

# COOK EL

**2021/2022**

*"Leading, Teaching, Learning, and Caring"*



**COOK**  
ELEMENTARY SCHOOL  
AUSTIN Independent School District

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### **Campus Mission**

The mission of Katherine A. Cook Elementary School: Through quality teaching, parent involvement, and community support, provide ALL students the opportunity and access to be productive and responsible members of society!

### **Campus Vision**

Kathrine A. Cook Elementary is a family oriented campus that fosters community engagement and values students' cultures and backgrounds.

### **Campus Values**

Cook students will surpass state and local standards of academic achievement.

Cook students will demonstrate responsible citizenship, reflective of a positive school climate.

Community and parental involvement will increase at Cook Elementary School.

### **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](http://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.

# COOK 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) 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. Have at least 85% of all 3rd - 5th grade students complete the FitnessGram Assessment (Title I SW Elements: 2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 4)	Administrators, CATCH Team, Coaches	Spring		Criteria: - FitnessGram Assessment in the Spring 10/29/21 - Some Progress
2. Students receive 135 minutes/week of structured physical activity through PE & WOW/Marathon Kid and all class schedules will include 30 minutes of recess daily. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Coaches, Teachers	Ongoing		Criteria: -Master Schedule - MK documentation 10/29/21 - On Track
3. Invite parents/families to Whole Child, Every Child (CATCH) night and focus on all areas supporting Whole Child by providing activities and information. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	CATCH Team, Coaches, Parents, Teachers	Spring		Criteria: - CATCH Night Completion, At least 40% attendance by students 10/29/21 - Some Progress

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**Objective 2.** (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) By June 2022 95% of staff will agree that they (school staff) received sufficient training regarding how to use the social and emotional learning approach at this school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Our campus SEL steering committee will partner with the PTA to develop and implement 2-way communication strategies to inform, engage, and listen to members of the school community during at least one meeting per 9 weeks. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Principal, PTA, SEL Committee, Teachers</p>	<p>Ongoing</p>		<p>Criteria: As a result, the percentage of parents who agree they are aware of opportunities to provide input into district decision-making processes will increase from 95% in SY 20-21 to 98% in SY 21-22 (as measured by the AISD Family Survey item: "I am aware of opportunities to provide input into district decision-making processes.").</p> <p>10/29/21 - Some Progress</p>
<p>2. Our campus will provide at least 3 professional learning opportunities for all staff to develop their restorative practices. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Assistant Principal, Restorative Practice Associate, Teachers</p>	<p>Fall/Spring</p>	<p>(F)Title 1, Part A, (L)Campus BTO</p>	<p>Criteria: The percentage of staff who agree that staff receive training on disciplinary practices promoting social and emotional learning will increase from 93% in SY 20-21 to 96% in SY 21-22 (as measured by the AISD TELL item: "School staff received sufficient training regarding how to use the social and emotional learning approach at this school).</p> <p>10/29/21 - Some Progress</p>
<p>3. Our campus will promote SEL and CP&amp;I via all methods of communication: bulletin boards, announcements, calendar, and emails. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Restorative Committee, Restorative Practice Associate, SEL Committee</p>	<p>Ongoing</p>		<p>Criteria: - The percentage of staff who agree their school's disciplinary practices promote social and emotional learning will be maintained at 100% in SY 20-21 to 100% in SY 21-22 (as measured by the AISD TELL item: "This school's disciplinary practices promote social and</p>

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**Objective 2.** (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) By June 2022 95% of staff will agree that they (school staff) received sufficient training regarding how to use the social and emotional learning approach at this school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				emotional learning (e.g., developmentally appropriate consequences, restorative practices.”).  10/29/21 - Some Progress

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**Objective 3.** (Physical Environment/Sustainability) By June 2022, Cook Elementary will be identified as a Green School Campus by AISD's Outdoor Learning Department.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cook Staff will encourage students to get their breakfast and lunch from the cafeteria. And read the daily menu at morning announcements as well as connect with parents by sending the monthly lunch menu to let families know the Cafes serve healthy options daily. (Title I SW Elements: 2.2,2.5,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Cafeteria staff, Leadership Team	Ongoing		Criteria: -Communicate information at least 4/5 days a week -Increase the daily average of students eating in the cafeteria  10/29/21 - Significant Progress
2. Cook's Schoolyard will include at least one garden, (vegetable and/or habitat), outdoor classroom, and green infrastructure (rain garden, cistern, etc.). (Title I SW Elements: 2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Counselor, SEL Committee, Teachers	Ongoing		Criteria: - Parent TELL Survey -Teacher TELL Survey -Evaluation of green space by Principal  10/29/21 - Some Progress
3. The school has water bottle refill stations that meet the American Heart Association: At least one bottle filling station per 100 students At least one bottle filling station on each wing or other building section of a school building (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Principal	Fall		Criteria: - Documentation of water-bottle fill stations available at the start of the year and end  10/29/21 - On Track

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

**Objective 1.** (ESF Essential Action 1.1) By June 2022 95% of staff will agree that the school leadership effectively communicates policy in the TELL Survey by including clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop campus leaders through regularly scheduled and staff chosen, professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. (Title I SW Elements: 2.2,2.4,3.2) (Target Group: All,Dys) (Strategic Priorities: 1)	Assistant Principal, Counselor, Instructional Specialists/Coaches, Principal, Reading Specialist	Ongoing		Criteria: Meet once a week with Instructional team to assess needs of self and campus at least 3 out of 4 times a month.  10/29/21 - On Track
2. Campus instructional leaders and teachers meet on a weekly basis to focus on student progress and formative data. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Instructional Specialists/Coaches, PLCs, Principal, Reading Specialist, Teachers	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: -Weekly minutes -Weekly Walkthroughs to observe implementation -Regularly scheduled feedback  10/29/21 - On Track
3. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to become aware of the intersections of identity and how to create an identity-safe school environment for students, staff, and families. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Counselor, Leadership Team, Restorative Committee, Restorative Practice Associate, SEL Committee	Ongoing	(O)Other	Criteria: -Teacher feedback journals - Implementation of 2 Culturally proficient strategies by Spring '22  10/29/21 - Some Progress



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

**Objective 1.** (ESF Essential Action 3.1) By June 2022, 97% of staff will agree that leadership has a clearly defined mission and vision for my school in the TELL Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. As a campus we will revisit our mission and vision statements to align with campus goals and desired outcomes. We will look at our current pandemic and demographics to ensure our students and staff receive what they need to be successful. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Leadership Team, Parent Support Specialist, Teachers	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: -Check in and feedback from teachers and teams 10/29/21 - Significant Progress

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

**Objective 2.** (ESF Essential Action 3.4) By June 2022, 80% of our families will indicate that they are involved with our Cook community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide community needed workshops based on family survey shared by October 30th. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Parent Engagement Office, Parent Support Specialist, Teachers	Ongoing	(F)Title 1, Part A	Criteria: -Provide workshops at least 6 times during the year -Require sign in sheet to document parent involvement  10/29/21 - On Track

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

**Objective 3.** (Culturally Responsive Restorative Practices) In the 2022 TELL Survey 95% of staff will agree that administrators consistently enforce rules for student conduct by using the leveled behaviors created by the SEL/Restorative Practice Committee and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Restorative Practice Associate will partner with SEL Committee to guide teachers and staff in developing systems of leveled behaviors and interventions/responses. Committee will evaluate Student and Teacher TELL Survey to determine areas of need and facilitate conversations. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,4)	Administrators, Committee, Counselor, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee	Ongoing		Criteria: -student and staff survey in the Spring Semester -walkthrough documentation -referrals and suspension data -eCST documentation  10/29/21 - Significant Progress

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

**Objective 1.** (ESF Essential Action 4.1) By June 2022 85% of teachers will agree that our campus consistently groups students in classes based on learning needs (ie guided groups).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of the teachers will set individual student targets towards teacher set goals and monitor progress for each grade level objectives. Student progress will be communicated to parents monthly. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Bilingual Specialist/Instructional Coach, Campus Leadership Team, Grade Level Team, Instructional Specialists/Coaches, Reading Specialist, Special Education Staff, Teacher Assistants	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: -Short Cycle Assessment -MapGrowth -End of the year assessments  10/29/21 - Some Progress
2. Grade level teachers and Instructional Leadership Team review disaggregated data during weekly/biweekly Professional Learning Communities (PLCs) to track and monitor the progress of all students in grades PK-5th. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, Leadership Team, PLCs - Grade-level, Principal, Reading Interventionist, Reading Specialist, Teacher Assistants	Ongoing		Criteria: Meeting minutes will be kept to document needs and progress of each grade level.  10/29/21 - Significant Progress
3. By November 2021 teachers will be trained on implementing guided groups for differentiated instruction in DL and ESL classrooms. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Instructional Leadership Team, Teachers	Fall 2021	(F)Title 1, Part A	Criteria: -Tell Survey increase from 68% to 85% on question: Group students across classes based on learning needs. -Administrative walkthroughs  10/29/21 - Significant Progress

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

**Objective 1.** (Increased Enrollment) Campus enrollment will increase from 418 to 428 by December 15, 2021 (refer to 21-22 projection).85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal, Registrar	Ongoing		Criteria: -Weekly check-ins with Clerk -Organized and updated Homeroom Counts  10/29/21 - On Track
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Attendance Clerk, Principal, Registrar	Ongoing		Criteria: -Updated and monitored withdraw list -Parent TELL Survey -CARES Survey  10/29/21 - Some Progress
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 2.3,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Attendance Clerk, Office Staff, Parent Support Specialist, Registrar, Team Leaders	Spring Semester		Criteria: - Registration/ enrollment monthly report - District registration status at the end of May  10/29/21 - Some Progress

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**Goal 6.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) By June 2022, Cook Elementary will move from Developing to Meets Expectations on the Campus Communication Strategies section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send home campus communication to families each Thursday in a "Thursday Folder" (Title I SW Elements: 2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Attendance Clerk, Cafeteria staff, Counselor, Grade Level Lead, Parent Support Specialist	Ongoing		Criteria: -Meet each Thursday Deadline -Parent TELL Survey  10/29/21 - Significant Progress
2. Front office staff are familiar and can inform community of various services and supports that are available at our campus and district. (Title I SW Elements: 2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Attendance Clerk, Bookkeeper, Office Staff, Parent Support Specialist	Ongoing		Criteria: -Parent TELL Survey -CARES Rubric  10/29/21 - Some Progress
3. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Office Staff	Ongoing		Criteria: -Parent TELL Survey -CARES Rubric  10/29/21 - Significant Progress

# COOK EL

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

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead  10/05/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings  10/05/21 - No 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.				10/05/21 - 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.*

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## 2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

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## 3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

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### **4th 9 weeks report - due June 3**

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

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

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

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

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

# COOK EL Site Base

Name	Position
Tabor, April	Assistant Principal
Ruiz, Janett	Counselor
Lopez-Tavera, Analli	Parent Support Specialist
Puente, Margarita	Clerk
Rodriguez, Rodrigo	DL Instructional Specialist
Romero, Claire	Instructional Specialist
Gavin, Beth	Dyslexia Interventionist
Leyva, Julie	Front Office Secretary
Garcia, Cathy	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



# 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 6<sup>th</sup> 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 5<sup>th</sup> 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)

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)

Cook Elementary  
Campus Name

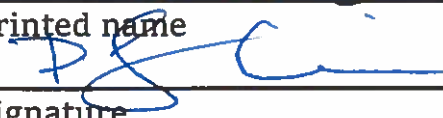
[Signature]  
Principal's Signature

9/14/21  
Date

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

Campus Name Cook Elementary Org# 161

**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.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
<u>Priscilla S. Emamian</u> Printed name		<u>9/14/21</u> Date
 Signature		

08/10/2021

## COOK EL Site Base

Name	Position
Tabor, April	Assistant Principal
Ruiz, Janett	Counselor
Lopez-Tavera, Analli	Parent Support Specialist
Puentes, Margarita	Clerk
Rodriguez, Rodrigo	DL Instructional Specialist
Romero, Claire	Instructional Specialist
Gavin, Beth	Dyslexia Interventionist
Leyva, Julie	Front Office Secretary
Garcia, Cathy	Teacher

Austin ISD Data Tracker - SY 21-22

Campus Name: Cook																
	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.	78%	SCA 1	81%	54%	SCA 2	84%		SCA 3	86%		STAAR	90%
	All	All	Reading	Meets	46%	SCA 1	49%	25%	SCA 2	50%		SCA 3	52%		STAAR	60%
	All	All	Reading	Masters	23%	SCA 1	26%	17%	SCA 2	28%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	82%	SCA 1	85%	81%	SCA 2	88%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	47%	SCA 1	50%	62%	SCA 2	51%		SCA 3	55%		STAAR	60%
	All	All	Math	Masters	24%	SCA 1	27%	43%	SCA 2	29%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	51%	SCA 1	54%	67%	SCA 2	56%		SCA 3	60%		STAAR	61%
	All	All	Science	Meets	15%	SCA 1	18%	41%	SCA 2	19%		SCA 3	25%		STAAR	20%
	All	All	Science	Masters	6%	SCA 1	9%	27%	SCA 2	10%		SCA 3	15%		STAAR	8%
	All	Emer. Bilingual	Reading	Meets	32%	SCA 1	35%	26%	SCA 2	37%		SCA 3	40%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	20%	SCA 1	23%	46%	SCA 2	26%	0%	SCA 3	30%	0%	STAAR	36%
	All	Hispanic	All	Meets	45%	SCA 1	48%	58%	SCA 2	49%	0%	SCA 3	51%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	48%	SCA 1	51%	59%	SCA 2	52%	0%	SCA 3	54%	0%	STAAR	37%
	All	Special Education	All	Meets	21%	SCA 1	24%	42%	SCA 2	26%	0%	SCA 3	29%	0%	STAAR	29%
	3rd	All	Reading	Meets	55%	SCA 1	58%	25%	SCA 2	60%		SCA 3	62%		STAAR	60%
	3rd	All	Math	Meets	59%	SCA 1	62%	62%	SCA 2	64%		SCA 3	66%		STAAR	61%

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	
56	85	B	