

ODOM EL
Lalla Odom Elementary
2021/2022

#WeAreOdom

#GrowHereSoarHere



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Date Reviewed:

Date Approved:

Campus Mission

Through the cooperative efforts of staff, students, parents, and the community, Lalla Odom's mission is to ensure students are prepared for college, career and life by:

Nurturing the development of the whole child

Instilling passion, curiosity, and a desire to learn

Providing a safe and positive environment where students are actively engaged in rigorous learning

Campus Vision

We will empower all students by building a strong holistic foundation.

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.

ODOM EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include Whole Child, Every Child as a standing item in the weekly smore and an opportunity to discuss current/continuous activities at the weekly faculty meeting. (#5) (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CATCH Team	on going		Criteria: Smore Faculty Meeting Agenda 10/29/21 - Some Progress
2. Include Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. #2, #5) (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CATCH Team	on going		Criteria: -What's Up Wednesday Weekly Parent communication -Campus Website -PTA Meeting Agendas/Minutes -Parent Platica Agendas -Family Night Agendas 10/29/21 - Some Progress
3. 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: 1.1,2.1,2.2,2.6,3.1) (Target Group: All)	Administrators, CATCH Team	on going		Criteria: Campus Calendar, Website, Agendas, Flyers 10/29/21 - On Track
4. During each grading period, all classroom teachers will teach the five identified Austin ISD health lessons for that period (a total of 20 lessons across the school year). (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, CATCH Team, PE Teacher, Teachers	On going		Criteria: -Lesson Plans 10/29/21 - Significant Progress
5. Continue to work with partners (GAVA and Austin Parks Foundation) to establish and utilize outdoor spaces such as; school garden, chicken coop, outdoor learning spaces, outdoor peace path, natural habitat garden to support emotional, behavioral and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity,	Administrators, CATCH Team, PTA	On going		Criteria: -Sign Up schedule -Student Work -Photos 10/29/21 - Significant Progress

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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
decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative. (#2, #5, #7) (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)				

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Objective 2. (Social and Emotional School Climate) SMART Goal: The campus will participate in the implementation of the 3 Signature SEL Practices (K-12).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage your campus community in No Place for Hate activities annually. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Counselor, Instructional Leadership Team, Teachers	October 22, 2021		Criteria: Submission on plan, artifacts of activities, No Place for Hate campus designation 21-22 school year. 10/29/21 - On Track
2. Implement "Peace Areas" throughout the campus and construct a model in a Parent/Community Welcome Center to share what is being used in the classroom and can be used at home. (#1, #2, #4, #6) (Title I SW Elements: 1.1,2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Counselor, Parent Support Specialist	September 17, 2021		Criteria: -Peace Areas in 100% classrooms -Peace Area in Administrators' offices -Peace Area in Parent/Community Welcome Center -Peace Area in Counselor's office 10/29/21 - Completed
3. 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: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Parent Support Specialist	on going		Criteria: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee 10/29/21 - On Track
4. Provide enrichment opportunities during the day and after school to empower, and cultivate the gifts, talents, and interests of every student. (e.g. Crockett P.A.L.S, NPH Coalition, Safety Patrol, Principal's Student Advisory Council, Prime Time Classes - Glee Club) (#2) (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Counselor, Instructional Leadership Team, SEL Campus Coordinator	On going		Criteria: -Prime Time Class Membership -NPH Coalition Membership -Safety Patrol Membership -Principal's Student Advisory Council Membership -Crockett P.A.L.S Membership -Photos 10/29/21 - Significant Progress

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Objective 3. (Community Engagement) SMART Goal: For SY 2021-2022, Lalla Odom Elementary will maintain the minimum membership requirements (6 parents, 6 professional staff, 1 classified staff, 1 business rep, and 1 community rep) that reflects campus geographic, ethnic, gender, and economic diversity of the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (#5) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, CAC Members, PTA, PTA President, Teacher Assistants, Teachers	On going		Criteria: -Monthly CAC meeting Agenda -Monthly CAC meeting Minutes 10/29/21 - On Track
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (#5) (Title I SW Elements: 2.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, CAC Members	Montly; On going		Criteria: -Post CAC Minutes on Lalla Odom Website -Provide CAC minutes 24 hours upon request 10/29/21 - On Track
3. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. (#5) (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, CAC Members	Monthly; on going		Criteria: -CAC Minutes 10/29/21 - On Track

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Goal 2. (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. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) By the end the end of the

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded support for every student. (#1, #2, #3, #6) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,H,ECD,LEP,SPED,504) (Strategic Priorities: 2,3,4)</p>	<p>Administrators, Intervention Staff, Music & Art Staff, PE Teacher, Special Education Staff, Teachers</p>	<p>Daily; On going</p>		<p>Criteria: Critical Thinking - Evidence of Implementation of Costa's Levels of Thinking and Questioning Scaffolding - Evidence of Implementation of QSSSR, Sentence Stems, Visuals, Graphic Organizers AVID collaboration strategies</p> <p>10/28/21 - Some Progress</p>
<p>2. Ensure teachers vary classroom participation structures to give opportunity for each student's voice to be heard throughout the day, in multiple culturally responsive ways. (#1, #2, #3, #4) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,H,ECD,LEP,SPED,504) (Strategic Priorities: 1,2,3,4)</p>	<p>Administrators, Intervention Staff, Music & Art Staff, PE Teacher, Teachers</p>	<p>Daily; on going</p>		<p>Criteria: Evidence of teacher using various systematic ways to engage/solicit student participation such as, volunteering, QSSSA, AVID collaboration strategies, Turn and Talk, and randomization methods (e.g., popsicle sticks, virtual wheel, popcorn)</p> <p>10/28/21 - Some Progress</p>
<p>3. Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (#1, #2, #3, #6) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Administrators</p>	<p>On going</p>		<p>Criteria: -Walk-through Calendar -Frontline Observation Tool</p> <p>10/28/21 - Some Progress</p>
<p>4. Ensure staff is implementing SEL and CP&I strategies/structures during the scheduled time during the beginning and end of the day. (#1, #2, #3, #4) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Administrators, Counselor, SEL Campus Coordinator, Teachers</p>	<p>Daily; on going</p>		<p>Criteria: -Implementation of Morning Meeting -Implementation of Closing Circle</p> <p>10/28/21 - Some Progress</p>

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Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) Through the implementation of weekly data meetings, 100% of teachers teams (PLCs) and instructional leaders will analyze disaggregated student data to identify trends and noticings with regard to our historically underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use know/show charts to plan 1st teach, re-teach, and predict needs. (#3) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Leadership Team, Teachers	1st 9 weeks; on going		Criteria: PLC Agenda Know/Show Charts Data Meeting Agenda Data Meeting Notes 10/29/21 - Significant Progress
2. Teachers analyze common assessment data in weekly data meeting, to ensure students are growing and identify interventions and enrichments accordingly. (#2, #3) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	on going		Criteria: PLC Spreadsheet -Data Meeting Agenda/Notes -Plans for interventions -Plans for enrichment 10/29/21 - Some Progress
3. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (#2) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Leadership Team, Teachers	1st 9 week; on going		Criteria: Student achievement tracking tool spreadsheet 10/29/21 - Significant Progress
4. Students receive their own common assessment data in class at least four times per nine weeks broken down by Student Expectation. Students will set goals and track progress toward Meets and Masters. (#2, #5) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teachers	1st 9 weeks; on going		Criteria: Individual student progress monitoring/goal setting sheet 10/29/21 - Some Progress
5. Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. (#2, #3) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Leadership Team	1st 9 weeks; on going		Criteria: School City reports, Student achievement tracking spreadsheet 10/29/21 - Significant Progress

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Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (AVID) BY the end of the 21-22 school year, Lalla Odom will fully implement AVID's college Readiness Framework to support 10% student growth in Math and Literacy Assessments for historically underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The AVID Site Team is AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional training. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, AVID Coordinator, AVID Team	on going		Criteria: -Certificate of completion -Implementation of WICOR 10/25/21 - Completed
2. The school promotes a college-going culture by displaying college pennants, banners, posters, or other décor in classrooms, teacher door signs (teacher's name and college attended) in one or two public spaces on campus. (#5) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, AVID Coordinator, AVID Team, Teachers	1st 9 weeks; on going		Criteria: -Posted Pennants -Posted Banners -Posted Teacher door signs 10/25/21 - Completed
3. AVID students receive instruction on focused note-taking strategies such as graphic organizers, two/three column notes. (#3) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers	1st 9 week; on going		Criteria: Displayed student work and work in journals with that reflects the following: -Graphic Organizers -2 and 3 column notes -S.T.A.R note taking process 10/25/21 - Significant Progress
4. AVID students receive instruction on asking higher- level questions using Costa's Levels of Thinking in class discussions, interaction with text, and problem-solving activities. (#3) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers	1st 9 week; on going		Criteria: Displayed Costa's Levels of Thinking Anchors in classrooms Classroom Visits/Observations document use of Costa's Levels of Thinking in the following: -Class Discussions -Problem Solving Activities -Identification of Levels of questions -QSSSA 10/25/21 - Some Progress

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Goal 4. (Increased Enrollment) Campus will continue to increase student enrollment and retention of students within and outside of Lalla Odom's school attendance zone.

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from the current enrollment of 301 to the projected 21-22 enrollment of 328 by December 15, 2021. 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. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (#2) (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1)	Administrators, Parent Support Specialist, Registrar	Weekly; on going		Criteria: -Tracking system -Schedule weekly meeting with PSS and register to review data 10/27/21 - Some Progress
2. Post to social media in Spanish and English at least 3 times a week to provide regular communication to campus communities. (#2, #5) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Parent Support Specialist, Principal	on going		Criteria: -Post on social media -Check social media every day to ensure information is posted in a timely manner 10/27/21 - On Track
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (#2) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Parent Support Specialist, Registrar	3rd 9 weeks		Criteria: -Monthly goals -Documentation of registration events such as Popsicles in the Park, Campus Tours, Neighborhood walks 10/27/21 - On Track

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Goal 5. (Exemplary Customer Service) Systematically provide clear and ongoing communication to staff, families, and community members.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Meets Expectations to Exceed Expectations on the Phone/Voicemail/Email section of the Campus Assessment Rubric to ensure exceptional customer service and equitable experiences that cultivate a welcoming culture of respect.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide CARES customer service professional learning to ensure clear and ongoing communication between staff, families, and community members. (#4, #5) (Title I SW Elements: 1.1,2.2,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Counselor, Grade Level Team, Parent Support Specialist	1st 9 weeks; ongoing		Criteria: Documentation in English and Spanish of: -Weekly What's Up Wednesday School Messenger and Email communication -Monthly Parent Platicas -Parent Information sessions -Communication of standards to campus 10/25/21 - Some Progress
2. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor, Grade Level Team, Office Staff, Teachers	1st 9 weeks; on going		Criteria: -Calendar with scheduled dates to review and monitor practices 10/25/21 - Significant Progress
3. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (#5) (Title I SW Elements: 1.1,2.1,2.2,2.4,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrative Assistant, Administrators, Counselor, Parent Support Specialist, Registrar	On going		Criteria: Registrar and Administrative Assistant will check notifications daily and inform Administrators for processing within 24 hours. 10/25/21 - Significant 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 10/05/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/05/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 10/05/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/05/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 10/05/21 - Completed

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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 10/05/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/05/21 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				10/05/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/05/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 10/05/21 - 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.

ODOM EL Site Base

Name	Position
Karseno, Liza	Assistant Principal
Saul, Shannon	CAC Staff Co-Chair
Quiroz, Dora	Math/Science Interventionist
Neal, Sandra	Dyslexia Teacher
Gonzalez-Rivera, Veronica	Parent Support Specialist
McWilliams, Sondra	Principal
Pardo, Lydia	CAC Non-Staff Co-Chair
Pizarro, Benita	Dual Language Teacher
Jenkins, Makayla	ESL Teacher
Drinks, Lakesha	Executive Director

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 - Lalla Odom Elementary

Instructions for the Austin ISD ESF Campus Self-Assessment:

- Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
- Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
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	4	3	3	3	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
EA 1.1	The data supports the need for implementation of measurable goals, implementation of PLC, consistent observations and feedback of classroom instruction and key data meetings.
EA 5.3	The data supports the need for Data Driven Instruction. DDI has never been explicitly implemented at Lalla Odom Elementary. In addition, DDI is one of the super-levers identified in Leverage Leadership 2.0 and Driven By Data 2.0

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

Instructions for the Comprehensive Needs Assessment (CNA):

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

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	71%	36%	40%	93%	100%	79%	100%	53%	67%	38%	92%	81%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

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

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

In addition to CSH implementation (36%), continuation on SEL (100%) and Community (38%) Engagement we need to focus on Health Education (40%).

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	520	26					447		2	3		43		1			258		1	1	
2018-2019	447	21					383		1		1	35					209				
**2019-2020	446	14					399					28					213				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	520	262		2	2		450		3	2		55		1	1						
2018-2019	447	238		1		1	394		1		1	67		1		1					
**2019-2020	446	233					384					70									

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

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

The data reflects that there has been a decrease in the number of suspensions across student groups in the past three years.

What are the top 3 reasons students get referrals?

Physical Aggression

Assault

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

SY 20-21 MAP Growth BOY to EOY

		English								Spanish								
		BOY			EOY			Change	BOY				EOY			Change		
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY- EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY- EOY
1	36	36%	17%	47%	37	57%	11%	32%	-15	16	25%	31%	44%	15	73%	7%	20%	-24
2	52	56%	15%	29%	51	67%	16%	18%	-11	30	87%	3%	10%	30	83%	13%	3%	-7
3	55	55%	15%	31%	0	-	-	-	-	21	62%	10%	29%	0	-	-	-	-
4	41	51%	20%	29%	0	-	-	-	-	2	*	*	*	0	-	-	-	-
5	48	48%	21%	31%	0	-	-	-	-	3	*	*	*	0	-	-	-	-
All	232	50%	17%	33%	88	63%	14%	24%	-9	72								

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages? In both languages, the percentage of students reading above grade average in 1st and 2nd grade decreases from BOY to MOY. English language students have a higher percent of student reading above average than Spanish language students.

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2020		2021		2020 to 2021 Change		2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	1					*	*	*	*
1	15					80%	73%	0%	13%
2	25					24%	0%	24%	26%
3	23					83%	35%	35%	44%
4	15					33%	27%	40%	44%
5	14					43%	36%	64%	27%
All	93					53%	30%	31%	31%

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? Students in second grade made no progress in Speaking. Overall students make more progress in Listening than in Speaking, Reading and Writing.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

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

		All Students					African American					Hispanic					White				
Test Grade	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	
2021 STAAR																					
Math	03	53	88	25	6	2	0	-	-	-	-	50	89	20	6	2	3	75	*	*	*
Math	04	40	91	23	15	5	2	67	*	*	*	33	92	21	12	3	3	100	*	*	*
Math	05	44	86	27	14	<1	3	100	*	*	*	37	84	27	11	<1	4	100	*	*	*
Math	All	137	88	25	11	2	5	83	<1	<1	<1	120	88	23	9	2	10	91	60	30	10
Reading	03	53	88	38	13	2	0	-	-	-	-	50	89	36	12	2	3	75	*	*	*
Reading	04	40	91	35	20	13	2	67	*	*	*	33	92	30	18	9	3	100	*	*	*
Reading	05	44	86	50	25	11	3	100	*	*	*	37	84	46	22	8	4	100	*	*	*
Reading	All	137	88	41	19	8	5	83	60	20	<1	120	88	38	17	6	10	91	60	30	40
Writing	04	39	89	26	13	5	1	33	*	*	*	34	94	26	12	3	3	100	*	*	*
Science	05	44	86	16	7	<1	3	100	*	*	*	37	84	14	8	<1	4	100	*	*	*
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
Test Grade	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	# Score d Tests	% Parti cipati on	% Appr oach es	% Meet s	% Mast ers	
2021 STAAR																					
Math	03	42	88	21	2	<1	25	93	8	<1	<1	8	100	13	<1	<1	3	100	*	*	*
Math	04	33	94	24	18	6	17	100	29	18	6	8	89	<1	<1	<1	3	100	*	*	*
Math	05	37	90	24	14	<1	20	91	25	15	<1	10	91	20	<1	<1	5	83	*	*	*
Math	All	112	90	23	11	2	62	94	19	10	2	26	93	12	<1	<1	11	92	18	<1	<1
Reading	03	42	88	33	10	2	25	93	36	8	<1	8	100	13	13	<1	3	100	*	*	*
Reading	04	33	94	33	21	15	17	100	41	24	18	8	89	13	<1	<1	3	100	*	*	*
Reading	05	37	90	49	22	11	20	91	55	25	10	10	91	30	10	<1	5	83	60	20	<1
Reading	All	112	90	38	17	9	62	94	44	18	8	26	93	19	8	<1	11	92	36	9	<1
Writing	04	32	91	22	16	6	16	94	31	13	6	9	100	<1	<1	<1	3	100	*	*	*
Science	05	37	90	16	5	<1	20	91	15	10	<1	10	91	10	<1	<1	5	83	20	<1	<1

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

There was good participation across grade levels, subjects and student groups.

The data reveals that there is significant improvement that needs to be made across grade levels, subjects and student groups.

3rd grade Math Emergent Bilingual students had the lowest % at Approaches

3rd grade Math Emergent Bilingual and Special Education students had <1 at Meets

Overall white student scored higher across grade levels and subjects

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	11.11%	18.18%	20%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	7.67%	5.26%	9.32%

Advanced Academics reflection questions:

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

GT and high-ability students are identified in the class list. Administrator and GT coordinator check each class list against the GT campus roster before students are officially assigned.

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

Families receive progress reports on student progress every 9 weeks.

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

Through the implementation of AVID and collaboration and alignment with Bedichek Middle School to ensure all students are prepared to access AVID and Einstein Jr.

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	O	E		E	E	E		E	E	E		E	E	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

During the 2020-2021, systems/strategies were implemented to ensure we obtained and Exemplary rating on Student Assessment.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hispanic	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	36	2	32	2	0	0	0	0	31	15	9	<25	27	9			
Growth Score	50%		44%						48%				52%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N				N				

Math #PM Tests	41	2	37	2	0	0	0	0	35	20	10	<25	31	10			
Growth Score	22%		23%						20%				26%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N				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](#)?

The data reflects that historically underserved student groups are not meeting the state targets.

It also reflects that as a campus we need to monitor student growth more closely and systematically to ensure growth for our historically underserved student groups.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	488	414	417	342
	Students in enrollment area				
Transfers	Transfers to other AISD schools	119	116	114	100
TELL Survey	General School Climate	91	86	91	97
	Managing Student Conduct	88	89	94	99
	Principal Leadership	96	96	98	99

Reflection Questions: Why do you think families are transferring to other AISD schools?
 Students transfer to Sunset Valley and Becker for Two-Way Dual Language, students who moved into the area but want to continue at current school, others transfer to Barton Hills, Cowan, Mills, Boone, St. Elmo, Joslin

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?
 Since SY17-18, there has been a significant decrease in enrollment.

Contributors to the decrease in enrollment:
 -Increase in rent (families moving to surrounding Austin area - Lockhart, Manor, Del Valle, Kyle, Buda)
 -Rising prices of homes in the area (3 bedroom/1.5 bath selling for about \$500,000)
 -Aging out of families
 -Families moving into the neighborhood do not have school aged children or any children

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
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	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>Phone/Voicemail/Email Practices</p> <p>With decreasing enrollment it is essential that our communication with parents is welcoming, informative and timely.</p>				

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.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

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 ESF Self-Assessment and Comprehensive Needs Assessment - Lalla Odom Elementary

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)*
- Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP developers is completed)

N/A

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

LALLA ODOM ELEMENTARY

Campus Name

[Handwritten Signature]
Principal's Signature

9/17/21
Date

Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name LALLA ODOM ELEMENTARY Org# 156

Instructions: List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. MCWILLIAMS	SONDRA	PRINCIPAL
2. KARSEN	LIZA	ASSISTANT PRINCIPAL
3. SAUL	SHANNON	CAC STAFF CO-CHAIR
4. PRADO	LTDIA	CAC NON-STAFF CO-CHAIR
5. QUIROZ	DORA	MATH/SCIENCE INTERVENTIONIST
6. NEAL	SAUNDRA	DYSLEXIA TEACHER
7. GONZALEZ-RIVERA	VERONICA	PARENT SUPPORT SPECIALIST
8. PIZARRO	BENITA	DUAL LANGUAGE TEACHER
9. JENKINS	MAKAYLA	ESL TEACHER
10. DRINKS	LAKESHA	EXECUTIVE DIRECTOR
SONDRA MCWILLIAMS		9/17/21
Printed name		Date
Signature		

08/10/2021

Austin ISD Data Tracker - SY 21-22

Campus Name: Laila Odom 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
All	All	Reading	App.	41%	SCA 1	75%	39%	SCA 2	80%		SCA 3	85%		STAAR	90%
All	All	Reading	Meets	19%	SCA 1	45%	11%	SCA 2	50%		SCA 3	55%		STAAR	60%
All	All	Reading	Masters	8%	SCA 1	15%	5%	SCA 2	20%		SCA 3	25%		STAAR	30%
All	All	Math	App.	25%	SCA 1	75%	46%	SCA 2	80%		SCA 3	85%		STAAR	90%
All	All	Math	Meets	6%	SCA 1	45%	21%	SCA 2	50%		SCA 3	55%		STAAR	60%
All	All	Math	Masters	2%	SCA 1	15%	9%	SCA 2	20%		SCA 3	25%		STAAR	30%
All	All	Science	App.	16%	SCA 1	75%	54%	SCA 2	80%		SCA 3	85%		STAAR	90%
All	All	Science	Meets	7%	SCA 1	45%	34%	SCA 2	50%		SCA 3	55%		STAAR	60%
All	All	Science	Masters	<1	SCA 1	15%	17%	SCA 2	20%		SCA 3	25%		STAAR	30%
All	Emer. Bilingual	Reading	Meets	20%	SCA 1	36%	10%	SCA 2	36%		SCA 3	36%		TELPAS	36%
All	African American	All	Meets	*	SCA 1	36%	*	SCA 2	36%		SCA 3	36%		STAAR	36%
All	Hispanic	All	Meets	12%	SCA 1	41%	21%	SCA 2	41%		SCA 3	41%		STAAR	41%
All	Emer. Bilingual	All	Meets	15%	SCA 1	37%	18%	SCA 2	37%		SCA 3	37%		STAAR	37%
All	Special Education	All	Meets	3%	SCA 1	29%	15%	SCA 2	29%		SCA 3	29%		STAAR	29%
3rd	All	Reading	Meets	13%	SCA 1	45%	5%	SCA 2	50%		SCA 3	55%		STAAR	60%
3rd	All	Math	Meets	6%	SCA 1	45%	12%	SCA 2	50%		SCA 3	55%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:	Raw	Scaled	Grade
	60	90	A

The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).

Strategic Plan Scorecard Elements

TFA Data Tracker Elements