drive

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will provide training, resources, and support in lesson planning using the Barrington template to maximize instruction as evident in walkthroughs. Teachers and campus leaders will engage in ESF-aligned professional learning activities during the summer of 2022 in order to ensure momentum from SY 21-22 is not lost moving into SY 22-23 (extra duty pay provided for teachers). (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team, Administrators, DCSI, Teachers	Cycle 1	(S)ESF Focused-Support Grant - $16,916	Criteria: Teachers will maximize instruction by following the daily schedule with fidelity as evident by the walkthroughs. Artifacts: Walkthrough Observation Notes, Lesson Plan Template, Lesson Plan Feedback, content expectations. 11/16/21 - Completed 11/11/21 - On Track 10/28/21 - Some Progress
2. The campus leadership team will deliver training and ongoing support for teachers in K-5th grade targeting AVID and Formative Assessment practices ensuring differentiated support to all students. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)		Cycle 1	(S)ESF Focused-Support Grant - $2,800	Criteria: The evidence of implementation will be based on lesson plans, walkthroughs, Coaching cycles, and PLCs. Artifacts: Lesson Plans, Walkthroughs, Coaching cycles, and PLCs, PD Agendas 11/16/21 - Completed 11/11/21 - On Track 10/28/21 - Some Progress
3. Teachers will deliver lessons that will include the key components of a high-quality lesson plan. Teachers will include Formative Assessment strategies and AVID components in addition to the use of district time allotments per subject area in the lesson plan. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team, Administrators, Teachers	Cycle 1		Criteria: The lesson plans and walkthroughs will reflect the key components of a high-quality lesson. Artifacts: Completed Lesson Plans, Walkthroughs, Content Expectations. 11/16/21 - Completed 10/28/21 - Some Progress
4. The campus leadership team will be doing a	Academic Leadership Team,	Cycle 2		Criteria: Campus walkthroughs

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
whole staff training on TPR after Thanksgiving and looking for alignment in rigor and TPR strategies among grade level content through classroom walkthroughs, planning and PLC. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,H,ESL,Migrant,LEP)	Administrators, Instructional Specialists/Coaches, Teachers			Lesson Plans PLC 11/16/21 - On Track
5. The campus leadership team will be looking for continuity in the delivery of lesson plans that include appropriate rigor and alignment. Teachers will continue to turn in lesson plans and the instructional coaches will provide feedback based on the lesson plan components. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches	Cycle 2		Criteria: Walkthrough data that aligns with lessons planned- what is planned is taught. 11/16/21 - Some Progress
6. The leadership team will continue to monitor the implementation of AVID strategies and will host upcoming PD on high leverage AVID strategies within the scope of the curriculum. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All)	Academic Leadership Team, Administrators, AVID Coordinator	Cycle 2		Criteria: PD Agenda/ Sign in Sheet Presentation / PPT AVID Notebooks/ Binder 11/16/21 - Some Progress

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Goal 3. (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. (Data-driven instruction (ESF Essential Action 5.3)) SMART GOAL: 90% of classrooms will establish effective small group instruction based on Short Cycle Assessment Data and develop criteria to analyze student needs in grades 3-5 based on underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders will meet weekly to analyze SchoolCity data. Leadership team will provide weekly evidence-based feedback to teachers so that they may adjust their upcoming instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team, Administrators, Teachers	Cycle 1		Criteria: Artifact: Small Group Log (linked to lesson plan in Google drive) 11/16/21 - Completed 10/28/21 - Some Progress
2. During cycle 1, campus instructional leaders will model the PLC framework for 3-5 teachers. Teachers will engage in the PLC framework and the process of pre teach, reteach, identifying of misconceptions, trends, gaps, root cause analysis, and create an evidence-based statement with a plan for reteaching. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Administrators, Campus Leadership Team, Teachers	Cycle 1		Criteria: We will know the goal has been met when teachers re-assess and compare the initial assessment and post-assessment and student progress is evident at the end of the unit based on the YPGs (SchoolCity Report). Artifact: SchoolCity Reports 11/16/21 - Completed 10/28/21 - Some Progress
3. Teachers, during their weekly grade level meeting, will review the SchoolCity Data and small group reteach plan and collaborate by sharing instructional strategies that worked and give each other feedback in order to make instructional adjustments to small group instruction and tutoring. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team, Administrators, Teachers	Cycle 1	(S)ESF Focused-Support Grant - $6,404	Criteria: We will know that teachers are making adjustments to the small group instruction based on the grade level meeting feedback (grade level team meeting minutes). Artifact: "Team Meeting Minutes" Google Form 10/28/21 - Some Progress
4. Accountability Coordinator and Instructional Leadership Coach will assist the District Coordinator of School Improvement (DCSI) and Campus Leadership Team in developing this plan, monitoring implementation of this plan, engaging in data analysis to ensure	DCSI	Cycle 1	(S)ESF Focused-Support Grant - $10,186	Criteria: Monthly visits; all TEA submissions completed on time 11/10/21 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
progress is being made toward plan goals, and ensuring all TEA monitoring and submission requirements are met. (Target Group: All)				
5. Substitutes will be provided for all core teachers and for the Principal so that they engage in data analysis after each Short Cycle Assessment. (Target Group: All)	DCSI	Cycle 1	(S)ESF Focused-Support Grant - $11,093	11/11/21 - On Track
6. The Principal, Principal Supervisor, Assistant Principals, and Instructional Coaches (if applicable) will engage in the Texas Instructional Leadership (TIL) cohort at Region XIII in the area of Data-Driven Instruction. This program builds capacity in campus leaders to lead effective weekly data meetings with campus teams, analyze common assessments to identify specific gaps in student learning, and plan and practice targeted reteach plans. Administrative subs will be provided for Principals and APs so they can actively engage in each required TIL professional learning opportunity. (Target Group: All)	DCSI	Cycle 1	(S)ESF Focused-Support Grant - $14,675	11/11/21 - On Track
7. The teachers and instructional leaders are using students results in SchoolCity to inform their small group instruction and move more towards the DDI model with an emphasis on identifying if the missed content is a procedural or conceptual issue. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All)	Academic Leadership Team, Administrators, Instructional Specialists/Coaches, Instructional Team, Teachers	Cycle 2		Criteria: Planing notes- IC Team Planning Agenda Assessment Data PLC/ DDI analysis 11/16/21 - On Track
8. The instructional leaders will continue to facilitate and guide PLC's and planning (using strategies from Leverage Leadership). Teachers will begin to lead in the planning process of dissecting the TEKS with the Know and the Show, name the gap, and select the reteach model. (Title I SW Elements: 1.1)	Academic Leadership Team, Instructional Specialists/Coaches, Teachers	Cycle 2		Criteria: Reteach Plan Lesson Plans 11/16/21 - On Track

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Objective 1.   (Data-driven instruction (ESF Essential Action 5.3)) SMART GOAL: 90% of classrooms will establish effective small group instruction based on Short Cycle Assessment Data and develop criteria to analyze student needs in grades 3-5 based on underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All)				

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 90% to 97% by December 15, 2021 (refer to 21-22 projection).SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, Attendance Clerk, Teachers	Cycle I		Criteria: We will monitor enrollment on a weekly basis. Artifacts: Daily count log, team meeting minutes 10/29/21 - Some Progress
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, Attendance Clerk	Cycle I		Criteria: We will use a tracking system to monitor withdrawn students. Artifact: Google form. 10/29/21 - Some Progress
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 2.4) (Strategic Priorities: 2)	Administrators, Attendance Clerk	Cycle 3		Criteria: We will meet registration percentages using the described timeline. Artifacts: Registration log 10/29/21 - Some Progress

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, Parent Support Specialist, Teachers	Cycle i		Criteria: We will provide clear and ongoing communication to staff, families, and community members. Artifacts: Newsletter, weekly messages, school messenger 10/29/21 - Some Progress
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, Parent Support Specialist, Teachers	Cycle I		Criteria: We will ensure communication strategies are systematically cultivated and reviewed through an equity lens. Artifacts: Newsletters, language used in every communication is equitable to meet the needs of the families. 10/29/21 - Some Progress
3. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Administrators, Attendance Clerk, Parent Support Specialist, Teachers	Cycle I		Criteria: We will use the CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. Artifacts: Trained staff certificates. 10/29/21 - Some Progress

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Goal 6. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 10/29/21 - On Track
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/29/21 - On Track
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 10/29/21 - On Track
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/29/21 - On Track
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 10/29/21 - On Track

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

1st 9 weeks report - due October 22

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

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

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

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

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

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
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3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

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

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

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

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

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4th 9 weeks report - due June 3

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

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

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

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

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

BARRINGTON EL Site Base

Name	Position
Otero, David	Teacher
Munoz, Marcella	Teacher
Valenzuela, Rosa	Teacher
Olivas, Nayane	Assistant Principal
Vallado, Atenas	Teacher
Gamez, Vanessa	Parent
Ruiz, Alma	Parent

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework.

2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

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

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

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?

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

Focus Area for Improvement	Rationale
4.1	The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective planning and in the delivery of the lessons. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19 and some students learning remotely, the campus will need to ensure that the calendar reflects time for planning and support using alignment for instructional delivery.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

5.3	The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math.During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective implementation of planning and the creation of assessments for effective instruction. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19, the campus will need to ensure that data specific to each individual student is available at the beginning of the year in order to effectively focus on student needs. The need to determine the campus assessment calendar and data meetings will be crucial while focusing on student outcomes.

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	81%	71%	100%	87%	100%	79%	100%	65%	89%	38%	92%	75%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

Commented [Gina Cord1]: @michele.rusnak@austinisd.org @cinda.christian@austinisd.org Here's what we're picturing for the CIP/TIP Needs Assessment. Will this work for your section? If there is a link that takes them directly to the Qualtrics dashboard, please link it. Due COB Thursday 8/5.
Assigned to Michele Rusnak

Commented [Cinda Chr2]: @michele.rusnak@austinisd.org
1. Do you want them to also list their "overall score" or "overall category"?
2. I would recommend putting an asterisk next to each of the 4 "required" sub areas (i.e., those for which they will be "unacceptable" overall if they do not score >=70% in all).

Commented [Cinda Chr3]: Also - no direct linking available in Qualtrics. We could say something like: "Open Qualtrics using your portal tile, click on the "Coordinated School Health Reporting, 2021" dashboard.

Commented [Gina Cord4]: @cinda.christian@austinisd.org I made both changes. Thanks for your feedback!

Commented [Cinda Chr5]: @gina.cordero@austinisd.org I think Michele is out of the office until Monday - so we should probably get her confirmation before finalizing, if possible ;-)

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

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

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

> **Commented [Michele R6]:** @gina.cordero@austinisd.org Should the 4 required by law be in the list? (Physical Education/Activity, Food Services, Health Education - you got Parent Engagement already)

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	601	52	-	1	1	-	496	-	-	2	-	25	-	-	-	-	287	-	-	-	-
2018-2019	570	42	-	-	-	-	478	-	-	5	-	27	-	-	-	-	278	-	-	1	-
**2019-2020	569	38	-	1	-	-	500	-	-	-	-	15	-	-	-	-	277	-	-	-	-
		Male	Economically Disadvantaged	Special Education																	

Campus and District Accountability   Page 3   Draft as of 8/3/2021

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

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	601	**314**	-	1	3	-	-	-	-	-	-	-	-	-	-	-
2018-2019	570	**292**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
**2019-2020	569	**292**	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*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 <u>historically underserved student groups</u>? The data shows that one student had a home suspension in 2018 and 2020. The in-school suspension numbers increased in 2019 and decreased in 2020.

What are the top 3 reasons students get referrals?

The top three reasons that students get referrals are for leaving the room without permission, disrupting the learning environment and for aggressive behavior.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

SY 20-21 MAP Growth BOY to EOY

	English								Spanish								
	BOY				EOY				Change	BOY				EOY				Change
Grd	# Tsts	Below Avg	Avera ge	Abov e Avg	# Tsts	Below Avg	Avera ge	Abov e Avg	Above Average BOY-EOY	# Tsts	Below Avg	Avera ge	Abov e Avg	# Tsts	Below Avg	Avera ge	Abov e Avg	Above Average BOY-EOY
1	15	53	27	20	566	86	7	7	-13	48	27	10	63	50	38	16	46	-17
2	21	62	14	24	50	84	6	10	-14	35	43	20	37	38	53	26	21	-16
3	45	76	9	16	42	81	10	10	-6	33	70	9	21	30	70	7	23	2
4	62	71	10	19	52	71	23	6	-13	45	42	22	36	32	50	25	25	-11
5	51	69	24	8	37	78	8	14	6	37	65	24	11	29	72	21	7	-4
All	194	69	15	16	237	80	11	9	-7	198	47	17	35	179	54	19	27	-8

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

The MAP data EOY indicates that students in 1st grade Spanish performed higher than the rest of the grade levels by having 62% of students reaching average and above average. The EOY data also indicates that 4th grade English scores had the higher points than the rest of the grade levels.

SY 20-21 TELPAS Progress

Grade	Listening Progress	Speaking Progress	Reading Progress	Writing Progress	
	2021				
	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	
K	*	*	*	*	
1	27%	38%	15%	2%	
2	58%	3%	15%	35%	
3	53%	13%	23%	37%	
4	5%	22%	38%	22%	
5	36%	8%	41%	45%	
All	33%	20%	25%	25%	

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

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

Listening progress was higher than the other TELPAS components. By grade levels, 1st grade speaking progress was higher than all of the other grades. In reading and writing, 5th grade was higher than the other grade levels (this is a similar trend to what we see in Domain 3 reading progress for the 5th grade cohort). As a result, we want to make sure the delivery of lessons this year is targeting listening, speaking, reading and writing.

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

2021 STAAR	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	47	98	36	11	4	2	100	*	*	*	41	98	32	7	2	2	100	*	*	*
Math	04	58	88	28	14	3	6	86	50	17	17	48	87	25	13	2	2	100	*	*	*
Math	05	35	60	31	14	3	2	67	*	*	*	31	58	32	13	3	1	100	*	*	*
Math	All	140	81	31	13	4	10	83	40	20	20	120	80	29	11	3	5	100	20	<1	<1
Reading	03	47	98	57	23	4	2	100	*	*	*	41	98	51	15	2	2	100	*	*	*
Reading	04	59	89	54	32	8	6	86	50	17	17	49	89	55	33	8	2	100	*	*	*
Reading	05	36	62	64	33	25	2	67	*	*	*	32	60	69	34	28	1	100	*	*	*
Reading	All	142	83	58	30	11	10	83	50	20	10	122	81	57	27	11	5	100	60	60	20
Writing	04	52	79	35	12	2	6	86	67	17	17	42	76	26	10	<1	2	100	*	*	*
Science	05	33	56	27	12	3	2	67	*	*	*	29	54	28	14	3	1	100	*	*	*

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	44	98	34	9	5	39	98	38	10	3	7	100	57	43	29	4	100	*	*	*
Math	04	56	89	27	13	4	45	88	22	9	<1	16	80	38	31	13	3	60	*	*	*

Math	05	32	59	31	16	3	25	61	40	20	4	9	64	22	22	11	6	55	<1	<1	<1
Math	All	132	81	30	12	4	109	83	32	12	2	32	78	38	31	16	13	65	15	<1	<1
Reading	03	44	98	55	20	2	39	98	51	21	3	7	100	71	43	<1	4	100	*	*	*
Reading	04	57	90	54	32	7	46	90	52	30	7	17	85	47	35	6	4	80	*	*	*
Reading	05	32	59	63	34	28	25	61	64	40	28	10	71	40	10	10	7	64	57	<1	<1
Reading	All	133	82	56	29	11	110	83	55	29	10	34	83	50	29	6	15	75	47	<1	<1
Writing	04	50	79	34	12	2	39	76	26	10	<1	17	85	35	29	6	4	80	*	*	*
Science	05	31	55	29	13	3	23	55	35	17	4	8	53	38	25	13	5	45	<1	<1	<1

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

Students with Special Needs are exceeding minimum standards in D3.

Overall students are doing better in reading than in math (almost double).

In reading, Emergent Bilingual students are doing better (almost double) than in math. Emergent Bilingual students usually struggle with reading and not math.

African American scores were much higher at masters level than other student groups in both reading and math.

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	0%	0%	0%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	1%	1%	1%

Advanced Academics reflection questions:

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

The programming of students is considered when creating the rosters. The students are placed with the teachers who are GT certified and/or enroll in the GT certification courses in order to meet the needs of the students.

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

We are communicating to the families about GT and advanced learning opportunities through monthly principal's meetings and monthly messages.

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

We support advanced learning opportunities to all students by creating and delivering lesson plans that target differentiated instruction while creating enrichment opportunities to target student needs.

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	E	-	E	R	E	-	E	E	E	-	E	E	E	-	E	R	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).

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	31	2	27	1	0	1	0	0	30	20	9	<25	22	9			
Growth Score	71%	-	78%	-	-	-	-	-	70%	-	-	-	-	-			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y	-	Y	-	-	-	-	-	Y	-	-	-	-	-	3	3	100

Math #PM Tests	30	2	26	1	0	1	0	0	30	20	8	<25	22	8			
Growth Score	40%	-	31%	-	-	-	-	-	40%	-	-	-	-	-			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

		N	-	N	-	-	-	-	-	N	-	-	-	-		0	3	0
	Met Target																	
	Total															3	6	50%

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from historically underserved student groups?
ECD/ Hispanic students in Math growth are significantly lower than other student groups- needing additional support to reach the target. Historically students groups have scored higher in Math at Barrington- large discrepancy in Reading progress and Math progress.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area	- (NA)	- (NA)	- (NA)	- (NA)
Transfers	Transfers to other AISD schools	44	60	54	66
TELL Survey	General School Climate	66	86	93	89
	Managing Student Conduct	62	84	87	91
	Principal Leadership	69	89	90	87

Reflection Questions: Why do you think families are transferring to other AISD schools?
The assumption on transfers could be related to family work arrangements, in addition to after school care facilities that are convenient to the families.
What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?
The campus enrollment data has decreased due to numerous families moving out of the Austin city limits. The families are relocating to the surrounding towns in the Austin area.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

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? We will focus on customer service prioritization to ensure everyone feels welcome at our campus.				

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

REQUIRED Framework Components:
Coordinated School Health
   ● CSH Implementation

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

- 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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -Mollie Barrington ES

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 **PARENT/FAMILY ENGAGEMENT POLICY** and the policy has been distributed to all parents/families. *(Attach copy of Parent/Family Involvement Policy on your campus stationary.)*

✓ **Attachment #3.** Signatures on **PARENT/FAMILY/SCHOOL COMPACTS** for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach copy of Parent/Family School Compact.)*

✓ **Attachment #4.** An **ANNUAL PARENT/FAMILY MEETING** has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)*

✓ **Attachment #5.** Communications are sent home in a **LANGUAGE** that a parent understands. *(Sample communications in languages other than English must be attached.)*

✓ **Attachment #6.** Parents have been notified in writing of their **Right to Know Teacher Qualifications.** *(Documentation of notice on school letterhead is attached.)*

✓ **Attachment #7.** Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)*

✓ **Attachment #8.** *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.)*

✓ **Attachment #9.** *Homeless Documentation (Complete and submit sheet attached.)*

✓ **Attachment #10.** CIP Developer Page. Signature page of CIP Developers is attached. *(Alternatively CIP Developers List in PlanWorks may be used.)*

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

__Mollie Barrington ES__	_(signature)_	__9/10/21__
Campus Name	**Principal's Signature**	**Date**

Campus Name: Barrington

	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.	58%	SCA 1	75%	47%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Reading	Meets	30%	SCA 1	35%	29%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Reading	Masters	11%	SCA 1	25%	22%	SCA 2	25%		SCA 3	25%		STAAR	25%
	All	All	Math	App.	31%	SCA 1	75%	57%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Math	Meets	13%	SCA 1	35%	36%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Math	Masters	4%	SCA 1	25%	22%	SCA 2	25%		SCA 3	25%		STAAR	25%
	All	All	Science	App.	27%	SCA 1	75%	70%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Science	Meets	12%	SCA 1	35%	47%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Science	Masters	3%	SCA 1	25%	26%	SCA 2	25%		SCA 3	25%		STAAR	25%
	All	Emer. Bilingual	Reading	Meets	29%	SCA 1	30%	31%	SCA 2	30%		SCA 3	30%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	26%	SCA 1	36%	23%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	22%	SCA 1	41%	34%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	22%	SCA 1	37%	36%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	29%	SCA 1	23%	23%	SCA 2	23%	0%	SCA 3	23%	0%	STAAR	29%
	3rd	All	Reading	Meets	30%	SCA 1	60%	28%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	13%	SCA 1	60%	43%	SCA 2	60%		SCA 3	60%		STAAR	60%

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
45	73	C

District Commitments Theory of Action

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

Resources

Resource	Source
ESF Focused-Support Grant	State