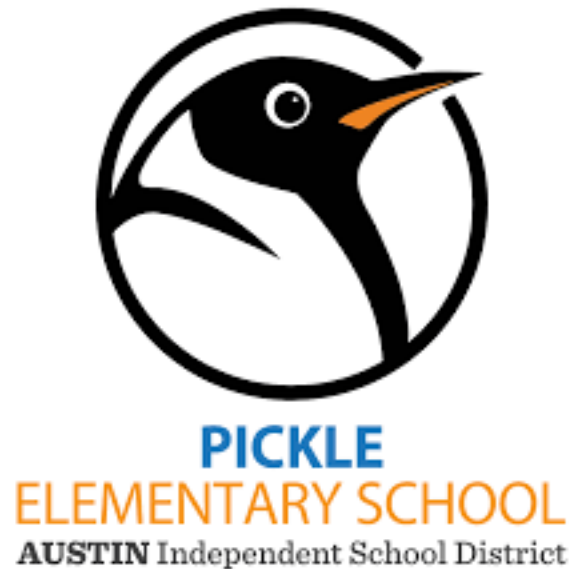


PICKLE EL

Campus Improvement Plan 2021-2022

2021/2022

Including a Targeted Improvement Plan



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

Through academic rigor in a learning-focused and culturally enriched environment, J.J. Pickle Elementary students will be empowered with the confidence, knowledge, and cultural pride to experience success in their academic, personal, and social life.

Campus Vision

A stellar environment promoting safety, empathy, and collaboration which leads to academic discipline and success.

Campus Values & Core Beliefs

Students experience success when they feel safe at school and are engaged in a positive, supportive and challenging learning environment.

J.J. Pickle Elementary is an academically rigorous community that promotes opportunities for all stakeholders to work together while modeling appropriate behavior and respect for self and others.

To ensure success, all students are expected to:

Be responsible.

Treat everyone with dignity and respect.

Cooperate with others.

Do their best and use integrity.

Always persevere in hard situations.

Core Beliefs

- * Our main purpose is to improve student academic achievement.
- * Effective instruction makes the most difference in student academic performance.
- * There is no excuse for poor quality instruction.
- * With our help, at risk students will achieve at the same rate as non-at risk students.
- * Staff members must have a commitment to children and a commitment to the pursuit of excellence.

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) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey by ensuring that ALL students participate in the activities (Condition 3,4,5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Inform parents and students of the mental health resources available in the district. In addition, Communities in Schools will also partner up with Pickle Elementary to provide information to parents. Implement and follow Crisis Response protocols in the event of a campus crisis event. Convene a Crisis Committee (Student Support Team that meets biweekly) to implement prevention and response strategies. Debrief after critical incidents and help develop a prevention/response plan that will be sensitive to students backgrounds to ensure respect and compassion. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Student Support Committee	September and ongoing		Criteria: Criteria: Flyers for SMHC printed and included in parent Smores and Messengers; written crisis response protocols; staff meeting agenda where protocols were reviewed. 10/27/21 - Significant Progress
2. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CIS Leader	October	(F)Title 1, Part A	Criteria: Flyers created by Communities in Schools Personnel; agendas, sign in sheets 10/27/21 - Some Progress
3. Create a Whole Child, Every Child (SEL) committee that meets monthly to monitor campus goals. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All)	Principal, SEL Campus Coordinator, SEL Committee	August and Ongoing	(S)School Action Grant	Criteria: Agendas eCST Notes Calendar of Activities 10/27/21 - On Track

PICKLE EL

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Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) The campus will participate in the implementation of the 3 Signature SEL Practices (K-12) including Checking Circles, Social Circles, Mindfulness. (Condition 1,5,6,7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage your campus community in No Place for Hate activities annually (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All)	Administrators, Students, Teachers	August and on going		Criteria: Calendar of Assemblies 10/27/21 - Significant Progress
2. Integrate Mindfulness into classrooms; optimistic openings in faculty meetings, etc. (K-12). At each faculty meeting, have a teacher model the mindfulness strategies that they're using with students. (Target Group: All, At Risk) (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, SEL Campus Coordinator	August and ongoing		Criteria: Faculty agendas Meeting minutes 10/27/21 - On Track
3. Integrate check in morning activities with students that highlight student daily Check Your Engine and regulating emotions. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Principal, SEL Committee, Teachers	August and ongoing		Criteria: Teacher lesson plans Master Schedule 10/27/21 - On Track

PICKLE 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 3. (Community Engagement) By the end of the SY 2021-2022 our campus will have 100% participation from CAC Committee and provide input on key issues that affect our community. (Condition 1,5,6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Advisory Councils (CACs) Hold at least 8 regular Campus Advisory Council meetings each year. Keep Campus Advisory Council meeting minutes available and accessible upon request. Maintain minimum required Campus Advisory Council membership (Note: # dependent on level). Create a Campus Advisory Council webpage (post agendas and minutes, meeting schedule, announcements. etc.). Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members	August-May		Criteria: CAC Agendas, Membership List, Sign in sheets 10/27/21 - On Track
2. Establish a Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. Each grade level team will meet with assigned facilitator monthly to provide and track interventions for students with academic and social-emotional needs. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Coaches, Instructional Leadership Team, Teachers	September and on going		Criteria: CST Agenda, CST notes in ECST system, Membership lists and Sign in sheets 10/27/21 - Significant Progress
3. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	CAC Members	August and ongoing		Criteria: Google Drive Agendas 10/27/21 - On Track

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- Goal 2.** (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.** (Culturally Responsive Restorative Practices) Our campus staff will have 100% participation in Restorative Practices received through Professional Development, Faculty Meetings, and opportunities provided during the year by the SEL Coordinator and Principal (Condition 1-7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure Culturally Responsive Restorative Practices (CRRP) Core Team members engage yearly in multiple anti-racist professional learning sessions offered by Office of Cultural Proficiency & Inclusiveness and engage in ongoing campus-based CRRP professional learning offered by Restorative Practices Associate. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Principal, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee	August and on going	(S)School Action Grant - \$1,500	Criteria: Sign in sheets for Trainings Faculty Meeting minutes 10/27/21 - Some Progress
2. Work with your campus facilitator(s) and SEL and CP&I specialist to identify areas of strength and growth and set goals for the school year. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Principal, SEL Campus Coordinator, SEL Committee	August and ongoing		Criteria: Minutes of meetings Agendas Calendar 10/27/21 - On Track
3. Plan and present Restorative Practices and proactive strategies to staff during the school year and implement in the classroom, e.g. Calling all students once a month with a positive comment. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All)	Administrators, Principal, Teachers	September and ongoing	(S)School Action Grant - \$1,500	Criteria: CST Records PD Agendas 10/27/21 - Some Progress

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Goal 3. (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) Teachers will utilize high-quality instructional materials and tasks aligned to instructional planning calendars and interim and formative assessments through analysis of curriculum and deconstruction of TEKS. (Conditions 3,6,7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, PLCs - Grade-level, Principal, Teachers	Oct 14, Dec 16, Mar 10		Criteria: Item Analysis Charts Analysis Forms for Teacher Response Intervention Plan Lesson Plans-Targeted Instruction 10/27/21 - On Track
2. The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas and grades PK-2nd mathematics and reading. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Specialists/Coaches, PLCs - Grade-level, Teachers	August and on going		Criteria: Lesson Plans Assessment Records (MAP Growth, Running Records, School City data) 10/27/21 - Significant Progress
3. Teachers will plan student intervention based on assessment results in order to designed targeted instructions and interventions for during and after school. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Bookkeeper, Instructional Leadership Team, Principal	Every 9 weeks	(F)Title 1, Part A - \$4,385	Criteria: Lesson Plans PLC Agendas Student scores every other week 10/27/21 - Significant Progress

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Goal 4. (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. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Data-driven instruction (ESF Essential Action 5.3)) SMART Goal: In SY 21-22, 100% of teachers will submit weekly lesson plans in Pickle BLEND Course using Template Provided by administration. (Condition 1,3,5,6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Teachers	August and ongoing		Criteria: Lesson Plan Template Criteria for schedules Assessment Data (School City, MAP Growth, Running Records/ORF) 10/27/21 - On Track
2. Design of learning experiences include intentional use of blended learning models that include the intentional use of offline and online activities to support learning goals and student need, including time for small groups and one-on-one or individualized learning with the teacher. (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, PLCs - Grade-level	August and on going		Criteria: Lesson Plans BLEND COURSE (Created by Teacher) Technology tasks (SeeSaw, IXL) 10/27/21 - Significant Progress
3. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Administrators, Instructional Specialists/Coaches	August nd on going		Criteria: Lesson Plans Spreadsheet to track lesson plan review Feedback notes to teachers 10/27/21 - On Track

PICKLE EL

Goal 4. (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. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Administrators will build teacher capacity through observation and feedback cycles (Condition 1-7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement PLCs that support aligned and engaging Tier 1 instruction and assessment and allow for collaborative planning, reflective learning, coaching, and mentoring. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Instructional Specialists/Coaches, PLCs - Grade-level	August and ongoing		Criteria: PLC Expectations PLC Agenda Lesson Plans Data Analysis 10/27/21 - On Track
2. Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. Campus instructional leaders use normed tools (PPfT Checklist Form) and processes to conduct observations, capture trends, and track progress over time. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Principal	September 2021-April 2022		Criteria: PPfT Walkthrough Form 10/27/21 - On Track
3. • 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: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators	September and ongoing		Criteria: Walkthrough forms Minutes of conference Lesson Plans 10/27/21 - Significant Progress
4. •Campus instructional leaders conduct follow up observations after coaching session to monitor implementation of feedback within agreed-upon time frames. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators	September and ongoing		Criteria: Feedback notes Walkthrough Forms Teacher performance 10/27/21 - Some Progress
5. Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded support for students with disabilities and English learners among other student groups. (Title I SW Elements: 1.1,2.2,2.5,2.6)	Administrators, Instructional Specialists/Coaches, Teachers	August nd ongoing		Criteria: Lesson Plans Walkthrough notes Feedback notes Student assessments 10/27/21 - Some Progress

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- Goal 4.** (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.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Administrators will build teacher capacity through observation and feedback cycles (Condition 1-7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 2)				

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Goal 4. (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 3. (Data-driven instruction (ESF Essential Action 5.3)) SMART GOAL: In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.(Condition 1,2,3,6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. •Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Instructional Coaches, Principal, Teachers	August and on going		Criteria: Intervention Plans Spreadsheet to track student progress 10/27/21 - Significant Progress
2. •Teachers (with content and grade-level teams whenever possible)have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about 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: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	District Departments, PLCs - Grade-level, Principal	August and ongoing		Criteria: PLCs Agenda SCA's, MAP, Campus Internal Assessment Data Spreadsheets Intervention Plans Lesson Plans 10/27/21 - Some Progress
3. •Student progress toward measurable goals (80% of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. * Students receive their own common assessment data in class two times per nine weeks broken down by Student Expectation.(Teachers will run reports in School City and provide the data to students.) Students track progress toward Meets and Masters as well as mastery of individual SEs (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6,3.1) (Target Group: All)	Principal, Teachers	October and on going		Criteria: Short Cycle Assessment Results Campus Internal Assessment Results Lesson Plans for Interventions and Reteach 10/27/21 - Some Progress

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Goal 4. (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.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4)				
4. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Instructional Leadership Team, PLCs - Grade-level, Principal	August and ongoing		Criteria: PLC Agenda PLC Minutes Student Assessments 10/27/21 - Significant Progress

PICKLE EL

Goal 4. (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 4. (Support for Emergent Bilingual students) By the end of SY 2021-2022 90% of emergent Bilingual Students will receive differentiated instruction and inclusive access to the curriculum that will foster development of English language through rigorous and engaging processes in a safe environment. (Condition 1-7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement (such as PLC's, LPAC Committee) to ensure that all teachers understand TELPAS data and rubrics to identify their Emergent Bilinguals students' proficiency level in listening, speaking, reading, and writing. [§89.1210. Program Content and Design] (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Instructional Leadership Team, PLCs - Grade-level, Principal, Team Leaders	August an ongoing		Criteria: Data Study Agenda Meeting Minutes 10/27/21 - Significant Progress
2. Develop and deliver to ensure that all teachers understand TELPAS data and rubrics to identify their Emergent Bilinguals students' proficiency level in listening, speaking, reading, and writing. [§89.1210. Program Content and Design] (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,LEP) (Strategic Priorities: 2,3,4)	Assistant Principal, Dual Language Cluster Specialist, Principal	August and ongoing		Criteria: Lesson Plans differentiated for Emergent Learners TELPAS Scores 10/27/21 - Significant Progress
3. Train teachers to use sheltered instruction (Objectives, Vocabulary, Lesson Plans, Oral Language) and biliteracy strategies to make core content comprehensible, develop academic language, and support student proficiency growth. [§89.1210. Program Content and Design] (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Dual Language Cluster Specialist, Instructional Leadership Team, Principal	August and ongoing		Criteria: Faculty Learning Agenda Meeting Minutes PD Agendas 10/27/21 - Some Progress
4. Ensure all teachers are developing language objectives with the use of English Language Proficiency Standards (ELPS) as part of their daily core content curriculum. [§89.1210. Program Content and Design]. Teachers will add the language (ELPS) and content (TEKS) objectives in their instructional lesson planning. [§74.4 (a)(1)] (Title I SW Elements: 1.1,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators	August and ongoing		Criteria: Walkthrough notes Lesson Plans Classroom Environment 10/27/21 - On Track

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Goal 5. (Increased Enrollment) Campus will increase student population by 10% by the end of SY2021-2022. Students from all backgrounds will be addressed to become part of our inclusive community and all students will also be invited our Dual Language Program.

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 406 to 420 by December 15, 2021 (refer to 21-22 projection). Semester 2: 90% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Leadership Team, Registrar	August & ongoing		Criteria: Minutes from Leadership Team Meeting Weekly Reports from Registrar 10/27/21 - On Track
2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All,AA,AtRisk)	Administrators, Leadership Team, Parent Support Specialist, Registrar	November & ongoing		Criteria: Invitations to Community to attend registration events TEAMS (Frontline) Enrollment Reports 10/27/21 - Some Progress
3. Staff will organize family meetings by grade level to help with registration of current students. (Title I SW Elements: 1.1,2.1,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Parent Support Specialist, Principal, PTA, Registrar, Teacher Assistants, Teachers	February-May 2022	(F)Title 1, Part A - \$500	Criteria: Attendance Commitment Forms TEAMS Reports 10/27/21 - No Progress

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- Goal 6.** (Exemplary Customer Service) All staff will provide friendly, respectful, and inclusive (and bilingual) customer service to parents, district staff, and the community through personal, phone, and electronic (email, website) service.
- Objective 1.** (Exemplary Customer Service) Customer Service SMART GOAL: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Website section of the Campus Assessment Rubric. In addition the campus will maintain its status of Meets and Exceeds Expectations in all other areas, based on the Campus Assessment Rubric

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal, Teachers		(F)Title 1, Part A	Criteria: Criteria: Parent weekly (in English, Spanish & Pashto); SMORE's in English and Spanish, documentation of School Messenger communication; Parent Coffee 1x per 9 weeks 10/27/21 - Significant Progress
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Principal	August and ongoing		Criteria: CARES Criteria Rubric available to staff for self evaluation and reflection SMORES- CARES Rubric 10/27/21 - On Track

PICKLE 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 09/07/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/20/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 09/20/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/20/21 - 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 09/20/21 - Completed

PICKLE 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
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 09/20/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/27/21 - 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.				09/20/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/20/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/07/21 - Completed

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.

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.

PICKLE EL Site Base

Name	Position
Gonzalez, Inmaculada	4th Grade Teacher
Vazquez, Tanya	5th Grade Teacher
Rodriguez, Yza	3rd Grade Teacher
Roberts, Tina	2nd Grade Teacher
Vieux, Lolita	Kindergarten
Moreno, Steven	MAP/PE
Sigler, Anita	Librarian
Martinez, David	ECSE
Monarca, Araceli	Parent

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

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

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

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

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

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

Sept 17: CIP/TIP final drafts due in BLEND

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

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

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

Oct 18-Nov 20: ESF Diagnostic Survey Window

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

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

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

Oct 25-27: TIL DDI

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

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

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

Dec 18: Schedule ESF Diagnostic for Spring

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

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

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

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

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

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

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

Feb 22: TIL Lesson Alignment and Formative Assessment

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

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

March 22: TIL Observation and Feedback

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

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

March 30: TIL DDI

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

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

June 3: EOY reports submitted to BLEND

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

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

Instructions for the Austin ISD ESF Campus Self-Assessment:ost

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	2	4	4	2	3	2

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
--	--	--

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	4.1 Our campus will focus on improving the quality of instruction through intense study of TEKS and strategies that will elevate the rigor in the classroom. In addition, SCA's will be a valuable resource as we practice Beginning with the End in Mind Approach during PLC's.
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	5.3 Data tracking and data analysis will track student progress and use that information to make a plan for improving student scores, thus increasing academic achievement. Discussing students' progress with teachers will aid in setting goals and plan for accelerated targeted instruction and intervention.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	3.1 Aligned with the vision, high and clear expectations are a focus to ensure communication is clear and fluid.
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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	62%	31%	60%	87%	100%	50%	94%	35%	50%	25%	92%	63%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

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

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

Wi will focus on CSH Implementation, Continue with SEL due to a number of students coming back with trauma and other mental health needs,. Community and Family Engagement will be a focus that will integrate families in academics and relationship building.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

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 DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018	607	42		2		1	543		11		2	16		1			303		2		
2018-2019	523	49					457		2			8					255				
**2019-2020	564	49		1			483					12					260				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018	607	304		12		3	582		14		3	50		6		2					
2018-2019	523	268		2			492		2			50		2							
**2019-2020	564	304		1			526		1			48		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](#)?

What are the top 3 reasons students get referrals? My leadership at Pickle began in 2020-2021 school year. During that time referrals were related mostly to physical aggression. Restorative Practices were in place as students built relationships with their peers.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

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	Above Avg	Above Average BOY-EOY
1	12	75%	17%	8%	15	93%	0%	7%	-1	48	42%	15%	44%	47	64%	21%	15%	-29
2	1	*	*	*	7	86%	0%	14%		38	53%	13%	34%	36	78%	14%	8%	-26
3	56	80%	7%	13%	0	--	--	--		54	54%	24%	22%	0				
4	46	59%	26%	15%	1	*	*	*		43	42%	28%	30%	0				
5	80	75%	10%	15%	0	--	--	--		63	56%	16%	29%	0				
All	195	73%	13%	14%	23	91%	0%	9%	-5	246	50%	19%	31%	83	70%	18%	12%	-19

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

MAP Growth data did not show progress, rather it showed regression. The BOY MAP Growth Data was administered to students mostly at home, the EOY scores in both languages in 1st and 2nd grade displayed a decrease of 20 percentage points or more.

SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	--	--	--	--
1	28%	10%	3%	3%
2	66%	29%	28%	52%
3	82%	45%	44%	19%
4	8%	13%	36%	44%
5	42%	13%	62%	47%
All	44%	22%	37%	37%

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? 4th grade had the least number of students making progress in Listening and across the board. Speaking: 4th, 5th and 1st made the least progress. Third grade made the most progress across the board but particularly in Listening.

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

	Te st Gr ad e	All Students					African American					Hispanic					White				
		# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers	# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers	# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers	# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers
2021 STAAR																					
Math	03	65	96	38	8	0	3	60	*	*	*	61	98	41	8	0	0	--	--	--	--
Math	04	65	87	20	8	3	3	100	*	*	*	59	87	20	7	2	0	--	--	--	--
Math	05	79	94	29	16	5	7	88	29	29	-1	70	96	27	13	4	2	100	-	-	-
Math	All	209	92	29	11	3	13	81	15	15	-1	190	94	29	9	2	2	100			
Reading	03	65	96	48	15	9	3	60	*	*	*	61	98	49	16	10	0				
Reading	04	68	91	31	9	3	3	100				62	91	32	8	2	0				
Reading	05	78	93	50	23	13	7	88	43	29	-1	69	95	49	20	13	2	100			
Reading	All	211	93	43	16	9	13	81	31	15	-1	192	95	44	15	8	2	100			
Writing	04	65	89	15	3	0	3	100	*	*	*	60	90	15	3	0	0	--	--	--	--
Science	05	77	92	26	9	3	7	88	29	14	0	68	93	24	6	1	2	100	*	*	*
	Te st Gr ad e	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers	# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers	# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers	# Sc or ed Te sts	% Pa rti cip ati on	% Ap pr oa ch es	% M ee ts	% M ast ers
2021 STAAR																					
Math	03	61	95	38	8	0	59	98	39	8	0	4	100	*	*	*	2	100	*	*	*
Math	04	58	87	22	9	3	58	99	21	9	3	4	67	*	*	*	2	67	*	*	*
Math	05	68	94	31	16	4	64	94	28	13	5	9	100	11	11	0	9	100	*	*	*
Math	All	187	92	30	11	3	181	93	29	10	3	17	89	12	6	-1	13	93	-1	-1	-1
Reading	03	61	95	44	15	10	59	98	46	15	10	4	100				2	100			
Reading	04	61	91	31	10	3	60	91	32	8	3	4	67				2	67			
Reading	05	67	93	48	24	13	63	93	48	21	13	9	100	11	11	0	9	100	-1	-1	-1
Reading	All	189	93	41	16	9	182	94	42	15	9	17	89	6	6	-1	13	93	8	-1	-1

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

Writing	04	60	90	17	3	0	58	89	14	3	0	5	83	0	0	0	2	67	*	*	*
Science	05	66	92	26	8	2	63	91	22	5	2	9	100	11	11	0	9	100	0	0	0

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

Special Education and African american scored significantly less (more than 10 percentage points) than EcoDis/Hisp/EmBil. Tis last four groups represent the same students mostly.

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			0%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			3%

Advanced Academics reflection questions:

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

Ensure teachers have received appropriate training

Communicate with 504 coordinator and registrar to ensure students are placed in correct class

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

Family nights

Coffee with Principal

Meetings with Counselor

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

Have all teachers acquire skills to teach GT students and incorporate them in the curriculum during planning

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

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E		O	R	E		C	E	E		O	E	E		R	E	R	

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

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).

Add 3 Strategies to Adv Academics

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.	4.8%	2.9%	2%
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	100%	100%	100%
% of African American SpEd students	SEEDS	1%	1%	1%
% of Initial, Transfer, and Annual ARDs held on time	CRTE	100%	100%	100%
% parent participation for ARD meetings	CRTE	100%	100%	90%
% 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	<1%	<1%	<1%
Special Populations reflection: The number of 504 students is decreasing over the years. More students from all backgrounds, need the opportunity to assess for GT identification.				

Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Forme r SpEd	Cont Enr	Not Cont Enr	Tot al Met	Total Eligibl e	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	38	6	32	0	0	0	0	0	35	27	6	-25	31	7			
Growth Score	51	0	48	0	0	0	0	0	51	48	0	0	50	*			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N	N			N				

Math #PM Tests	63	6	57	0	0	0	0	0	57	52	9	-25	54	9			
Growth Score	27	*	25	*	*				30	21			24				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N	N			N				
Total																	

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?
Special Education and AA groups continue to be an area of concern and focus. The gap between these two groups and Hispanic have not closed.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	493	440	527	444
	Students in enrollment area	544	459	509	450
Transfers	Transfers to other AISD schools	63	55	44	41
TELL Survey	General School Climate			75%	88%
	Managing Student Conduct			77%	92%
	Principal Leadership			82%	88%

Reflection Questions: Why do you think families are transferring to other AISD schools?
Students are enrolling in Charter Schools

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

While the projections for 20-21 never crystalized, they remained slightly below to the average. The pandemic and opportunities for online learning have impacted the current enrollment.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

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			3	
Campus Website		2		
Phone/Voicemail/Email Practices			3	
Language Line for Preferred Language				4
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			3	
Customer service prioritization			3	
Facility & Operations				
Grounds		2		
Safety Protocols			3	
Signage			3	
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Pickle Elementary teachers and staff will continue acquiring and enhancing customer service skills. Relationships with parents and the community have been a strength for the staff the last two years.				

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

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

- Either Family Engagement or Community Engagement

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

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - JJ Pickle

ADDITIONAL Framework Components:

Coordinated School Health

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

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

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

Support for Special Populations

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

PreK-12+ College, Career, and Life Readiness

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

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



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

- ✓ 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 copy 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 copy of Parent/Family School Compact.)
- ✓ 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, 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.)
- ✓ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.)
- ✓ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.)
- ✓ 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.)
- ✓ 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.*
- ✓ Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- ✓ Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. (Alternatively CIP Developers List in PlanWorks may be used.)

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 to your folder in the Google Drive.

Pickle Elementary

Campus Name

DocuSigned by:

Rosa Waters

F02DCC20A8D3458...

Principal's Signature

9/17/2021

Date



Austin ISD Data Tracker - SY 21-22

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.	43%	SCA 1	90%	39%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Reading	Meets	16%	SCA 1	60%	13%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Reading	Masters	9%	SCA 1	30%	8%	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	All	Math	App.	29%	SCA 1	90%	59%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Math	Meets	11%	SCA 1	60%	28%	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Math	Masters	3%	SCA 1	30%	16%	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	All	Science	App.	26%	SCA 1	80%	55%	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	All	Science	Meets	9%	SCA 1	40%	26%	SCA 2	40%	-	SCA 3	40%	-	STAAR	40%
	All	All	Science	Masters	3%	SCA 1	30%	10%	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	Emer. Bilingual	Reading	Meets	15%	SCA 1	93%	14%	SCA 2	93%	-	SCA 3	93%	-	TLPAS	93%
Strategic Plan Scorecard Elements	All	African American	All	Meets	12%	SCA 1	95%	13%	SCA 2	95%	-	SCA 3	95%	-	STAAR	95%
	All	Hispanic	All	Meets	15%	SCA 1	90%	23%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	Emer. Bilingual	All	Meets	39%	SCA 1	90%	22%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	Special Education	All	Meets	5%	SCA 1	90%	16%	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	3rd	All	Reading	Meets	15%	SCA 1	85%	14%	SCA 2	85%	-	SCA 3	85%	-	STAAR	85%
	3rd	All	Math	Meets	8%	SCA 1	85%	29%	SCA 2	85%	-	SCA 3	85%	-	STAAR	85%

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	
59	89	B	