

LANGFORD EL

Langford Campus Improvement Plan 2021/2022

"hear our roar, watch us soar"



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

We will empower all students with a growth mindset to become lifelong learners and use their academic success to be positive role models in the community.

Campus Vision

Through Coordinated School Health, we foster an enthusiastic and creative community of learners prepared to excel in their intellectual, emotional, and physical development.

Campus Values

Innovative Growth Mindsets - Striving to be creative and nimble in our work and our points of view.

Strong Relationships - Advancing a professional, inclusive work environment that believes in positive relationships.

Mutual Respect & Recognition - Valuing the contributions, opinions, and inputs of personnel, students, and parents.

Data and goal driven- Achieving extraordinary outcomes through collaboration and monitoring progress.

Making every minute count- Providing daily engaging and rigorous opportunities for every student.

Equity mindedness- Calling attention to and eliminating patterns of inequity in student outcomes.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------|------------------------------|------------------------------------------------------------------------------------------------------|
| 1. Host community-wide family fitness night. Strategic Priorities (4,5) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4) | CATCH Team | Fall Semester | | Criteria: parent survey and event attendance. 10/31/21 - On Track 10/31/21 - Some Progress |
| 2. Participate in District-wide CSH Events: Love your Brain Week, School Breakfast week, Healthy Heart Week. Strategic Priorities (4, 5) (Title I SW Elements: 1.1,2.1,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) | CATCH Team | 1 year | (F)Title 1, Part A - \$1,000 | Criteria: Student participation in events. 10/31/21 - Significant Progress |
| 3. Teachers use Brighter Bites Bags to discuss fruits and vegetables in the bag to increase interest in Healthy Eating Habits. Strategic Priorities (4,5,6) (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) | Teachers | 1 Year | | Criteria: Lesson logs- 80% of teachers are completing it. 10/31/21 - On Track |

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Objective 2. (Social and Emotional School Climate) SMART Goal: The campus will participate in the implementation of the 3 signature SEL practices.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Our campus will complete 3 No Place For Hate activities. Strategic Priorities (2,4,5,6) (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) | Counselor | 1 year | (F)Title 1, Part A - \$500 | Criteria: Completion and acceptance of the 3 activities through NPFH. 10/31/21 - On Track |
| 2. The campus will participate in a School-wide Conscious Discipline study and its implementation. Strategic Priorities (1, 3, 4, 5, 6) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) | Administrators, Campus Committees, Counselor, Teachers | 1 year | (F)Title 1, Part A - \$1,000 | Criteria: Significantly reduced number of office referrals. 10/31/21 - On Track |
| 3. Implementation of campus-wide morning meetings. Strategic Priorities (1,2, 4,5) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Teachers | 1 year | | Criteria: 75% of the students will respond with all of the time to "Adults at my school trust and respect students ideas and opinions" in the student voice section of the student climate survey. 10/31/21 - Significant Progress |

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Objective 3. (Physical Environment/Sustainability) SMART Goal: The campus will engage in activities to build student awareness of their relationship with nature and their responsibility as environmental stewards.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Become a Green School by having all of the previously mentioned schoolyard features plus 4 other features. (Nature Trail, Animal husbandry, Nature play, Learning pond, etc) for a total of 8 features. Strategic Priorities (1,2,3,4,5,6,7) (Target Group: All) | Beautification Committee | 2021-2022 | | Criteria: Beautification Committee meeting agendas and minutes Green Schoolyard Requirements checklist - Greenflag initial phase progress monitoring Project Based Learning modules built into grade level curriculum and planning 10/31/21 - On Track |

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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 4. (Community Engagement) SMART Goal: The campus will solicit input from the community through community engagement opportunities to include historically under represented members of the community.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The campus will Schedule community garden days twice per semester. Strategic Priorities (2,4,5,6,7) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) | Science Dept Chair | 1 year | (F)Title 1, Part A - \$1,500 | Criteria: The campus will assess community engagement through a garden survey. Community Questions: I am aware of the school's outdoor learning goals, my input was considered, I was invited to participate. 10/31/21 - On Track |
| 2. The campus will provide nutrition classes to the community through Brighter Bites. Strategic Priorities (4,5,) (Title I SW Elements: 1.1,2.1,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) | Parent Support Specialist | 1 year | (F)Title 1, Part A - \$500 | Criteria: Increased parent participation. Improved student eating habits.. 10/31/21 - Significant Progress |
| 3. The campus will offer Maestro en Casa classes to the PK and Kinder parents to support early learning. Strategic Priorities (1,2,3,4,5,6) (Title I SW Elements: 1.1,2.1,2.3,2.4,3.1) (Target Group: PRE K,K) (Strategic Priorities: 2,4) | Parent Support Specialist | 1 year | | Criteria: Parent completion of the program. 10/31/21 - Significant Progress |

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Goal 2. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.2) The campus leadership team will implement a coaching cycle with 100% of classroom teachers based on gaps and disparities in the data prioritizing traditionally marginalized student groups.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------|----------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1. Campus leadership team will implement coaching cycles using normed tools and processes to conduct observations, capture trends, and track progress over time. Strategic Priorities (1,3,6) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) | Academic Leadership Team | 1 year | (F)Title 1, Part A - \$500 | Criteria: The turnover rate will demonstrate that new and established teachers feel supported. 10/31/21 - On Track |
| 2. The academic leadership team and administration will participate in and facilitate the weekly deconstruction of the TEKS. Strategic Priorities (1,3,5,6) (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) | Academic Leadership Team, Administrators | 1 year | (F)Title 1, Part A - \$500 | Criteria: TEKS deconstructed poster is completed. 10/31/21 - On Track |
| 3. Teachers participate in weekly planning sessions with the leadership team and administration to create lesson plans and common assessments. Strategic Priorities (1,3,5,6) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) | Academic Leadership Team, Administrators, Teachers | 1 year | | Criteria: The lesson plan template and common assessments are submitted. 10/31/21 - On Track |

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

Objective 1. (ESF Essential Action 3.1) Langford will implement strategies to align campus vision, mission, goals, and values that support high expectations and foster inclusive decision making and shared ownership of campus culture and climate.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Every classroom teacher will teach and reinforce Growth Mindset skills.</p> <p>1. Brain plasticity 2. Power of YET! 3. Goal setting.</p> <p>Strategic Priorities (1,3,4,5,6,) (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)</p> | Counselor, Teachers | 1 year | | <p>Criteria: Student Climate: Academic persistence average was 85%. The goal is to be at 90% for the 2021-22 SY.</p> <p>10/31/21 - Significant Progress</p> |
| <p>2. Campus teachers will implement the Langford school-wide PBIS system. The campus PBIS team will meet regularly to review data to ensure fidelity and monitor progress. Strategic Priorities (3,4,5) (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p> | Teachers | 1 year | (F)Title 1, Part A - \$1,000 | 10/31/21 - Significant Progress |
| <p>3. The campus will provide Grade Level teachers 30 minutes of extended planning every Tuesday to hold Data Meetings (PLCs) to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Strategic Priorities (1,3,5,6) (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)</p> | Academic Leadership Team | 1 year | | <p>Criteria: TELL climate survey will show that teachers have adequate time for planning.</p> <p>10/31/21 - On Track</p> |

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 472 to 500 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The campus will participate in grade-level outdoor learning projects. Strategic Priorities (1,2, 3, 4, 5, 6, 7) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Science Dept Chair, Teachers | 1 year | (F)Title 1, Part A - \$20,000 | Criteria: Grade levels have set attainable goals and work towards achieving them during the year. 10/31/21 - On Track |
| 2. The campus will provide after school clubs/programs (gardening, soccer, skating, cheering, biking) to support social, emotional, cognitive, and academic development, reduce negative behaviors, promote physical health, and provide a safe and supportive environment for students. Strategic Priorities (1,2,3,4,5,6) (Title I SW Elements: 1.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Campus Club Sponsors | | | Criteria: Increased interest in after-school program enrollment. 10/31/21 - Significant Progress |
| 3. Every class goes outside at least once a week using a multidisciplinary approach to outdoor learning. Strategic Priorities (1,2,3,4,5,6) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Instructional Team | 1 year | (F)Title 1, Part A - \$10,000 | Criteria: Lesson plans include outdoor learning in one of the subject areas at least once a week. 10/31/21 - Significant Progress |

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Culture of Respect goals section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------|-----------|-----------------------------------------------------------------------------------------------------|
| 1. All the front office staff will participate in CARES training. Strategic Priorities (2,3, 4, 5) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) | Assistant Principal, Attendance Clerk, Bookkeeper, Counselor | 1 year | | Criteria: Completion of training. 10/31/21 - Significant Progress |
| 2. Teachers will send a bi-weekly newsletter to parents to share what students are learning, expectations, and events. Strategic Priorities (1,3, 4, 5) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) | Teachers | 1 year | | Criteria: Bi-weekly newsletters are submitted. 10/31/21 - On Track |
| 3. Implement a rotating schedule to welcome parents and students by opening the car doors, greeting, and playing music on Fridays. The campus added a staff crossing guard to facilitate dismissal and provide extra safety precautions. Strategic Priorities (1, 2, 4, 5) (Title I SW Elements: 1.1,2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 4) | Administrators, Campus Leadership Team, Students | Fall | | Criteria: Increased satisfaction with customer service in parent survey. 10/31/21 - On Track |

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Goal 6. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|-----------|-----------------------------------------------------------------------------------------------|
| attached.) (Title I SW Elements: 2.3) (Target Group: ECD) | | | | |
| 6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1) | Principal | Due 9/17 | | Criteria: Documentation of notice on school letterhead 10/05/21 - Completed |
| 7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD) | Principal | Due 9/17 | | Criteria: agendas, sign in sheets, minutes or records of meetings 10/05/21 - Completed |
| 8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. | | | | 10/05/21 - Completed |
| 9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk) | Principal | Due 9/17 | | Criteria: Homeless documentation sheet 10/05/21 - Completed |
| 10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All) | Principal | Due 9/17 | | Criteria: CIP/TIP Developers List 10/05/21 - Completed |

1st 9 weeks report - due October 22

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

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

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

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

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

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

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

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

2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

4th 9 weeks report - due June 3

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

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

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

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

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

LANGFORD EL Site Base

| Name | Position |
|----------------------|----------------------------------|
| Lowery, Melanie | 5th grade Teacher |
| Garza, Rafael | 3rd Grade Teacher |
| Martinez, Jacqueline | AP |
| Michaelis, Tamsyn | 5th grade teacher |
| Ledesma, Mary Jane | 2nd grade teacher |
| Melara, Roberta | ECSE |
| Mitchell, Christy | CIS |
| Pozos, Odemaris | Reading and Math Interventionist |
| Fowler, Alaine | Math Interventionist |
| Morris, Steven | STEM Coach |
| Camarena, Sylvia | Reading Interventionist |
| Tucker, Calina | CATCH Champion |
| Ramirez, Evelyn | Counselor |
| Aleman, Belinda | Cruz |

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 - LANGFORD ELEMENTARY

Instructions for the Comprehensive Needs Assessment (CNA):

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

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

| | Overall Average | *CSH Implementation | *Health Education | *Physical Education/Physical Activity | *Food Services | Employee Wellness | SEL | Physical Environment | *Family Engagement | Community Engagement | Counseling/Mental Health/Social Services | Health Services |
|---------------|-----------------|---------------------|-------------------|---------------------------------------|----------------|-------------------|-----|----------------------|--------------------|----------------------|------------------------------------------|-----------------|
| SY 20-21 | 86 | 81 | 80 | 1.00 | 82 | 83 | 94 | 65 | 83 | 1.00 | 92 | 88 |
| SY 21-22 Goal | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% |

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

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.) The physical environment is improving. Three portables were removed which created a large area for gardening. We have a new track and soccer field and will soon have a basketball and soccer mini-pitch and a skate park.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

Longitudinal Discipline Data Report

| Number of Disciplinary Actions by Student Group | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------------------|--------------|------------------|-----------|-----------------|----------------------|-----------------|----------------------------|-----------|-----------------|----------------------|-----------------|-------------------|------------|-----------------|----------------------|-----------------|----------------|-----------|-----------------|----------------------|-----------------|
| | | African American | | | | | Hispanic | | | | | White | | | | | Female | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP |
| 2017-2018 | NA | NA | | | | | NA | | | | | NA | | | | | NA | | | | |
| 2018-2019 | NA | NA | | | | | NA | | | | | NA | | | | | NA | | | | |
| **2019-2020 | NA | NA | | | | | NA | | | | | NA | | | | | NA | | | | |
| | | 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 | NA | | | | | | NA | | | | | NA | | | | | | | | | |
| 2018-2019 | NA | | | | | | NA | | | | | NA | | | | | | | | | |
| **2019-2020 | NA | | | | | | NA | | | | | NA | | | | | | | | | |

*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? The campus has been working towards Restorative Practices.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

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 | 30 | 40 | 17 | 43 | 29 | 66 | 21 | 14 | -29 | 43 | 14 | 12 | 74 | 45 | 42 | 20 | 38 | -36 |
| 2 | 32 | 50 | 31 | 19 | 27 | 81 | 11 | 7 | -12 | 23 | 35 | 22 | 43 | 28 | 79 | 14 | 7 | -36 |
| 3 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| All | | | | | | | | | | | | | | | | | | |

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

Spanish MAP growth in 1st grade EOY does a great job, but it does not carry over to 2nd grade. We need overall improvement in 1st and 2nd. We can share what the 1st grade teachers are doing.

SY 20-21 TELPAS Progress

| Grade | Composite Progress for 2020 Cohort | | | | | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
|-------|------------------------------------|--------------------------|-----------------|--------------------------|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 2020 | | 2021 | | | 2021 | | | |
| | # Matched Stdts | % Progressed 1+ Prof Lvl | # Matched Stdts | % Progressed 1+ Prof Lvl | 2020 to 2021 Change | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl |
| K | | | | | | | | | |
| 1 | | | | | | 48 | 43 | 17 | 17 |
| 2 | | | | | | 61 | 26 | 26 | 26 |
| 3 | | | | | | 67 | 42 | 24 | 36 |
| 4 | | | | | | 8 | 49 | 41 | 29 |
| 5 | | | | | | 41 | 33 | 42 | 24 |
| All | | | | | | 46 | 40 | 29 | 27 |

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

Listening in 4th grade is low, and we'd like to increase the 2nd and 3rd-grade reading and writing for all.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

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 | 77 | 99 | 17 | 3 | <1 | 4 | 100 | | * | * | 71 | 99 | 18 | 3 | <1 | 1 | 100 | * | * | * |
| Math | 04 | 70 | 96 | 13 | 1 | 1 | 5 | 83 | <1 | <1 | <1 | 61 | 97 | 13 | 2 | 2 | 2 | 100 | * | * | * |
| Math | 05 | 63 | 100 | 38 | 21 | 6 | 5 | 100 | 20 | 20 | <1 | 57 | 100 | 40 | 21 | 7 | 1 | 100 | * | * | * |
| Math | All | 210 | 98 | 22 | 8 | 2 | 14 | 93 | 7 | 7 | <1 | 57 | 189 | 98 | 23 | 8 | 3 | 4 | 100 | * | * |
| * | 03 | 77 | 100 | 35 | 12 | 4 | 5 | 100 | 20 | <1 | <1 | 70 | 100 | 37 | 13 | 4 | 1 | 100 | * | * | * |
| Reading | 04 | 70 | 96 | 26 | 10 | 4 | 5 | 83 | <1 | <1 | <1 | 61 | 97 | 28 | 10 | 5 | 2 | 100 | * | * | * |
| Reading | 05 | 63 | 100 | 48 | 25 | 13 | 5 | 100 | 20 | 20 | <1 | 57 | 100 | 49 | 26 | 14 | 1 | 100 | * | * | * |
| Reading | All | 210 | 99 | 36 | 15 | 7 | 15 | 94 | 13 | 7 | <1 | 188 | 99 | 38 | 16 | 7 | 4 | 100 | * | * | * |
| Writing | 04 | 67 | 91 | 10 | 6 | 1 | 5 | 83 | <1 | <1 | <1 | 58 | 91 | 12 | 7 | 2 | 2 | 100 | * | * | * |
| Science | 05 | 63 | 100 | 37 | 8 | 3 | 5 | 100 | 20 | 20 | 20 | 57 | 100 | 39 | 7 | 2 | 1 | 100 | 8 | * | * |
| | Test Grade | 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 | 76 | 99 | 17 | 3 | <1 | 56 | 100 | 21 | 4 | <1 | 9 | 90 | <1 | <1 | <1 | 25 | 100 | ,1 | <1 | <1 |
| Math | 04 | 67 | 96 | 13 | 1 | 1 | 38 | 100 | 18 | <1 | <1 | 12 | 80 | 8 | 8 | 8 | 20 | 100 | <1 | <1 | <1 |
| Math | 05 | 61 | 100 | 36 | 20 | 5 | 41 | 100 | 37 | 20 | 7 | 11 | 100 | 45 | 27 | 9 | 13 | 100 | 31 | <1 | <1 |
| Math | All | 204 | 98 | 22 | 7 | 2 | 135 | 100 | 25 | 7 | 2 | 32 | 89 | 19 | 13 | 6 | 58 | 100 | 7 | <1 | <1 |

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

| | | | | | | | | | | | | | | | | | | | | | |
|---------|-----|-----|-----|----|----|----|-----|-----|----|----|----|----|-----|----|----|----|----|-----|----|----|----|
| Reading | 03 | 76 | 100 | 36 | 12 | 4 | 56 | 100 | 39 | 13 | 5 | 9 | 100 | <1 | <1 | <1 | 25 | 100 | 8 | <1 | <1 |
| Reading | 04 | 67 | 96 | 27 | 10 | 4 | 38 | 100 | 29 | 11 | 5 | 12 | 80 | 8 | 8 | 8 | 20 | 100 | 20 | 5 | <1 |
| Reading | 05 | 61 | 100 | 46 | 23 | 11 | 41 | 100 | 49 | 27 | 15 | 11 | 100 | 18 | 18 | <1 | 13 | 100 | 31 | 15 | <1 |
| Reading | All | 204 | 99 | 36 | 15 | 6 | 135 | 100 | 39 | 16 | 8 | 32 | 91 | 9 | 9 | 3 | 58 | 100 | 17 | 5 | <1 |
| Writing | 04 | 64 | 90 | 11 | 6 | 2 | 36 | 97 | 17 | 8 | <1 | 12 | 80 | 8 | 8 | 8 | 19 | 86 | <1 | <1 | <1 |
| Science | 05 | 61 | 100 | 36 | 8 | 3 | 40 | 100 | 33 | 10 | 3 | 12 | 100 | 25 | 17 | 8 | 13 | 100 | 15 | <1 | <1 |

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)? There is a lack of mastery across grade levels and content areas and across student groups.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

Advanced Academics

| Data Points Reviewed | Data Source | 2018-19 | 2019-20 | 2020-21 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------|---------|---------|
| % African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ² | Forecast 5 | 2.78 | 5.57 | 0 |
| % Hispanic students enrolled in Gifted/Talented (GT) programs | Forecast 5 | 5.33 | 4.48 | 4.31 |
| <p>Advanced Academics reflection questions: 2.78% 28 1 3.57% 28 0 0.00% 394 21 5.33% 402 18</p> <p>4.48% 394 17 4.31%</p> <p>How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster group)</p> <p>The GT advocate is a part of the placement meetings.</p> <p>How are you communicating with all families about GT and/or advanced learning opportunities?</p> <p>At coffee chats, via newsletter, website, Class Dojo</p> <p>How do you support a culture that provides advanced learning opportunities to all students?</p> <p>We revised our mission and vision to ensure we are focusing on advanced academics and are providing enrichment opportunities at our campus.</p> <p>Our goals is to increase Outdoor Learning as we become a Green School. Our librarian is also revamping a Maker Space.</p> | | | | |

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 |

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

| | | | | | | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|--|---|---|---|--|---|---|---|--|---|---|---|--|---|---|---|--|
| CAMPUS | R | O | E | | E | E | E | | E | E | E | | C | O | E | | R | E | E | |
| KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction). | | | | | | | | | | | | | | | | | | | | |

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 Stud ents | Afr Amer | Hisp | Whit e | Amer Ind | Asian | Pac Isl | Two + | ECD | EL* | SpEd | Former SpEd | Cont Enr | Not Cont Enr | Total Met | Total Eligibl e | % of Eligible Met |
|------------------------------------------------------------------------------------|---------------|----------|------|--------|----------|-------|---------|-------|-----|-----|------|-------------|----------|--------------|-----------|-----------------|-------------------|
| College, Career, and Military Readiness Performance (High Schools and K-12) | | | | | | | | | | | | | | | | | |
| Reading #PM Tests | 43 | 5 | 37 | 1 | 0 | 0 | 0 | 0 | 41 | 23 | 11 | <25 | 34 | 9 | | | |
| Growth Score | 48 | | 51 | | | | | | 45 | | | | 38 | | | | |
| Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | | |
| Met Target | N | | N | | | | | | N | | | | N | | 0 | 4 | 0 |
| ----- | | | | | | | | | | | | | | | | | |
| Math #PM Tests | 58 | 5 | 52 | 1 | 0 | 0 | 0 | 0 | 56 | 38 | 11 | <25 | 48 | 10 | | | |
| Growth Score | 35 | | 36 | | | | | | 35 | 30 | | | 34 | | | | |
| Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | | |

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

| | | | | | | | | | | | | | | | | | | |
|--|------------|---|--|---|--|--|--|--|--|---|---|--|--|---|--|---|---|--|
| | Met Target | N | | N | | | | | | N | N | | | N | | 0 | 5 | |
| | Total | | | | | | | | | | | | | | | 0 | 9 | |

*EL Current and Former

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

No growth during the pandemic year. Ours community struggled with attendance and participation. We were at less than 50% learning on campus for the ½ the year and then at about 60% for the remainder of the year. Now that we have about 92% of students on campus, and are conducting PLC's to ensure the focus is on rigorous learning, students will demonstrate growth.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

| | | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------------------|---------------------------------|-------|-------|-------|-------|
| Enrollment & Utilization | Enrollment | 537 | 543 | 526 | 506 |
| | Students in enrollment area | 612 | 593 | 583 | 553 |
| Transfers | Transfers to other AISD schools | | | | 145 |
| TELL Survey | General School Climate | 84 | 89 | 88 | 85 |
| | Managing Student Conduct | 83 | 93 | 90 | 94 |
| | Principal Leadership | 90 | 97 | 95 | 84 |

Reflection Questions: Why do you think families are transferring to other AISD schools? They want their kids closer to their work, SPED centralized placements.

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

Enrollment went up in 18/19, then down in 19/20 and during the pandemic it went down, but we were over the projected enrollment. This year 2021/2022, we are over projections again. We have focused on improving the amenities, beautifying the campus, increasing, extra curricular activities, and partnering with the Recreation Center for after school care.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - LANGFORD ELEMENTARY

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

| | <i>1-Support Needed</i> | <i>2-Developing</i> | <i>3- Meets Expectations</i> | <i>4-Exceeds Expectations</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------|------------------------------|-------------------------------|
| Campus Communication Goals & Practices | | | | |
| Campus Communication Strategies | | | | X |
| Campus Website | | | X | |
| Phone/Voicemail/Email Practices | | | X | |
| Language Line for Preferred Language | | | | X |
| Campus Culture of Respect Goals | | | | |
| Campus culture of respect practices and goals | | | | X |
| Customer service prioritization | | | | X |
| Facility & Operations | | | | |
| Grounds | | | | X |
| Safety Protocols | | | | X |
| Signage | | | | X |
| Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Campus Website because it is the place that parents typically visit to find some immediate information. | | | | |

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 - LANGFORD ELEMENTARY

- 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 - LANGFORD ELEMENTARY

ADDITIONAL Framework Components:

Coordinated School Health

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

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

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

Support for Special Populations

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

PreK-12+ College, Career, and Life Readiness

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

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



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* (Sign and attach the form)
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach documentation of Parent/Family Involvement Policy on your campus stationary)
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach documentation of Parent/Family School Compact)
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Attach documentation: **MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE**)
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Attach documentation and submit at least 2 sample communications of languages other than English)
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Attach documentation for notice on school letterhead)
- ☐ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Attach documentation: agendas, sign in sheets, minutes or records of meetings)
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP developers is completed)

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)

Langford Elementary
Campus Name

Matthew Cordero
Principal's Signature

9/13/21
Date



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

Campus Name Langford Elementary Org# 168

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

| Last name | First name | Position (teacher, parent, community member, principal, student, etc.) |
|------------------------------------------------------------------------------|------------|------------------------------------------------------------------------|
| 1. Lowery | Melanie | 5th grade |
| 2. Garza | Katael | 3rd grade |
| 3. Jacqueline | Martinez | AP |
| 4. Michaelis | Tamsyn | 5th grade |
| 5. Ledesma | Mary Jane | 2nd grade |
| 6. Melara | Roberta | ESCE |
| 7. Mitchell | Christy | CIS |
| 8. Pozos | Odemaris | Interventionist |
| 9. Fowler | Alaine | Interventionist |
| 10. Menis | Steven | STEM COACH |
| <u>Martha I. Castillo</u> Printed name <u>M. Castillo</u> Signature | | <u>9/13/21</u> Date |

08/10/2021

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

Campus Name Langford Elementary Org# 168

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

| Last name | First name | Position (teacher, parent, community member, principal, student, etc.) |
|-------------------------------------------|---------------------|------------------------------------------------------------------------|
| 1. | Camarena, Sylvia | Reading Interventionist |
| 2. | Tucker, Colina | Catch Champion |
| 3. | Ramirez, Evelyn | Counselor |
| 4. | Aleman-Cruz Belinda | PSS. |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| <u>Martha I. Castillo</u> Printed name | | <u>9/13/21</u> Date |
| <u>M. Castillo</u> Signature | | |

08/10/2021

Austin ISD Data Tracker - SY 21-22

| Campus Name: Langford | | | | | | | | | | | | | | | | |
|-----------------------------------|-------------|-------------------|----------------|-------------------|----------------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|
| | Grade Level | Student Group | Subject Tested | Performance Level | 2019 or 2021 Results | 1st 9 weeks | | | 2nd 9 weeks | | | 3rd 9 weeks | | | 2022 STAAR/EOC | |
| | | | | | | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Summative Goal |
| TEA Data Tracker Elements | All | All | Reading | App. | 36% | SCA 1 | 90% | 51% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Reading | Meets | 15% | SCA 1 | 60% | 18% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | All | Reading | Masters | 7% | SCA 1 | 30% | 10% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | 30% |
| | All | All | Math | App. | 22% | SCA 1 | 90% | 68% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Math | Meets | 8% | SCA 1 | 60% | 38% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | All | Math | Masters | 2% | SCA 1 | 30% | 23% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | 30% |
| | All | All | Science | App. | 37% | SCA 1 | 90% | 65% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Science | Meets | 8% | SCA 1 | 60% | 27% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | All | Science | Masters | 3% | SCA 1 | 30% | 11% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | 30% |
| | All | Emer. Bilingual | Reading | Meets | 16% | SCA 1 | 60% | 21% | SCA 2 | 60% | | SCA 3 | 60% | | TELPAS | 60% |
| Strategic Plan Scorecard Elements | All | African American | All | Meets | 8% | SCA 1 | 60% | 30% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 60% |
| | All | Hispanic | All | Meets | 11% | SCA 1 | 60% | 27% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 60% |
| | All | Emer. Bilingual | All | Meets | 12% | SCA 1 | 60% | 27% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 60% |
| | All | Special Education | All | Meets | 12% | SCA 1 | 60% | 32% | SCA 2 | 60% | 0% | SCA 3 | 60% | 0% | STAAR | 60% |
| | 3rd | All | Reading | Meets | 12% | SCA 1 | 60% | 15% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | 3rd | All | Math | Meets | 3% | SCA 1 | 60% | 34% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |

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

Domain 3 Estimates - SCA 1

| Academic Achievement | ELA | All | AA | His | Wh | EcoD | EL | SpEd | Total Met | Total Eligible |
|----------------------|---------------|-----|-----|-----|-----|------|-----|------|-----------|----------------|
| | # Total Tests | 157 | 12 | 139 | * | 143 | 90 | 25 | | |
| | Score | 18% | 17% | 18% | * | 17% | 21% | 8% | | |
| | Target | 44% | 32% | 37% | 60% | 33% | 29% | 19% | | |
| | Met Target | N | - | N | | N | N | N | 0 | 5 |
| | | | | | | | | | | |
| | Math | All | AA | His | Wh | EcoD | EL | SpEd | | |
| | # Total Tests | 160 | 12 | 141 | * | 147 | 93 | 24 | | |
| | Score | 38% | 42% | 38% | * | 35% | 35% | 58% | | |
| | Target | 46% | 31% | 40% | 59% | 36% | 40% | 23% | | |
| | Met Target | N | - | N | | N | N | - | 0 | 4 |
| | Total | | | | | | | | | 0 |

| Student Growth | ELA | All | AA | His | Wh | EcoD | EL | SpEd | Total Met | Total Eligible |
|----------------|---------------|-----|-----|-----|------|------|-----|------|-----------|----------------|
| | # Total Tests | 101 | 8 | 90 | 0 | 98 | 60 | 13 | | |
| | Score | 65% | 50% | 66% | | 66% | 73% | 46% | | |
| | Target | 66% | 62% | 65% | 69% | 64% | 64% | 59% | | |
| | Met Target | N | - | Y | | Y | Y | - | 3 | 4 |
| | | | | | | | | | | |
| | Math | All | AA | His | Wh | EcoD | EL | SpEd | | |
| | # Total Tests | 106 | 7 | 95 | 1 | 103 | 64 | 13 | | |
| | Score | 85% | 86% | 85% | 100% | 85% | 84% | 92% | | |
| | Target | 71% | 67% | 69% | 74% | 68% | 68% | 61% | | |
| | Met Target | Y | - | Y | - | Y | Y | - | 4 | 4 |
| | Total | | | | | | | | | 7 |

| Student Success | | All | AA | His | Wh | EcoD | EL | SpEd | Total Met | Total Eligible |
|-----------------|---------------|-----|-----|-----|-----|------|-----|------|-----------|----------------|
| | # Total Tests | 372 | 30 | 325 | 49 | 319 | 194 | 63 | | |
| | Score | 35% | 31% | 35% | 33% | 33% | 35% | 36% | | |
| | Target | 47% | 36% | 41% | 58% | 38% | 37% | 23% | | |
| | Met Target | N | N | N | N | N | N | Y | 1 | 7 |
| | Total | | | | | | | | | 1 |