

HOUSTON EL

Campus Improvement Plan 2021/2022 2021/2022

*“Together We Lead, Love, Learn & Leave a Legacy”
The Learning Community at J. Houston Elementary will:
Lead by doing the right thing each and every day,
Love by caring and respecting one another,
Learn by working hard in school and doing our best,*

Leave a legacy by sharing our knowledge and making a difference in our own lives and the lives of others.



HOUSTON
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

Date Approved:

Campus Mission

In partnership with parents and our community, Josephine Houston Elementary School exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Campus Vision

All students at Josephine Houston Elementary will be provided opportunities and services that allow them to progress academically, socially, emotionally and intellectually. We will reinvent the urban school experience for our students so that they graduate college, career, and life-ready. Josephine Houston Elementary will be nationally recognized as an outstanding school, instilling a passion for life-long learning in all students. Together we will lead, love, learn and leave a legacy.

Campus Values

*Focus on Children *Excellence *Integrity *Equity *Respect *Health and Safety

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.

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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) 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. By October 1st, 2021, build a CSH Team with at least 5 CSH team members, so that we include a CSH lead, a classroom teacher, a parent, a student, and an administrator with specific team member roles and responsibilities. (Condition #2) (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,4)	CATCH Team, PE Teacher	October 1st, 2021		Criteria: Team member roles and responsibilities 11/01/21 - Some Progress
2. By May 31st, 2021, plan and organize one Fall semester and Spring semester CSH/CATCH/ Family Fitness Fun Night events per semester with at least 10 families participating from each grade level, so that our percentage of families participating can increase by 15%. (Condition #5) (Title I SW Elements: 1.1,2.3,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	CATCH Team, PE Teacher	May 31st, 2021		Criteria: CSH/CATCH/ Family Fitness Fun Night event agendas and attendance sheets 11/01/21 - Some Progress
3. By October 8th, 2021, build a student wellness group/ team with at least ten 5th grade students, so that they can help plan and organize CSH/ CATCH/Family Fitness Fun Night events. (Condition #3) (Title I SW Elements: 2.2,2.4,2.6) (Strategic Priorities: 3)	CATCH Team, Parents, PE Teacher, Students	October 8th, 2021		Criteria: Monthly meetings, CSH/ CATCH/Family Fitness Fun Night event agendas and student meeting attendance sheets 11/01/21 - Some Progress

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

Objective 2. (Social and Emotional School Climate) By October 1st, 2021, build a Social Emotional Learning (SEL) Team with at least 10 team members to increase our Social Emotional Learning Subscale Score from 93% to 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By October 1st, 2021, build a SEL Team with at least 10 SEL team members, so that we include two SEL leads (SEL Specialist & Counselor), 5 classroom teachers, a parent, a student, and CIS Program Manager with specific team member roles and responsibilities. (Condition 4) (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4)	SEL Campus Coordinator, SEL Committee	October 1st, 2021		Criteria: Specific team member roles and responsibilities document and SEL meeting agendas 11/01/21 - Some Progress
2. By September 17th, 2021, promote and integrate instructional time for explicit SEL instruction, so that 100% of our classrooms are engaging students through Responsive Classroom Morning Meetings. (Condition 6) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4)	SEL Campus Coordinator, Teacher Assistants, Teachers, Team Leaders	September 17th, 2021		Criteria: Walkthrough feedback forms 11/01/21 - Significant Progress
3. By October 15th, 2021, the SEL Team will use the campus data (student, family, and staff surveys) to identify at least one SEL goal and action plan for the school year. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	SEL Campus Coordinator, SEL Committee	October 15th, 2021		Criteria: SEL goal and action plan for the school year 11/01/21 - Significant Progress

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

Objective 3. (Family Engagement) By October 1st, 2021, build a Family Engagement Team with at least 10 team members to increase our Family Engagement Subscale Score from 62% to 70%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. By May 31st, 2021, plan and organize Professional Learning sessions/ workshops per semester (one in the Fall semester and one in the Spring semester) with at least 10 families participating from each grade level, so that our families participate in opportunities to increase their knowledge and skills in Mental Health, Nutrition, Mindfulness, Social Emotional Learning, No place for Hate, and Physical Activity. (Condition 1) (Title I SW Elements: 2.1,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)</p>	<p>SEL Campus Coordinator, SEL Committee</p>	<p>May 31st, 2021</p>		<p>Criteria: Professional Learning and Workshop Agendas and attendance sheets</p> <p>11/01/21 - Some Progress</p>
<p>2. By December 12th, 2021, the principal will share information (via family newsletter, principal chats, or school events) regarding the Coordinated School Health requirements/activities/events, policy on why students shall not be pulled from Working Out for Wellness (WOW) time or Recess based on discipline, tutoring, & make-up work. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Assistant Principal, Parent Support Specialist, PE Teacher, Principal, Staff Wellness Champion</p>	<p>December 12th, 2021</p>		<p>Criteria: family newsletter, principal chats, and school event agendas</p> <p>11/01/21 - No Progress</p>
<p>3. By December 17th, 2021, conduct an assessment and enhance family wellness that relate to family nutrition, screen time, domestic violence, mental health, vaping. (Condition 3) (Title I SW Elements: 1.1,2.1,3.1) (Strategic Priorities: 4)</p>	<p>Parent Support Specialist, PE Teacher, SEL Campus Coordinator</p>	<p>December 17th, 2021</p>		<p>Criteria: Wellness assessment, Family Feedback</p> <p>11/01/21 - Some Progress</p>

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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. (Build teacher capacity through observation and feedback cycles (ESF Essential Action 5.2)) By October 25th, ensure that the Campus instructional leaders use normed tools and processes to conduct weekly observations, capture trends, and track progress by completing 100% our observational tracker on a two week cycle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Instructional Leadership Team, Instructional Team, Teachers	ongoing		Criteria: Observational Tracker, Walkthrough forms, teacher feedback forms 11/01/21 - Significant Progress
2. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Instructional Leadership Team, Instructional Specialists/Coaches, Instructional Team, Principal, Teachers, Team Leaders	weekly		Criteria: Walkthrough forms, teacher feedback forms, coaching cycle documents 11/01/21 - Significant Progress
3. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Instructional Specialists/Coaches, Instructional Team, Teachers	Weekly		Criteria: Coaching Cycle Documents, Formative Assessments 11/01/21 - Significant Progress

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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 2. (Data-driven instruction (ESF Essential Action 5.3)) By May 31st, 2021, ensure the implementation of Data-driven instruction, so that we can meet all our STAAR Closing the Gaps (Domain III) Growth Targets for all historically underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure data analysis windows (two times per six weeks) for campus instructional leaders to disaggregate and review data, including students with disabilities, English learners among, and other historically underserved student groups, and provide evidence-based feedback to teachers in order to make data informed decisions. (Condition #1) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2,4)</p>	<p>Instructional Team</p>	<p>two times per six weeks</p>		<p>Criteria: Data meeting feedback and action plans 11/01/21 - Some Progress</p>
<p>2. Conduct Weekly Data Meetings that includes, but not limited to: - unpack the standard into knowledge and skills (Know & Show) - determine key conceptual and procedural gaps between student work and exemplar -design a reteach lesson to address misconception -write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Administrators, Instructional Coaches, Instructional Leadership Team, Instructional Specialists/Coaches, Instructional Team, Teachers, Team Leaders</p>	<p>Ongoing</p>		<p>Criteria: Weekly planning document 11/01/21 - Some Progress</p>
<p>3. Create PLC and Team Planning protected structured time with an aligned weekly agenda to include: grade level PLC team meetings should include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic</p>	<p>Administrators, Instructional Specialists/Coaches, Instructional Team, Teachers, Team Leaders</p>	<p>Weekly</p>		<p>Criteria: Weekly agenda 11/01/21 - Some Progress</p>

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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 2. (Data-driven instruction (ESF Essential Action 5.3)) By May 31st, 2021, ensure the implementation of Data-driven instruction, so that we can meet all our STAAR Closing the Gaps (Domain III) Growth Targets for all historically underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 1,2,4)				

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

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 479 to 489 by December 15, 2021. 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 historically underserved student groups. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: H,AA,LEP,SPED) (Strategic Priorities: 4)	Administrators, Attendance Clerk, Attendance Committee, Registrar	Ongoing		Criteria: Enrollment numbers, Attendance Charts 11/01/21 - Some Progress
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 1.1,2.1,2.2,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Attendance Clerk, Attendance Committee, Parent Support Specialist, Registrar, Student Support Committee	Ongoing		Criteria: Tracking System or spreadsheet 11/01/21 - Some Progress
3. The Principal conducts exit interviews with students considering leaving - creating a "red flag" list. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Parent Support Specialist, Student Support Committee	Ongoing		Criteria: Red flag list 11/01/21 - Some Progress

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds Expectation on the Campus Website, Phone/Voicemail/Email Practices, and Customer Service Prioritization section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Website Manager	Ongoing		Criteria: Website 11/01/21 - Some Progress
2. Ensure that phone/voicemail/email and other instructional equipment and practices are systematically reviewed and actively maintained. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Team, School Improvement Facilitator	Ongoing		Criteria: phone/voicemail/email and other instructional equipment 11/01/21 - Some Progress
3. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. (Condition 7) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Bookkeeper, Counselor, Parent Support Specialist, Registrar, Student Support Committee, Teachers	Ongoing		Criteria: Goal list, internal climate survey 11/01/21 - Significant Progress

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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 09/30/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/30/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 09/30/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/30/21 - 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 09/30/21 - 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.

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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 09/30/21 - 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 09/30/21 - 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.				09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/30/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/30/21 - 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.

HOUSTON EL Site Base

Name	Position
Alonso, Alberto	Principal
Mcgreg, Chaitra	Assistant Principal
Jones, Patricia	Instructional Coach/ Specialist
Litrell, Kori	Instructional Specialist
Ulrich, Kimberley	CIS Program Manager
Salinas, Sasha	Parent & CAC Parent Co-Chair
Landaverde, Yadira	Teacher & CAC Staff Co-Chair
Mendoza, Phyllis	Teacher Assistant
Robledo, Frutoso	Parent Support Specialist
Pizano, Jenny	ACE Program Coordinator
Alvarez, Mary	Executive Director
Zapata, Liliana	Teacher & Instructional Specialist
Sandoval, Robyn	Dyslexia Specialist
Montes, Melissa	Dyslexia Specialist
Salas Vargas, Elivia	PTA President
Allen, Cameron	PTA Vice President

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.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - J. Houston Elementary

Instructions for the Austin ISD ESF Campus Self-Assessment:

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

<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	4	4	4	3	3	3

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?
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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
5.1	Areas of growth: <ul style="list-style-type: none"> - create and implement opening and closing activities that reinforce how students are taking ownership of their learning in accordance to the learning targets, rationale, success criteria, and essential questions. - ensure that formative assessments and learning activities, frequent checks for understanding are aligned to learning target/ content objective and measured based on exemplar - ensure the implementation of student data weekly meetings - detailed sub plans with learning activities that are aligned to the objective

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5.3	<p>Areas of growth:</p> <ul style="list-style-type: none"> - update assessment calendars with windows of data analysis - ensure data analysis windows for campus instructional leaders to disaggregate and review data in order to make data informed decisions - implement coaching cycles for teachers based on informed observation and feedback data - conduct WDM that includes, but not limited to: <ul style="list-style-type: none"> - unpack the standard into knowledge and skills (Know & Show) - determine key conceptual and procedural gaps between student work and exemplar - design a reteach lesson to address misconception - write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review - create PLC and Team Planning structured and aligned agenda - teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery - include at least one visible student progress tracking artifact, which is regularly updated
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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	69	48	20	100	100	54	100	59	56	88	42	94
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

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*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.)

CSH Implementation (48%)

SEL (100%)

Family of Community Engagement (56%)

*Health Education (20%)

*Counseling/ Mental Health/ Social Services (42%)

Strategies will be addressed through our TIP.

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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	686	44					623		1			12					338		1		
2018-2019	623	42		1			566					9					300				
**2019-2020	596	36					541		2			16					311				
		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		348					629		1			70									
2018-2019		323		1			578		1			84									
**2019-2020		285		2			548		2			89		1							

*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](#)?

- From 2017 - 2020, I see a decrease of referrals and home suspension.
- From 2017 - 2020, I see a difference in home suspension between male and female students.
- From 2017 - 2020, I see a difference in home suspension between White students and Hispanic & African American students.

What are the top 3 reasons students get referrals?

1. Safety Concerns
2. Disruption of learning environment
3. Destruction of property

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SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY			EOY			Change	BOY			EOY			Change				
	# 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
1	18	33%	28%	39%	20	60%	115%	25%	-14	40	28%	13%	60%	39	26%	18%	56%	-4
2	26	50%	31%	19%	49	78%	12%	10%	-9	35	46%	26%	29%	38	50%	8%	42%	13
3	20	70%	5%	25%	0					34	76%	18%	6%	0				
4	74	66%	18%	16%	0					48	50%	23%	27%	0				
5	57	72%	12%	16%	1	1%				2				0				
All	195	63%	17%	19%	70	71%	14%	14%	-5	159	49%	20%	31%	77	38%	13%	49%	18

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

- Mastery English levels in BOY (Above Avg) decrease from 1st to 5th at an average of -18%
 - Compared to English 1st Grade BOY (Above Avg= 39%):
 - 2nd= -10%
 - 3rd= -14%
 - 4th= -23%
 - 5th= -23%
- Mastery Spanish levels in Spanish BOY (Above Avg) decrease from 1st to 5th at an average of -39%
 - Compared to Spanish 1st Grade BOY (Above Avg= 39%):
 - 2nd= -31%
 - 3rd= -54%
 - 4th= -33%
- 1st grade Mastery English Level (Above Avg) change (-14%) between BOY - EOY
- 2nd grade Mastery English Level (Above Avg) change (-9%) between BOY - EOY
- 1st grade Mastery Spanish Level (Above Avg) change (-4%) between BOY - EOY
- 2nd grade Mastery Spanish Level (Above Avg) change (+13%) between BOY - EOY
- 1st & 2nd grade Mastery English Level (Total Above Avg) change (+6%) between BOY - EOY
- 1st & 2nd grade Mastery Spanish Level (Total Above Avg) change (+4%) between BOY - EOY

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SY 20-21 TELPAS Progress

		Composite Progress for 2020 Cohort			Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	# Matched Stdts	2020	2021	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl					
K					0	0	0	0
1					68%	62%	14%	11%
2					44%	7%	33%	3%
3					83%	28%	41%	68%
4					12%	18%	31%	43%
5					37%	32%	58%	24%
All					52%	33	32%	29%

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

- I noticed that 1st grade had the highest progress made (1+ prof Lvl) in Speaking (62%) and 2nd highest in Listening (68%)
- I noticed that 3rd grade had the highest progress made (1+ prof Lvl) in Listening (83%) & Writing (68%) and 2nd highest in Reading (41%)
- I noticed that 5th grade had the highest progress made (1+ prof Lvl) in Reading (58%) and 2nd highest in Speaking (32%)

2019

ELP	English Language Proficiency	247	current ELL students
	Number of Current EL students with proficiency measure	211	eligible tests
	% Adv High or 1yr Comp Progress	29%	
	TELPAS Progress Target	36%	
	Met Target	N	0 1
	Total		0 1

2021

ELP 10%	English Language Proficiency	231	current EL students
	Number of Current EL students with proficiency measure	118	eligible tests
	% Adv High or 1yr Composite Progress	48%	
	TELPAS Progress Target	36%	
	Met Target	Y	1 1
	Total		1 1

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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	31	55	26	6	3	3	100				28	54	29	7	4					
Math	04	59	71	17	8	7	6	100	17	17	<1	50	68	16	6	6	2	100			
Math	05	37	57	19	8	3	3	43				34	59	21	9	3					
Math	All	127	62	20	8	5	12	75	8	8	<1	112	61	21	7	4	2	67			
Reading	03	32	57	44	19	6	3	100				29	56	48	21	7					
Reading	04	56	67	29	13	4	6	100	50	17	<1	47	64	23	11	4	2	100			
Reading	05	36	55	31	14	6	3	43				33	57	30	15	6					
Reading	All	124	61	33	15	5	12	75	33	8	<1	109	59	32	15	6	2	67			
Writing	04	26	41	19	12	8	3	75				21	36	19	10	10	1	100			
Science	05	38	58	26	5	<1	3	43				35	60	26	6	<1					
		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	29	57	24	7	3	20	59	25	<1	<1	5	56	20	20	<1	1	33			
Math	04	53	69	17	8	6	31	65	10	<1	<1	9	75	22	22	22	7	70	<1	<1	<1
Math	05	36	58	19	8	3	20	53	30	15	5	7	64	29	29	14	6	67	33	<1	<1
Math	All	118	62	19	8	4	71	59	20	4	1	21	66	24	24	14	14	64	14	<1	<1
Reading	03	30	59	43	20	7	21	62	43	10	<1	5	56	20	20	<1	1	33			
Reading	04	50	65	26	14	4	30	63	17	10	3	10	83	30	20	<1	6	60	<1	<1	<1

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Reading	05	35	56	31	14	6	20	53	35	20	10	7	64	29	29	14	6	67	17	17	17
Reading	All	11 5	61	32	16	5	71	59	30	13	4	22	69	27	23	5	13	59	8	8	8
Writing	04	22	37	18	14	9	7	18	<1	<1	<1	10	83	20	20	10	5	71	<1	<1	<1
Science	05	36	59	28	6	<1	20	53	30	10	<1	7	65	29	29	<1	6	67	33	<1	<1 1

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

All grades within historically underserved students range between 1% - 9% masters level with the exception of students who receive Special Education Services who range between 10%-22% in Math, Reading, and Writing.

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	7%	0	0
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	4%	5%	5%

Advanced Academics reflection questions:

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

- Teachers work on placement cards in the spring semester to ensure GT and high-ability students are scheduled correctly.

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

- During GT Window (Sept. 13th - 24th 3rd-5th & Oct 25th - Nov 5th Kinder-2nd) create opportunities to meet with teachers and families (Jones & Alonso)
- Principal Chats (*Ongoing throughout the School Year*)
- Staff Meetings (*Ongoing throughout the School Year*)
- Staff & Family Newsletter (*Ongoing throughout the School Year*)
- Back to School Event or any other campus wide event (*Ongoing throughout the School Year*)

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

We are intentional in offering:

- after school advanced learning enrichment opportunities (e.g., robotics, coding club)
- we have a dedicated advanced academics team of teachers providing opportunities such as GT Hour and Maker Space

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

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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	R	E	

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

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

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% 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:

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	24	3	21	0					23	9	6	<25	17	7			
Growth Score	42																

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Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N														0	1	0

Math #PM Tests	34	3	31	0					33	18	7	<25	25	9			
Growth Score	21		19						21				20				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N				N				
Total															0	5	0

*EL Current and Former

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

Closing the Gaps 2019

Houston

		All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	ELL (Current & Former)	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met		
Academic Achievement	STAAR Performance (Percent at or above Meets Grade Level)																			
	Reading #Tests	241	15	222	4	0	0	0	0	230	137	27	4	211	30					
	Reading %Meets	24%		24%						24%	26%	26%		24%	27%					
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%					
	Met Target	N		N						N	N	Y		N	N	1	7	14%		
	Math #Tests	241	15	222	4	0	0	0	0	230	137	27	4	211	30					
	Math %Meets	37%		36%						37%	40%	33%		36%	43%					
	Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%					
	Met Target	N		N						Y	Y	Y		N	N	3	7	43%		
	Total																4	14	29%	
Growth	STAAR Growth (Elementary and Middle Schools and High Schools w/o grad rate)																			
	Reading #PM Tests	142	9	129	4	0	0	0	0	132	67	19	<25	127	15					
	Growth Score	69%		70%						70%	77%			70%						
	Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%					
	Met Target	Y		Y						Y	Y			Y		5	5	100%		
	Math #PM Tests	173	8	161	4	0	0	0	0	162	99	20	<25	153	20					
	Growth Score	74%		75%						75%	83%			74%						
	Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%					
	Met Target	Y		Y						Y	Y			Y		5	5	100%		
	Total																10	10	100%	

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Does Not Exclude Asyilee/Retugees and SIFE Year 1

Closing the Gaps 2021

Houston

	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL (Current & Former)	SpEd	Former SpEd	Cont Enr*	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
Academic Achievement 30%																	
STAAR Performance (Percent at or above Meets Grade Level)																	
Reading #Tests	116	10	103	2	0	0	0	1	108	68	21	<25	95	21			
Reading %Meets	15%		15%						16%	12%			17%				
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%			
Met Target	N		N						N	N			N		0	5	0%
Reading Participation Est.	61%	75%	59%	67%				100%	61%		69%						
<hr/>																	
Math #Tests	119	10	106	2	0	0	0	1	111	68	20	<25	96	23			
Math %Meets	8%		8%						8%	4%			10%				
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%			
Met Target	N		N						N	N			N		0	5	0%
Math Participation Est.	62%	75%	61%	67%				100%	62%		66%						
Total															0	10	0%
<hr/>																	
Growth 50%																	
STAAR Growth (Elementary and Middle Schools and High Schools w/o grad rate)																	
Reading #PM Tests	24	3	21	0	0	0	0	0	23	9	6	<25	17	7			
Growth Score	42%																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N														0	1	0%
<hr/>																	
Math #PM Tests	34	3	31	0	0	0	0	0	33	18	7	<25	25	9			
Growth Score	21%		19%						21%				20%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N				N		0	4	0%
Total															0	5	0%

- I noticed that for Hispanic group: 31 Math #PM Test showed a growth score of 19% which is 50% short of our Target (69%)
- I noticed that for ECD group: 33 Math #PM Test showed a growth score of 21% which is 47% short of our Target (68%)

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	642	581	537	534
	Students in enrollment area	573	507	473	481

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Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	76%	72%	73%	83%
	Managing Student Conduct	76%	80%	80%	95%
	Principal Leadership	84%	82%	90%	91%

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?

Decreases

- Mobility
- Charter Schools
- Cost of Living
- Pandemic (COVID-19)

Increases

- Marketing & Advertising
- Community Engagement
- Increased Partnerships
- Recruitment and Retention of Teachers
- Facility Improvements
- Transfers
- Dual Language Program
- Special Education
- SEL

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				

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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> <ul style="list-style-type: none"> - Customer Service Prioritization- there's a need to systematically prioritize our CARES Customer Service goals, commitments, and Expectations. - Facility & Operations- There's a need to increase safety and maintain our grounds. 				

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

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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.

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 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)

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)

Josephine Houston ES
Campus Name

[Signature]
Principal's Signature

9/23/2021
Date

HOUSTON EL Site Base

Name	Position
Alonso, Alberto	Principal
McGrew, Chaitra	Assistant Principal
Jones, Patricia	Instructional Coach/ Specialist
Litrell, Kori	Instructional Specialist
Ulrich, Kimberley	CIS Program Manager
Salinas, Sasha	Parent & CAC Parent Co-Chair
Landaverde, Yadira	Teacher & CAC Staff Co-Chair
Mendoza, Phyllis	Teacher Assistant
Robledo, Frutoso	Parent Support Specialist
Pizano, Jenny	ACE Program Coordinator
Alvarez, Mary	Executive Director
Zapata, Liliana	Teacher & Instructional Specialist
Sandoval, Robyn	Dyslexia Specialist
Montes, Melissa	Dyslexia Specialist
Salas Vargas, Elivia	PTA President
Allen, Cameron	PTA Vice President

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS: (Hide when downloading PDF)

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 I, L, and O.

2019 or 2021 Results (column F):

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

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.

Downloading PDF of AISD Data Tracker:

Hide instructions row #1

Click File from tool bar above and select download: PDF document

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						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.	63%	SCA 1	73%	32%	SCA 2	73%	-	SCA 3	73%	-	STAA D	73%
	All	All	Reading	Meets	25%	SCA 1	33%	12%	SCA 2	33%	-	SCA 3	33%	-	STAA D	33%
	All	All	Reading	Masters	6%	SCA 1	12%	8%	SCA 2	12%	-	SCA 3	12%	-	STAA D	12%
	All	All	Math	App.	73%	SCA 1	83%	45%	SCA 2	83%	-	SCA 3	83%	-	STAA D	83%
	All	All	Math	Meets	35%	SCA 1	43%	19%	SCA 2	43%	-	SCA 3	43%	-	STAA D	43%
	All	All	Math	Masters	12%	SCA 1	18%	11%	SCA 2	18%	-	SCA 3	18%	-	STAA D	18%
	All	All	Science	App.	34%	SCA 1	44%	49%	SCA 2	44%	-	SCA 3	44%	-	STAA D	44%
	All	All	Science	Meets	7%	SCA 1	15%	13%	SCA 2	15%	-	SCA 3	15%	-	STAA D	15%
	All	All	Science	Masters	2%	SCA 1	8%	6%	SCA 2	8%	-	SCA 3	8%	-	STAA D	8%
	All	Emer. Bilingual	Reading	Meets	26%	SCA 1	36%	17%	SCA 2	36%	-	SCA 3	36%	-	TELP A-C	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	18%	SCA 1	28%	17%	SCA 2	28%	-	SCA 3	28%	-	STAA D	28%
	All	Hispanic	All	Meets	27%	SCA 1	37%	10%	SCA 2	37%	-	SCA 3	37%	-	STAA D	37%
	All	Emer. Bilingual	All	Meets	29%	SCA 1	39%	11%	SCA 2	39%	-	SCA 3	39%	-	STAA D	39%
	All	Special Education	All	Meets	28%	SCA 1	38%	14%	SCA 2	38%	-	SCA 3	38%	-	STAA R	38%
	3rd	All	Reading	Meets	30%	SCA 1	40%	5%	SCA 2	40%	-	SCA 3	40%	-	STAA D	40%
	3rd	All	Math	Meets	38%	SCA 1	48%	13%	SCA 2	48%	-	SCA 3	48%	-	STAA D	48%

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	
41	70	C	