

GRAHAM EL

Graham Elementary Campus Improvement Plan 2021/2022

Show Up! Work Hard! Read!



Graham Elementary
11211 Tom Adams Dr.
512-414-2395
<https://graham.austinschools.org/>

Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

Campus Mission

At Graham Elementary, our mission is to teach, to learn, and to strive for excellence every day.

Campus Vision

Every student at Graham Elementary will receive a high quality, rigorous educational experience which inspires them to be responsible community members while preparing to achieve their career and life goals.

Campus Values

We believe that school must provide a safe, nurturing and academically rich environment.

We believe that every student must be given equal and equitable opportunities to learn and be successful academically and socially.

We believe that together teachers, parents and community play vital roles in the academic and social growth of our children.

Show Up! Work Hard! Read!

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 85% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Strategic Priorities- 2, 4, 5). (Target Group: All)	CLT	on going		Criteria: Meeting Agendas Calendar Website Parent Invitations 10/29/21 - No Progress 10/29/21 - Pending 10/29/21 - Some Progress 09/03/21 - Completed
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Strategic Priorities 2, 4, 5) (Target Group: All)	Administrators	on going		Criteria: Faculty Meeting Agenda 10/29/21 - No Progress 10/29/21 - Some Progress 09/03/21 - Completed
3. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Strategic Priorities 2, 3, 4,) (Target Group: All)	Campus Committees, Campus Leadership Team	on going		Criteria: Monthly Calendar Meeting Agenda 10/29/21 - No Progress 10/29/21 - Pending 10/29/21 - Pending 10/29/21 - No Progress 09/03/21 - Completed

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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 2. (Social and Emotional School Climate) SMART Goal: 100% of teachers will implement SEL morning meetings to promote a welcoming and safe community that optimizes learning and teaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Account for Morning Meeting time in the master schedule. (Strategic Priorities 1,2,3,4,5) (Target Group: All)	Administrators	on going		Criteria: Master Schedule 10/29/21 - Completed 09/03/21 - Completed
2. Promote SEL focus of the month during morning announcements with definitions and examples. (Strategic Priorities- 2,4,5) (Target Group: All)	Administrators, Counselor, SEL Campus Coordinator	on going		Criteria: Morning Announcements Weekly Bark 10/29/21 - On Track 09/03/21 - Completed
3. Promote SEL focus of the month and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Strategic Priorities- 2,4,5) (Target Group: All)	Administrators, Campus Leadership Team, Parent Support Specialist, PTA, Teachers	on going		Criteria: Parent Calendars Parent letters Marquee 10/29/21 - Some Progress 09/03/21 - Completed

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

Objective 3. (Family Engagement) SMART Goal: In order to decrease the 14% of parents that do not feel welcome on our campus to 0% Graham Elementary will foster a welcoming community for parents and stakeholders in which communication is consistent and community members are comfortable contributing to our overall vision.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights. (Strategic Priorities - 1, 2, 4, 5) (Target Group: All)	Administrators, Parent Support Specialist, PTA, Teachers	on going		Criteria: Parent Calendars Website Parent Letters School Messenger 10/29/21 - Some Progress 09/03/21 - Completed
2. Provide training for AISD staff on how to engage and communicate with families. (Strategic Priorities- 1, 3, 5) (Target Group: All)	Administrators, Parent Support Specialist	on going		Criteria: Professional Development Parent Survey Results 09/03/21 - Completed
3. Engage parents as well as PTA in outreach activities to reach other parents in the community regarding campus needs and the Family Survey. (Strategic Priorities - 5,6) (Target Group: All)	Administrators, Parent Support Specialist, Parents, PTA, Teachers	on going		Criteria: Family Survey Results 10/29/21 - Some Progress 09/03/21 - Completed

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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. (Data-driven instruction (ESF Essential Action 5.3)) All teachers will complete Data Tracking using google sheets for weekly assessments and small group interventions will be implemented based on data that reflects the 90/60/30 for STAAR reporting categories. (90% at Approaches, 60% at Meets, 30% Masters)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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. (Strategic Priorities 2,3,4,6) (Target Group: All)	CLT, Teachers	on going		Criteria: Data Sheets Short Cycle Assessments Team Planning Agendas 10/29/21 - On Track 09/03/21 - Completed
2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Strategic Priorities-3,4,6). (Target Group: All)	Administrators, Instructional Coaches, Intervention Staff, Teachers	on going		Criteria: Team Meeting Agendas Lesson Plans Groupings for guided groups 10/29/21 - Some Progress 09/03/21 - Completed
3. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership, encouragement, and goal setting. (Strategic Priorities 2,3,4) (Target Group: All)	Administrators, Students, Teachers	on going		Criteria: Student performance rubrics Student success criteria Student progress monitoring sheets (for student use with teacher conferencing) 10/29/21 - Some Progress 09/03/21 - Completed

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 418 to 450 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. (Strategic Priorities - 3,5) (Target Group: All)	Administrators, Attendance Clerk, Parent Support Specialist, Registrar	on going		Criteria: Enrollment reports 10/29/21 - On Track 09/03/21 - Completed
2. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (Strategic Priorities - 1,2,4,5,6) (Target Group: All)	Administrators, CLT, Teachers	on going		Criteria: SEL Initiatives Student Positive Behavior Support 10/29/21 - On Track 09/03/21 - Completed
3. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Strategic Priorities - 3,5) (Target Group: All)	Administrators, Attendance Clerk, Parent Support Specialist, Registrar	on going		10/29/21 - No Progress 09/03/21 - Completed

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Goal 4. (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 Meets Expectations to Exceeds Expectations on the "Phone/Voicemail/Email Practices" 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. (Strategic Priorities - 3,4, 7) (Target Group: All)	Administrative Assistant, Administrators	on going		Criteria: Staff check list 10/29/21 - Some Progress 09/03/21 - Completed 09/03/21 - Completed
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Strategic Priorities- 4, 5, 7) (Target Group: All)	Administrators, Technology Team	on going		Criteria: Campus Website- https://graham.austinschools.org/ 10/29/21 - No Progress 09/03/21 - Completed
3. Encourage staff to develop communication templates that utilize the L.A.S.T technique (Listen/Acknowledge/Solve/Thanks) (Strategic Priorities - 3, 4, 5) (Target Group: All)	Administrators, Attendance Clerk, Parent Support Specialist, Registrar	on going		Criteria: Templates 10/29/21 - Some Progress 09/03/21 - Completed

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Goal 5. (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 10/12/21 - Completed 10/12/21 - On Track
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/29/21 - Some Progress
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 10/12/21 - 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 10/29/21 - On Track
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 10/12/21 - Completed

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- Goal 5.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.
- Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 10/29/21 - 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 10/12/21 - Some Progress
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.				10/12/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/12/21 - 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 10/12/21 - 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.

GRAHAM EL Site Base

Name	Position
Phillips, Samantha	Assistant Principal
Brown, Daniel	District Manager
Rodriguez, Ivonne	Reading Specialist (Co-chair: Staff)
Farmer, Savannah	District Manager
Salgado, Miriam	Parent Co-Chair
Rodriguez, Rubi	Co-Chair
Drinks, La Keshia	District User
Amezquita Pineda, Amanda	Co-Chair (Parent)
Carothers, Breanna	Parent (CAC)
Castanon, Rosalinda	CAC Staff (Instructional Specialist)
Chavez Bonilla, Maria	Parent (CAC)
Escobar Lopez, Maria	Parent (CAC)
Ferguson, Shanika	Parent (CAC)
Gonzalez Santiago, Karoline	Parent (CAC)
Hill, Thomas	CAC Staff (Teacher)
Hennessee, Margit	CAC Staff (Teacher)
Porras, Mirtalina	CAC Staff (TA)
Ramirez, Adelaida	Parent (CAC)
Rodriguez, Rubi	Parent Support Specialist
Williams, Valerie	CAC Staff (Teacher)

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Graham Elementary School

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	91	85	80	93	100	83	100	88	100	100	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.)

The Coordinated School Health report indicates a need for improvement in the area of Health Services. In reviewing this data particular to this area we will need to coordinate with the school nurse to provide at least two lessons or seminars to students or staff.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Graham Elementary School

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	665	92	0	3	0	0	517	0	0	0	4	39	0	0	0	1	318	0	1	0	1
2018-2019	556	65	0	0	0	0	442	0	0	0	0	33	0	0	0	0	285	0	0	0	0
**2019-2020	654	70	0	0	0	0	533	0	0	0	0	34	0	0	0	0	344	0	0	0	0
		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	665	347	0	2	0	4	537	0	3	0	5	75	0	1	0	2					
2018-2019	556	271	0	0	0	0	459	0	0	0	0	76	0	0	0	0					
**2019-2020	654	310	0	0	0	0	567	0	0	0	0	101	0	0	0	0					

*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 indicates our discipline across each student group has improved.

What are the top 3 reasons students get referrals?

The referrals that are represented in 2017-2018 consisted of physical aggression and possession of narcotics.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Graham Elementary School

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	69	38	14	48	61	62	11	26	-22	36	74	6	47	52	60	12	29	-18
2	62	52	21	27	64	72	11	17	-10	37	70	16	14	39	90	5	5	-9
3	63	46	17	37	1					4								
4	60	45	22	33	0					2								
5	61	33	23	44	0					1								
All	315	43	19	38	126	67	11	21	-17	80	59	11	30	91	73	9	19	-11

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

At the beginning of the year, we had around a third of students reading above average for most grade levels and languages. These results did decrease at the end of year test, but we didn't test all of our students because of the STAAR assessment happening around that same time period.

SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	0	0	0	0
1	53	47	44	40
2	65	17	23	44
3	52	32	31	42
4	26	23	38	50
5	47	23	64	42
All	47	30	41	44

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

Our students progressed the most in the listening component of the TELPAS assessment. Our Reading progress in 5th grade was the highest of all our grade levels. We will share best practices from that team with the other grade levels.

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

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	48	63	25	4	2	4	44	*	*	*	41	67	27	5	2	2	50	*	*	*
Math	04	38	62	45	29	13	0		--	--	--	36	67	42	25	8	1	100	*	*	*
Math	05	53	74	47	23	13	2	29	*	*	*	44	79	45	18	11	4	80	*	*	*
Math	All	139	67	39	18	9	6	29	17	17	17	121	71	38	16	7	7	70	71	43	14
Reading	03	50	66	50	20	10	4	44	*	*	*	43	70	56	21	9	2	50	*	*	*
Reading	04	37	61	65	41	16	0		--	--	--	35	65	63	37	11	1	100	*	*	*
Reading	05	53	74	57	23	13	3	43	*	*	*	44	79	55	20	11	3	60	*	*	*
Reading	All	140	67	56	26	13	7	33	14	14	14	122	71	57	25	11	6	60	83	33	33
Writing	04	34	62	62	26	9	1	20	*	*	*	31	65	58	19	3	1	100	*	*	*
Science	05	50	69	28	10	2	1	14	*	*	*	42	75	19	10	2	4	80	*	*	*
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	43	66	26	5	2	30	27	27	7	3	6	60	<1	<1	<1	-22	75	*	*	*
Math	04	34	61	44	29	12	28	43	43	25	11	8	73	25	13	<1	-33	56	<1	<1	<1
Math	05	44	73	45	18	9	35	34	34	14	9	11	69	18	<1	<1	-18	67	50	<1	<1
Math	All	121	67	38	17	7	93	34	34	15	8	25	68	16	4	<1	-26	64	21	<1	<1
Reading	03	45	69	47	18	11	31	72	52	16	6	8	80	38	<1	<1	4	100	*	*	*
Reading	04	33	59	61	33	9	27	68	63	30	7	8	73	38	25	13	5	56	<1	<1	<1
Reading	05	44	73	57	25	14	35	85	57	20	11	13	81	8	<1	<1	6	67	33	33	<1
Reading	All	93	75	56	22	9	93	75	56	22	9	29	78	24	7	3	15	68	27	13	<1

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Writing	04	29	58	59	21	7	23	66	57	13	<1	6	67	17	17	<1	2	33	*	*	*
Science	05	42	70	24	5	2	35	85	11	3	3	12	75	<1	<1	<1	7	78	29	14	14

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

We had around 65% participation in our STAAR assessments. While performance did decrease, we had over 50% of our students meeting Approaches Grade Level for most subjects, and around 20% of our students meeting Meets Grade Level on most subjects.

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	5.88	1.82	5.00
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	4.79	5.13	4.82

Advanced Academics reflection questions:

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

With consideration to primary education programming (Bilingual vs General Education), students are grouped and placed with teachers that have completed GT Training (30 hour training or 6 hour update).

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

The GT advocate ensures that communication about testing and learning opportunities is communicated on a regular basis.

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

All students are provided with opportunities for enrichment through various content areas. Teams plan with specialists in order to ensure alignment across the grade levels with enrichment activities.

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		O	E	E		E	E	E	

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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).

The data indicates all areas were exemplary in 2021. This was an overall improvement from having received an O and R in 2019 and 2020 in the area of student assessment as well as an O in 2019 in the area of professional learning.

Domain 3 Campus Reports

Growth 50%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continuing Enrollment	Not Continuing Enrollment	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	37	2	30	3	0	0	0	2	31	24	11	0	31	6			
Growth Score	45		43						45				42				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target																	

Math #PM Tests	41	1	35	3	0	0	0	2	36	29	10	0	33	8			
Growth Score	27		24						22	24			24				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target																	
Total																	

*EL Current and Former

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

While we did not hit our growth targets this year, we found that many of our 5th grade Reading students were able to either hit their growth target or maintain their Reading performance. We will continue to focus on student growth in the upcoming academic school year.

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*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	610	502	604	486
	Students in enrollment area	--	--	--	--
Transfers	Transfers to other AISD schools	82	96	85	71
TELL Survey	General School Climate	91	95	88	89
	Managing Student Conduct	99	98	96	97
	Principal Leadership	95	98	98	96

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?

Graham historically has a high mobility rate. The largest decline was the 118 students from the 2020 to the 2021 school year. Students are either moving out of the district or within the district.

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

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Graham Elementary School

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>We will continue to provide exemplary customer service at our campus and focus on improving our campus website and Phone/Voicemail/Email practices.</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.

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 - Graham Elementary School

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)* To be finalized when the new Principal begins.
- 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)* To be scheduled when the new Principal is on campus.
- 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)* Will be scheduled when the new principal is on campus.
- 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)* Not applicable
- 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)*

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)**

Graham Elementary

Campus Name

Principal's Signature

To be signed by new Principal.

Date

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf1I7AIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	56%	SCA 1	90%	65%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	26%	SCA 1	60%	43%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	13%	SCA 1	30%	32%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	39%	SCA 1	90%	80%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	18%	SCA 1	60%	50%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	9%	SCA 1	30%	37%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	28%	SCA 1	90%	47%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	10%	SCA 1	60%	7%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	47%	SCA 1	30%	0%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	22%	SCA 1	56%	42%	SCA 2	56%		SCA 3	56%		TELPAS	56%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	36%	32%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	19%	SCA 1	41%	40%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	16%	SCA 1	37%	40%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	6%	SCA 1	23%	14%	SCA 2	23%	0%	SCA 3	23%	0%	STAAR	23%
	3rd	All	Reading	Meets	20%	SCA 1	60%	40%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	4%	SCA 1	60%	45%	SCA 2	60%		SCA 3	60%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
60	90	A	