

NORMAN-SIMS EL

Norman-Sims Elementary

2021/2022

Where Learning is an Adventure!



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

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

Campus Vision

A premier demonstration school for effective teaching and learning.

Campus Values

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
<p>1. SMARTIE Goal: By the end of the first nine weeks, the Norman-Sims administrative team will recruit a diverse committee of staff and parents who will monitor goals on a monthly basis.</p> <p>Strategy: Create a Whole Child, Every Child committee that meets monthly to monitor Coordinated School Health campus goals. (Title I SW Elements: 1.1,2.2) (Target Group: All)</p>	Administrators	Monthly		<p>Criteria: CHS Survey results at EOY.</p> <p>10/29/21 - On Track</p>
<p>2. SMARTIE Goal: By the end of the first 9 semester, the Norman-Sims Whole Child, Every Child committee will gather input from families to help determine relevant and interesting activities and information to share during our Spring Whole Child/Every Child Night event.</p> <p>Strategy: Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/information. (Title I SW Elements: 1.1,3.1) (Target Group: All)</p>	Parent Support Specialist, PTA, SEL Committee	Spring 2022		<p>Criteria: CSH Survey Results EOY 2022</p> <p>Parent Survey following our Whole Child, Every Child Spring event</p> <p>09/21/21 - Completed</p>
<p>3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)</p>	Administrators	Ongoing		<p>Criteria: Faculty meeting agendas</p> <p>10/29/21 - On Track</p>

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. SMARTIE Goal: Within the first nine weeks of school, 100% of teaching staff at Norman-Sims will have opportunities to review the Human Sexuality and Responsibility policy in small group settings where they will be able to ask grade/age specific questions about expectations.</p> <p>Strategy: Review the Human Sexuality and Responsibility policy and expectations with all classroom teachers and teaching assistants who provide this instruction. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1)</p>	Administrators	October 1		<p>Criteria: TEAMS Grade Book Reports for Health lessons</p> <p>10/29/21 - Discontinued</p>
<p>2. SMARTIE Goal: By the end of Week 5, 100% of Norman-Sims teachers will have a detailed daily schedule posted that reflects the time of day Health Education and Sex Education lessons will be delivered to those students whose families have had the opportunity to opt-in to lessons for their child.</p> <p>Strategy: Ensure all classroom teachers have identified a specific time to teach Health Education and Human Sexuality and Responsibility (Elementary). (Title I SW Elements: 1.1,2.2) (Target Group: K,1st,2nd,3rd,4th,5th)</p>	Teachers	October 1		<p>Criteria: Lesson plans and classroom daily schedules that list time the health lessons will be taught</p> <p>10/29/21 - Discontinued</p>

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Objective 3. (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. SMARTIE Goal: Through intentional planning Norman-Sims will ensure that family nights, newsletters, and PTA meetings/Principal coffees will include time and opportunity for Culturally Inclusive and Responsive pedagogy and courageous conversations on a quarterly basis. (At least once per quarter)</p> <p>Strategy: Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)</p>	Campus Leadership Team	Monthly		<p>Criteria: Parent Surveys stating that meetings, gatherings, trainings were culturally responsive and inclusive.</p> <p>10/29/21 - On Track</p>
<p>2. SMARTIE Goal: Each 9 weeks, the Norman-Sims CST team will host a parent chat to ensure ongoing communication and training</p> <p>Strategy: Create systems to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success. (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 2,4)</p>	Academic Leadership Team	Monthly		<p>Criteria: Progress Reports Parent Data Reports from MAP growth, Dreambox, and Quick Phonics Screeners</p> <p>09/03/21 - On Track</p>
<p>3. SMARTIE Goal: 100% of parents will receive on-going communication (monthly) to ensure they understand and have opportunities to gain clarity on the importance of high academic and educational aspirations.</p> <p>Strategy: Communicate to 100% of parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations</p>	Campus Leadership Team, Teachers	On-Going		<p>Criteria: STAAR performance score gains at the "Meets" and "Masters" level on STAAR 50% goal for all students to be at or above grade level on Map Growth by EOY College and Career Family Night attendance sheets Parent questionnaires focused on what they need to help them</p>

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Objective 3. (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through newsletters, parent coffees, and Career and College Family events. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3)				<p>share the importance of high academic and educational aspirations. Parent guest speaker notes to showcase careers and colleges they have or have had over their lifetime.</p> <p>10/29/21 - On Track</p>

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

Objective #. No objectives defined.

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

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

Objective 1. (Staff Support and Retention) 1.recruit, select, assign, induct, and retain a full staff of highly qualified, culturallyproficient educators that match the demographics of the school community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Condition#1: Culturally Proficient, Experienced Teachers and Staff:</p> <p>Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt micro-aggressions towards students, staff, and families. (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 1)</p>		On-Going		Criteria: Staff surveys regarding relevant and helpful PD.
<p>2. Condition#5: A Sense of Belonging, Empowerment, Connection, Identity:</p> <p>Teacher placements/assignments are strategic based on student need and teacher strengths/training when feasible to ensure the right fit for the group(s) served. (Title I SW Elements: 1.1,2.4) (Strategic Priorities: 1)</p>	Administrators	On-Going		Criteria: Teacher surveys and PPFT, PGR data.
<p>3. Condition#1: Culturally Proficient, Experienced Teachers and Staff:</p> <p>Ensure staff have access to at least three hours of professional learning in SEL and CP&I. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1)</p>	Administrators	Ongoing		<p>Criteria: Staff PD survey data. PPFT/PGR scores</p> <p>09/16/21 - Some Progress</p>
<p>4. Preferred substitutes are recruited and retained at Norman-Sims to ensure consistency for our students, and support for our teachers when they need learning to continue at a high level in their absence. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)</p>	Administrators	On-going		<p>Criteria: Percent of Substitute filled vacancies</p> <p>Staff climate survey regarding admin. support for instructional needs</p> <p>10/01/21 - Some Progress</p>

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 1.** (ESF Essential Action 3.2 Develop A Campus-Wide Behavior Management System (PBIS)) Through reviewing input from parents, staff and students on climate surveys, we will refine and implement explicit behavioral expectations and management systems for students and staff that are clear.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategy: Use tool(s) that communicate the vision for student culture and use common language for in-class and school-wide routines (e.g. school culture rubric/checklist).(TIL- Student Culture Routines) (Title I SW Elements: 1.1) (Target Group: All)	Administrators, Teachers	Daily (Ongoing)		Criteria: Trailblazer Expectations posted throughout all settings including restrooms, halls, dining areas. Trailblazer Expectations stated regularly during morning announcements, morning circles and assemblies. 09/03/21 - On Track
2. Create and share with all stakeholders, a detailed daily plan for common school-wide systems (e.g. arrival/breakfast, morning meetings, hallway transitions, in-class routines, lunch, celebrating learning, discipline referrals, etc.)(TIL- Student Culture Routines). (Title I SW Elements: 1.1,2.2) (Target Group: All)	Administrators	October 1		Criteria: Campus Wide Detailed Schedule which reflects our minute-by-minute plan for common school-wide systems (e.g. arrival/breakfast, morning meetings, hallway transitions, in-class routines, lunch, celebrating learning, discipline referrals, etc.)(TIL- Student Culture Routines) 09/03/21 - On Track 09/03/21 - On Track
3. The campus PBIS team will meet regularly to develop a school-wide PBIS system and reviews data to ensure fidelity and monitor progress. We will work with MTSS specialists to support the implementation. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Leadership Team, CST Team	Bi-Weekly		Criteria: Climate Survey Results Data trackers showing improvement in student conduct 10/01/21 - Some Progress

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 2.** (Cultivating Positive Relationships Amongst Students and Staff) Cultivating Positive Relationships Amongst Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Condition #4 Positive Relationships with Teachers and Peers.</p> <p>Through differentiated professional development, all Norman-Sims staff will participate in training that will increase teachers effectiveness with implementing culture routines and procedures in their classrooms like morning meetings, conflict resolution, restorative circles. Staff end-of-year survey results will state that at least 80% of staff "feel like professional development equipped them effectively implement campus initiatives". (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)</p>	SEL Committee, Teachers	On-going		<p>Criteria: Climate survey results from students and teachers</p> <p>10/01/21 - Some Progress</p>
<p>2. Provide students/teachers with a Kindness log where they can be provided space to reflect and list the actions or steps they have taken each week to make Norman-Sims or their classroom a more positive place to be. These entries can be shared during morning or afternoon circle by both the teacher and the students. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1)</p>	Students, Teachers	Weekly		<p>Criteria: Climate Surveys</p> <p>10/01/21 - Some Progress</p>
<p>3. Conduct culture/climate surveys in each 3rd-5th grade class so that the teacher has valuable data to utilize to strengthen relationships with and amongst the students. Teacher reads the survey questions aloud, and students will submit answers to the survey by clicking agree, somewhat agree, or disagree. Data will be reviewed in community circle and discussed so that all voices have a chance to be heard. (Title I SW Elements: 2.2) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,4)</p>	Students, Teachers	Quarterly		<p>Criteria: Climate survey results</p> <p>10/01/21 - Some Progress</p>
<p>4. Condition #5- A sense of belonging, empowerment, connection, and identity safety.</p>	Students, Teachers	Quarterly		<p>Criteria: Classroom Climate survey data</p>

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

Objective 2. (Cultivating Positive Relationships Amongst Students and Staff) Cultivating Positive Relationships Amongst Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Classroom Climate Data will be reviewed in community circle so that all voices have a chance to be heard regarding how to make the class a more positive and safe space. (Title I SW Elements: 2.2) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,4)				10/01/21 - Some Progress

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 3.** (Student Connection/Belonging) Condition #5: A Sense of Belonging, Empowerment, Connection..Administer a Fall and Spring student Interest survey to students in all grades to determine what clubs or enrichment activities our students are most interested in participating in or leading as a way of providing our students with more of a sense of belonging, connection, and empowerment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Condition# 2: Recognition of Gifts, Talents and Interests.</p> <p>Through 9 week assemblies, and monthly Trailblazer pep rallies, students will be recognized for their gifts, talents, and academic accomplishments. Self-nominations, peer-nominations, and teacher nominations will be utilized to diversify award recipients this year. A monthly show and tell segment will be included in the pep rallies to showcase students gifts and talents as well. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)</p>	Students, Teachers	Quartlerly		<p>Criteria: Student climate surveys Diverse enrollment in clubs/organizations on campus</p> <p>10/01/21 - Some Progress</p>
<p>2. Condition# 2: Recognition of Gifts, Talents and Interests.</p> <p>All students will be provided with the opportunity to tryout for UIL teams. Students who historically have not been a part of an academic team will be exposed to knew ways to showcase their talents, gifts, interests, and develop new abilities. (Title I SW Elements: 1.1) (Target Group: LEP,GT,AtRisk,3rd,4th,5th) (Strategic Priorities: 2,3,4)</p>	Academic Leadership Team, Administrators, GT Advocate, Music & Art Staff, PE Teacher, Students, Teachers	Spring 2022		<p>Criteria: UIL Participation rate</p> <p>10/01/21 - No Progress</p>
<p>3. Regularly scheduled Career Spotlight Assemblies to make students aware of different careers, colleges, and jobs they could be interested in based on the skills/talents required.</p> <p>Ask parents and community members to serve as guest speakers to share about their line of work and what makes their jobs fun, challenging, and useful to society. (Title I SW Elements: 2.1,3.1) (Target Group: 2nd,5th)</p>		On-going		

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 3.** (Student Connection/Belonging) Condition #5: A Sense of Belonging, Empowerment, Connection..Administer a Fall and Spring student Interest survey to students in all grades to determine what clubs or enrichment activities our students are most interested in participating in or leading as a way of providing our students with more of a sense of belonging, connection, and empowerment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 3,4)				

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Condition 7: Rigorous, Relevant and Inclusive Curriculum</p> <p>By October 1st, with the input and inclusion of our grade level team leads and the instructional coaches, review our current instructional resources to ensure materials reflect our goals of inclusiveness for students language, racial and cultural identities.</p> <p>Additionally, we will ensure they align to and will be used for instruction and intervention in Reading, Math, Writing and Science. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 1,2)</p>	Academic Leadership Team	October 1		<p>Criteria: STAAR and SCA data</p> <p>10/15/21 - On Track</p>
<p>2. By October 15th, with the input and collaboration from the 3-5 grade /Special Ed. team leads, and the instructional coaches, determine which additional materials need to be purchased and utilized for our upcoming intervention (TIP time) for our Tier II and Tier III students whose MAP data indicates the need for intensive and aligned support. (Title I SW Elements: 1.1,2.5) (Target Group: SPED,AtRisk) (Strategic Priorities: 1,2)</p>	Academic Leadership Team	October 15,2021		<p>Criteria: STAAR, SCA, and Intervention Progress Monitoring data each 9 weeks.</p> <p>10/15/21 - On Track</p>
<p>3. By October 30th, utilize Title I funds to purchase instructional and intervention materials requested from our 3-5th and Special education team lead resource input meetings. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,AtRisk) (Strategic Priorities: 1,2)</p>	Administrators, Bookkeeper	October 30th	(F)Title 1, Part A - \$5,000	<p>Criteria: SCA, STAAR, and intervention progress monitoring data.</p> <p>10/15/21 - On Track</p>

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SMARTIE Goal: In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment. Strategy: (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team, Teachers	On-Going (Quarterly) 9Wks		Criteria: Short cycle assessment data meeting agendas/data trackers STAAR data results 10/15/21 - On Track
2. Teachers analyze common assessment data in PLCs on a weekly to bi-weekly basis to ensure students are growing and identify interventions and enrichments accordingly. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Teachers	Weekly to bi-weekly		Criteria: Common Assessment Data Review forms 10/29/21 - On Track
3. Condition #3- High Expectations and Support to Meet those Expectations: All 3rd-5th grade students will have a goal setting meeting at the beginning of each 9 weeks to review their specific learning target/proficiency levels based on SCA or MAP data. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Students, Teachers	Ongoing		Criteria: Student data trackers Student goal setting sheets Student achievement certificates/awards 10/22/21 - On Track
4. Condition #3- High Expectations and Support to Meet those Expectations: All 3rd-5th grade students will maintain a data tracker that documents their Oral Reading Fluency Levels, SCA assessment scores, Friday assessment scores, math fact mastery for all four operations, 800 word mastery, and their daily conduct. (Title I SW Elements: 2.2,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Academy Director, Students, Teachers	Quarterly (Each 9 weeks)		Criteria: Data Trackers showing growth over each 9 week period. 10/29/21 - On Track

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

Objective 1. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Through consistent and family-friendly forms of communication (home-visit deliveries, emailed copies, and before and after school hours scheduled pick-ups for parents who work), 95% of all ARD invitation notifications will be sent on or before the deadline. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: SPED) (Strategic Priorities: 2)	Parent Support Specialist, Principal, Registrar, Special Education Staff, SpEd Administrator, SpEd Department Chair	On-Going		Criteria: Parent survey data regarding results/ input from families when asked to rate: "Flexible meeting times and multiple forms of communications are offered at our campus." 10/29/21 - On Track 09/15/21 - Some Progress
2. Through the leadership of our Norman-Sims special education team, provide quarterly special education update meetings for staff. This will ensure all rosters are reviewed and updated copies of IEPs are distributed for timely information to all general education teachers. (Title I SW Elements: 2.6) (Target Group: SPED) (Strategic Priorities: 1,2)	Special Education Staff	Quarterly		Criteria: Teacher IEP Binders containing most current IEP data each 9 weeks. 10/29/21 - Significant Progress
3. Provide a Fall and Spring Special Education ARD professional development session to all staff to ensure every team member understands the value and importance of ARD meetings, and to ensure each general education teacher understands the roles and responsibilities they have as part of the ARD committee. (Title I SW Elements: 1.1,2.6) (Target Group: SPED) (Strategic Priorities: 1,2)	Special Education Staff	August 2021, Jan 2022		Criteria: PD Feedback from general education teachers. 09/15/21 - Significant Progress

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

Objective #. No objectives defined.

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

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 241 to 273 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: 1.1,2.2) (Target Group: All)	CST Team	Monthly		Criteria: Increased enrollment reports 09/03/21 - On Track
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: 2.2) (Target Group: All)	Registrar	October 1		Criteria: Attendance Master Data Tracker. 09/03/21 - On Track
3. Condition #7: Well-Maintained Facilities that Support State of the Art Instruction and Support Cultural Identities: On at-least a bi-weekly basis, perform environmental walks to ensure we are building a joyful, safe, culturally reflective, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (Title I SW Elements: 1.1) (Target Group: All)	Administrators, SEL Committee, Teachers	Monthly		Criteria: Attendance reports that show gains in enrollment Parent surveys completed quarterly for input on how to continue to improve and retain their children as students. 09/03/21 - On Track 09/03/21 - On Track

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Goal 10. (Exemplary Customer Service) Insert description of CARES here

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Title I SW Elements: 3.1) (Target Group: All)	Administrative Assistant, Registrar	Monthly		Criteria: Parent survey responses/feedback on questions regarding customer service CARES survey results at end of year. 10/29/21 - On Track
2. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All)	Counselor, Parent Support Specialist	Quarterly		Criteria: Parent and student survey from district Campus surveys 10/29/21 - Significant Progress
3. Condition #5: Sense of Belonging, Connection, Empowerment, Identity Create a "New to Norman" welcome packet that will be available to assist all new families with getting to know our campus. The packet will be available in print and digitally in English and Spanish. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All)	Academic Leadership Team, Administrators, Parent Support Specialist	October 30		Criteria: Parent surveys regarding customer service and welcoming school environment. 10/29/21 - On Track

NORMAN-SIMS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 09/20/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/20/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 09/20/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/20/21 - 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 09/20/21 - Completed

NORMAN-SIMS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 09/20/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/29/21 - Completed 09/20/21 - 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.				09/20/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/20/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/20/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

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

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

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

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

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

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

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

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

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

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

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

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

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

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

4th 9 weeks report - due June 3

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

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

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

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

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

NORMAN-SIMS EL Site Base

Name	Position
Mills, Wendy	Campus Manager
Salinas, Patrick	Campus Manager
Castillo, Laura	Bil. Interventionist
Woods, Latanya	Interventionist/GT Advocate
Bueno, Lucy	PTA President
Sanders, Renee	Parent
Ravel, Rick	Business Partner
Brooke, Emily	CIS Coordinator
Merritt, Kelly	Special Education Lead
Rose, Irene	Health/PE Teacher
Pena, Karla	Registrar/Attendance Clerk
Sawyer, Jennifer	Teacher
Rodriguez, Brittany	Teacher
Acevedo, Maria	Early Childhood Teacher
Loredo, Ana	Parent
Campbell, Luetta	Parent
Harris, Morgan	Special Education ECSE

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 - TYPE SCHOOL NAME HERE

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	.53	.33	0	.73	1.00	.63	1.0	.15	.50	0	.75	.75
SY 21-22	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
Goal	.84	.33	1.0	.87	1.00	.79	1.0	.76	.83	.75	1.0	.94

*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.)

CHS Implementation will be our major focus for 2021-2022

Norman-Jims
(Typed copy coming soon!)

SY 21-22 CIP/TIP Comprehensive Needs Assessment - TYPE SCHOOL WALK-THROUGH

Longitudinal Discipline Data Report

- Based on Norman (Not Sure)

Longitudinal Discipline Data Report																					
Number of Disciplinary Actions by Student Group																					
School Year	All Students	African American					Hispanic					White					Female				
		Total Students	Expulsions	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	220	103	4				107	1				5					109	92			
2018-2019	167	84					72														
**2019-2020	147	74	2				165														
School Year	All Students	Male					Economically Disadvantaged					Special Education									
		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	11		4				210	4				22	1								
2018-2019	75		1				160	1				26									
**2019-2020	77		2				142	2				17									

March 13-May 28, 2020, due to COVID 19

you observe in discipline dispositions for your students from historically underserved student

*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?

o Males suspended most
o Equal # of AA males and HS males suspended 2017 to 2019
o Home suspensions decreased by 50% over 2 years from 2017 to 2019

SY 21-22 CIP/TIP Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE
 SY 20-21 MAP Growth BOY to EOY (Based on Norman-Sun)

English											
BOY						Spanish					
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Change Above Average BOY-EOY	# Tsts	Below Avg
1	28	41%	14%	34%	33	82%	16%	12%	-27	10	30%
2	7	57%	14%	29%	29	72%	24%	3%	-26	0	70%
3	27	59%	22%	19%	2						
4	40	63%	23%	15%	0					4	
5	26	63%	27%	8%	1	7%				0	
All	128	59%	21%	20%	65	78%	14%	8%	-12	14	50%
MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?											

The data from the year reflects the struggles our students experienced across the board as a result of hybrid learning. Our students are now back face to face but they can receive focused instruction and intervention/progress monitoring.

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort											
2020						2021					
Grade	# Matc	1+ Prof	# Matc	1+ Prof	2020	# Matc	1+ Prof	# Matc	1+ Prof	2021	2020
K											
1											
2											
3											
4											
5											
All											
TELPA Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?											

I am confident significant gain will be made this year for ALL student groups.

3rd Grade saw minimal progress in Reading
 4th Grade saw minimal progress in Writing

SY 21-22 CIP/TIP Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

Target = 90 Apr. / 60 Meets / 30 Masters

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

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).																																	
All Students														African American							Hispanic					White					Econ Disadvantaged		
	#	%	%	%	%	#	%	%	%	%	#	%	%	%	%	#	%	%	%	%	#	%	%	%	%	#	%	%	%				
Tested	Score	Participated	Applied	Meets	Meets or Exceeds	Tested	Score	Participated	Applied	Meets	Meets or Exceeds	Tested	Score	Participated	Applied	Meets	Meets or Exceeds	Tested	Score	Participated	Applied	Meets	Meets or Exceeds	Tested	Score	Participated	Applied	Meets	Meets or Exceeds				
Math	30	88%	21%	<1%	<1%	14	100%	36%	<1%	<1%	<1%	15	79%	13%	<1%	<1%	<1%							30	91%	27%	<1%	<1%	<1%				
Math	35	78%	40%	26%	9%	17	85%	47%	35%	18%	18%	18	72%	44%	17%	1%	1%							29	74%	45%	28%	10%	10%				
Math	24	88%	38%	24%	10%	11	85%	36%	27%	18%	18%	17	89%	41%	29%	1%	1%							28	86%	34%	25%	11%	11%				
Math	44	84%	37%	17%	6%	42	89%	40%	21%	10%	10%	50	70%	34%	14%	4%	4%							30	91%	20%	1%	<1%	<1%				
Math	30	80%	20%	<1%	<1%	14	100%	36%	<1%	<1%	<1%	15	79%	13%	<1%	<1%	<1%							29	74%	48%	10%	<1%	<1%				
Reading	35	78%	49%	11%	2%	17	88%	47%	35%	18%	18%	18	72%	50%	17%	1%	1%							27	74%	43%	10%	1%	1%				
Reading	28	85%	16%	24%	18%	10	77%	70%	40%	20%	20%	17	89%	53%	24%	12%	12%							27	84%	13%	3%	1%	1%				
Reading	93	93%	43%	13%	5%	41	87%	49%	12%	7%	7%	50	79%	30%	14%	4%	4%							31	86%	24%	1%	1%	1%				
Reading	36	86%	31%	<1%	<1%	18	95%	28%	<1%	<1%	<1%	18	78%	33%	<1%	<1%	<1%							27	84%	37%	11%	7%	7%				
Writing	28	85%	36%	11%	7%	10	77%	30%	20%	10%	10%	17	89%	41%	16%	16%	16%																
Science	05																																
Emergent Bilingual																																	
Special Ed Services																																	
Dyslexia Services																																	

	Econ Disadvantaged						Emergent Bilingual						Special Ed Services						Dyslexia Services					
	#	%	Ap	%	%	%	#	%	Ap	%	%	%	#	%	Ap	%	%	%	#	%	Ap	%	%	%
Tested Grade	Sc or ed	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds	Sc or ed	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds	Sc or ed	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds	Sc or ed	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds
2021 STAAR	Tested	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds	Tested	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds	Tested	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds	Tested	Participated	Proficient	Meets	Meets or Exceeds	Meets or Exceeds
Math	03	30	91%	31%	<1%	<1%	6	67%	33%	<1%	<1%	<1%	7	100%	14%	<1%	<1%	<1%	3	100%	-	-	-	-
Math	04	29	74%	45%	28%	10%	13	87%	54%	23%	8%	8%	5	60%	40%	40%	20%	20%	2	100%	-	-	-	-
Math	05	28	88%	39%	25%	11%	7	88%	42%	24%	<1%	<1%	5	83%	40%	13%	17%	17%	2	100%	-	-	-	-
Math	All	87	84%	37%	17%	7%	26	81%	46%	19%	4%	15	83%	20%	13%	17%	17%	17%	3	100%	-	-	-	-
Reading	03	30	91%	20%	<1%	<1%	6	67%	<1%	<1%	<1%	<1%	7	100%	<1%	<1%	<1%	<1%	2	100%	-	-	-	-
Reading	04	29	74%	46%	10%	<1%	13	87%	41%	8%	<1%	<1%	5	60%	40%	40%	20%	20%	2	100%	-	-	-	-
Reading	05	27	84%	63%	30%	19%	17	88%	50%	24%	1%	15	83%	40%	13%	17%	17%	17%	7	100%	-	-	-	-
Reading	All	86	83%	43%	13%	6%	26	81%	38%	12%	<1%	<1%	2	100%	-	-	-	-	1	100%	-	-	-	-
Writing	04						14	100%	36%	<1%	<1%	<1%	2	100%	-	-	-	-	2	100%	-	-	-	-
Science	05	28	85%	36%	11%	7%	7	88%	57%	<1%	<1%	<1%	4	67%	-	-	-	-	2	100%	-	-	-	-

Do you observe any trends in mastery for your students from historically underserved student groups?

Yes, No, Not Sure

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

The reflections this year show that all underserved student groups performed significantly lower last year as a result of hybrid learning returning face to face will result in gains.

Advanced Academics

Data Points Reviewed		Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs?		Forecast 5	10.4%	10.20	10.8 13.5%
% Hispanic students enrolled in Gifted/Talented (GT) programs		Forecast 5	9.7%	10.78%	11.5%

Advanced Academics reflection questions:

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

Cluster groups when feasible

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

Fliers, Zoom Videos, Parent Info Meetings

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

*Constant recognition of high-performing students
Differentiated learning tasks presented to all students*

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

GT Campus Accountability Monitoring Plan

CAMPUS	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	
	E	E	E	-		E	R	E			E	R	E	-		E	O	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			

SV 21-22 CIP/TIP Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

% of Initial, Transfer, and Annual ARDs held on time	CITE			
% parent participation for ARD meetings	CITE			
% of students in grades 3-9 served in special education who test on STAAR	CITE			
Alternate 2 in all subjects applicable to the student's grade level				

Special Populations reflection:

Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total I Met	Total Eligibl e	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PPM Tests	22	9	12	0	0	0	0	1	22	8	3	125	18	4			
Growth Score	61%																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N	1							1		1						
Math #PPM Tests	23	10	12	0	0	0	0	1	23	8	3	125	18	5			
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

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

We have historically earned distinctions for Domain 3, or Growth when compared to other like schools. This data does not reflect how our students typically show growth.

*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	N:192 S:204	N:148 S:182	N:124 S:174
Transfers	Transfers to other AISD schools	N:72 S:105	N:79 S:78	N:70 S:53
Norman? TELL Survey	General School Climate			98%
	Managing Student Conduct			98%
Simmons?	Principal Leadership			100%

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

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

economic challenges, affordable housing needs, DL programming)
We have experienced decreases in enrollment due to families having to move outside of East Austin, but recently we are seeing an increase due to our partnership with the Women's Family Shelter next door.

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				4
Campus Website			3	
Phone/Voicemail/Email Practices			3	
Language Line for Preferred Language			3	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals				4
Customer service prioritization				4
Facility & Operations				
Grounds			3	

SY 21-22 CIP/TIP Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

Safety Protocols						3	
Signage				2			

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

I did not realize how little signage/directional way finding signage is missing/lacking from our new building. I need funding to get professional way finding signs installed, especially for the office and community rooms.

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

REQUIRED Framework Components:

Coordinated School Health

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

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

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-UP
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form)*
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 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 Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 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)*



<u>Ym</u> _____ 	4. A list of Homeless and Foster care Students and Services is maintained and updated quarterly. ALL Title I School campuses are now required to post information on their website regarding local services and program that assist homeless students. (Contact Project HELP for assistance – 512-414-3690.)
<u>Ym</u> _____ N/A at this time	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) Time and Effort Reports to the State & Federal Office.
YES _____ NO _____ <u>Ym</u> _____ Pending	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2022.
<u>Ym</u> _____	7. Copies of this Attestation are available at the campus in one location and State & Federal Accountability District Office and will be made available to the general public upon request. <u>The campus maintains the files for five years.</u>

Printed Name of Campus Norman-Lewis Elem

W. Mills
Signature of Principal

10-16-21
Date

Wendy Mills
Typed/Printed Name of Campus Principal

SAFA Initials & Date

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



Austin ISD Data Tracker - SY 21-22

Campus Name: Norman-Sims Elementary																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	43%	SCA 1	45%	44%	SCA 2	55%		SCA 3	65%		STAAR	75%
	All	All	Reading	Meets	13%	SCA 1	15%	14%	SCA 2	25%		SCA 3	35%		STAAR	40%
	All	All	Reading	Masters	5%	SCA 1	10%	11%	SCA 2	15%		SCA 3	20%		STAAR	25%
	All	All	Math	App.	37%	SCA 1	45%	41%	SCA 2	55%		SCA 3	65%		STAAR	75%
	All	All	Math	Meets	17%	SCA 1	20%	16%	SCA 2	25%		SCA 3	35%		STAAR	40%
	All	All	Math	Masters	6%	SCA 1	10%	7%	SCA 2	15%		SCA 3	20%		STAAR	25%
	All	All	Science	App.	36%	SCA 1	45%	56%	SCA 2	50%		SCA 3	60%		STAAR	70%
	All	All	Science	Meets	11%	SCA 1	15%	31%	SCA 2	20%		SCA 3	25%		STAAR	30%
	All	All	Science	Masters	7%	SCA 1	10%	16%	SCA 2	15%		SCA 3	20%		STAAR	25%
	All	Emer. Bilingual	Reading	Meets	12%	SCA 1	15%	13%	SCA 2	20%		SCA 3	25%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	37%	SCA 1	10%	13%	SCA 2	25%	0%	SCA 3	35%	0%	STAAR	36%
	All	Hispanic	All	Meets	43%	SCA 1	10%	20%	SCA 2	25%	0%	SCA 3	35%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	38%	SCA 1	10%	26%	SCA 2	25%	0%	SCA 3	35%	0%	STAAR	37%
	All	Special Education	All	Meets	30%	SCA 1	10%	4%	SCA 2	20%	0%	SCA 3	30%	0%	STAAR	29%
	3rd	All	Reading	Meets	57%	SCA 1	20%	4%	SCA 2	30%		SCA 3	40%		STAAR	45%
	3rd	All	Math	Meets	59%	SCA 1	20%	38%	SCA 2	30%		SCA 3	40%		STAAR	45%

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				
46	74	C				

Norman-Sims CAC Meeting Notes

Oct 25, 2021 - Zoom Location for Meeting 5:00-6:00

Agenda:

- A. Citizen's Commuication
- B. Budget Review (Title 1 and EOE)
- C. CIP Review and Input
- D. Adjournment

00:15:29 Vera Little: Looks good!

00:15:44 Coach Rose: I loved having the planning time at the beginning of the school year!!!

00:16:27 Karla Pena: I think it also looks good!

00:21:42 Sanders Renee': Very much appreciated

00:33:41 Letticia Berrelleza: Who will run each of these UIL programs?

00:38:38 Sanders Renee': Yes

00:39:22 Sanders Renee': There were not introduced to A school setting like A traditional kindergarten

00:47:46 Wendy Mills: Please type your name as a member of the Oct. 25 CAC Meeting

00:47:50 Alkeisha: I'm not a car pick up

00:47:53 Wendy Mills: Wendy Mills-principal

00:48:05 Coach Rose: Irene Rose - Teacher

00:48:08 Letticia Berrelleza: Letticia Berrelleza- Special Education Teacher

00:48:09 Patrick Salinas: Patrick Salinas - Asst. Principal

00:48:09 Rafael Hernandez: Rafael Hernandez-teacher

00:48:12 Jenni Sawyer: Jenni Sawyer - teacher

00:48:20 Alkeisha: Alkeisha Black -Parent

00:48:21 Vera Little: Vera Little- Pre-K Teacher

00:48:22 Sanders Renee': Renee Sanders- parent

00:48:38 Karla Pena: KARLA PENA - PARENT/CLERK

00:48:49 Laura Castillo: Laura Castillo-Specialist

00:49:40 Heidy Joelee: Heidy Joelee-Parent

00:50:22 Sanders Renee': PTA is awesome, I promise

00:51:17 Karla Pena: SEE YA'LL TOMORROW! TIME TO EAT!

00:51:17 Me lue: Ms lue- Parent

00:51:18 Coach Rose: Teacher

00:51:21 Sanders Renee: Parent/PTA Rep

00:51:28 Heidy Joelee: Padre/Parent



Norman-Sims Title I Parent Meeting October 12, 2021

Email Address	First and Last/Nombre del padre	Date/ Fecha	I would like to serve as a parent on the Campus Advisory Committee with the Principal/Me gustaría servir como padre en el Comité Asesor del Campus con el Director	The grade level I would like to represent for the Campus Advisory Committee is (choose one)/El nivel de grado que me gustaría representar para el Comité Asesor del Campus es (elija uno):	Questions?/Hay Preguntas?	Comments about Title 1? /¿Comentarios sobre el Título 1?
jasmine.subero@austinisd.org	Jasmine Subero	10/12/2021	No- Not at this time/ No, no en este momento			
mikayla_sw_95@yahoo.com	Mikayla Smith-Wright	10/12/2021	No- Not at this time/ No, no en este momento			
smercadopa@hotmail.com	Sonia Mercado	10/12/2021	No- Not at this time/ No, no en este momento			
navanaandaiden2@gmail.com	Megan Smith	10/12/2021	No- Not at this time/ No, no en este momento	K		
taylorwalkersimon@gmail.com	Taylor walker-Simon Coo	10/12/2021	No- Not at this time/ No, no en este momento			
cder301@yahoo.com	Cassandra Thomas	10/12/2021	No- Not at this time/ No, no en este momento			
rosalezmarie2@gmail.com	Dora rosalez	10/12/2021	No- Not at this time/ No, no en este momento	5th		
analoredo1987@gmail.com	Ana Loredó	10/12/2021	Yes- Please send me information to sign up./Sí, envíeme información para inscribirme.	2nd		
Shamika.patton93@gmail.com	Shamika Patton	10/12/2021	No- Not at this time/ No, no en este momento		N/a	N/a
johnsontraci62@gmail.com	Traci Johnson	10/12/2021	No- Not at this time/ No, no en este momento			
kathrynowens1111@gmail.com	Kathryn Owens	10/12/2021	No- Not at this time/ No, no en este momento			
Stephanie.angela.george@gmail.com	Stephanie Angela George	10/12/2021	Yes- Please send me information to sign up./Sí, envíeme información para inscribirme.	4th		

