

PALM EL

Campus Improvement Plan 2021/2022

Including a Targeted Improvement Plan

Palm Pandas Building Better Minds



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

Svante Palm Elementary School is dedicated to educating all students so that they become responsible, contributing members of society by working together in a secure, supportive environment that encourages all children to reach their optimum levels of achievement academically, socially, physically, culturally and emotionally.

Campus Vision

ALL students reach success academically, socially and emotionally, in a safe and supportive environment.

Campus Values Our Shared Values

All students can and will learn

The environment created by staff and students will be positive, safe and conducive to learning.

Respect will be modeled, taught, and promoted.

Staff will be prepared and committed to teaching the TEKS

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) 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. Continue to provide Whole Child, Every Child communication and strategies to all stakeholders at campus events such as PTA meetings, in campus newsletters, on school websites, and family events. Examples include: strategies to implement a supportive environment that promotes strong relationships among staff, students, and families; problem-solving and critical-thinking skills as a are part of the school culture, focusing; on responsibility and choice(Condition 5) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, Parent Support Specialist	September 2021		Criteria: Implementation will be measured through quarterly monitoring of agendas and newsletters by by CSH committee and Campus Surveys 10/29/21 - Some Progress
2. Create an agenda item in monthly team leader meetings to monitor campus goals.(Condition 2) (Target Group: All)	PE Teacher, Principal	September 2021		Criteria: Implementation will be measured by monitoring of committee meeting agenda and meeting minutes. 10/29/21 - Some Progress
3. Schedule Whole Child, Every Child agenda components to faculty meeting agendas to discuss current/continuous activities.(Condition 1) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, PE Teacher	September 2021		Criteria: Implementation will by the monitoring of faculty meeting agendas and meeting minutes. 10/29/21 - Some Progress

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

Objective 2. (Health Education) By the end of SY 21-22, the campus average for the Pacer run for cardiovascular fitness will be 70%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The PE teacher will collect fitness data for all students enrolled at our campus and meet with students to set goals to improve on Fitness Gram. (Condition 3) (Target Group: All)	Teachers	September 2022-- May 2022		Criteria: Implementation will be monitored through Fitnessgram data report
2. Increase the frequency of exercises (used on the fitness gram test for Kinder-5th) in PE instruction. (Condition 3) (Title I SW Elements: 2.6) (Target Group: K,1st,2nd,3rd,4th,5th)	PE Teacher, Wellness Committee	September 2021- May 2022		Criteria: Implementation will be monitored through PE lesson plan reviews and walkthroughs.
3. The master schedule framework will continue to include a minimum of 135 minutes of physical activity each week. Students will participate in 20 minutes of WOW on non-PE days. (Condition 6) (Title I SW Elements: 1.1) (Target Group: All)		August 2021- September 202		Criteria: Implementation will be monitored by PE attendance and walk through visits of students during WOW.

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Objective 3. (Social and Emotional School Climate) By the SY 21-22 all students will engage and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers. Educators, students, families, and community members work together to support the healthy development of all students."

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to engage the Palm campus community in No Place for Hate activities annually. (Conditions 4, 5, 6) (Title I SW Elements: 2.2) (Target Group: All)	Administrators, Counselor, Teachers	May 2022		Criteria: Implementation will be measured No Place for Hate pictures of NPH activities; NPH submitted to district office; NPH activities added to master calendar
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee.(Condition 5) (Target Group: All)	Campus Leadership Team, Office Staff, Parent Support Specialist, Teachers	September 2021-May 2022		Criteria: Implementation will be measured through faculty observation on student participation in No Place for Hate; pictures of NPH activities; NPH completion status submitted to district office; NPH activities added to master calendar.
3. Continue to offer activities, lessons. and clubs that encourage healthy, supportive a secure, supportive, and nurturing environment where students feels safe and valued.(Conditions 4, 5, 6) (Target Group: All)	Administrators, Counselor, Teachers	August 2021-May 2022		Criteria: Implementation will be measured through faculty observation classroom walkthroughs during SEL lessons and morning circles; implementation of character trait monthly focus and student surveys.

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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. (Family Engagement) Palm Elementary will establish a diversity and inclusion and committee of faculty and parents. The focus of the group will be to empower families to be an active part of the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for parents and community members to participate in academic workshops (virtual or in person) training to strengthen home-school/community connection.(Condition 5) (Title I SW Elements: 2.2) (Target Group: All)	Administrators, Parent Support Specialist, Teachers	September 2020-May 2021		Criteria: Implementation will be monitored through session planning documentation, agendas and attendance, and parent surveys
2. Provide materials and training (classes, book studies etc.) to help parents work with their children to improve their children's achievement in literacy and math. (Condition 2) (Target Group: All) (Strategic Priorities: 4)		September 2021-May 2022		Criteria: Implementation will be monitored through session planning documentation, agendas and attendance, and parent surveys
3. Communicate to parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations through newsletters and campus wide meetings. (Conditions 3,5) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Parent Support Specialist, Teachers	September 2021-May 2022		Criteria: Implementation will be monitored through session planning documentation, agendas and attendance, and parent surveys

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

Objective 1. (ESF Essential Action 1.1) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings) Conditions 2, 3 (Title I SW Elements: 1.1)	Administrators, Instructional Coaches, Literacy Coach	September 2021-May 2022		Criteria: Implementation will be monitored through observations, debriefs, team meeting agendas, and team meeting minutes. 10/29/21 - Significant Progress
2. Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. (Condition 3) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,4)	Principal	September 2021		Criteria: Implementation will be monitored through roles/responsibilities list. 10/29/21 - Significant Progress
3. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.(Condition 3) (Title I SW Elements: 1.1) (Strategic Priorities: 4)	Administrators, Team Leaders	September 2021-May 2022		Criteria: Implementation will be monitored through Meeting Minutes and Agendas 10/29/21 - Significant Progress

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Goal 3. (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 #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (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 #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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- Goal 5.** (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 #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a system in which students set goals and monitor their progress in reading and math. Goal setting conferences will be held with each student monthly (Condition 2, 3) (Target Group: All)		Sept. 2021-May 2022		Criteria: Implementation will be monitored by reviewing goal setting folders. 10/29/21 - Some Progress
2. Develop PLC protocols following Leverage Leadership Leading Teacher Teams to Analyze Student Daily Work template to determine the root causes of student performance on Summative and Formative assessments in order to develop interventions and enrichments (Condition 1, 3) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teachers	September 2021-May 2022		Criteria: Implementation will be monitored through PLC agendas, minutes, and classroom walkthroughs 10/29/21 - Significant Progress
3. Create a list of monitoring of SPED students and meet once per nine weeks to monitor progress to increase awareness of student strength and weaknesses to identify and target intervention (Condition 6) (Target Group: SPED) (Strategic Priorities: 4)	Administrators, Teachers	October 2021-May 2022		Criteria: Implementation will be monitored through meeting agendas and student progress 10/29/21 - Some Progress
4. Campus instructional team will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. (Condition 6) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2)	Administrators, Instructional Leadership Team	September 2021-May 2022		Criteria: Implementation will be monitored through Instructional Leadership PLC team agenda and minutes 10/29/21 - Significant Progress 10/29/21 - On Track
5. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment.(Condition 2, 3) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Administrators, Teachers	September 2021-May 2022		Criteria: Implementation will be monitored through review of data tracker 10/29/21 - Some Progress

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- Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
- Objective 1.** (Support for Special Populations) Examine state assessment reports to evaluate progress of students with disabilities relative to achievement data and provide targeted interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special education and general education teachers will work collaboratively to develop student agency and responsibility around academic performance, goal setting, and behavior. (Condition 3) (Title I SW Elements: 2.6) (Target Group: SPED) (Strategic Priorities: 2)		August 2021-May 2022		Criteria: Student Progress Reports and Report Cards 10/29/21 - Some Progress
2. Provide intervention resources and small group intervention tutoring before school and after school for students receiving Special Education and 504 Services. (Condition 3) (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2)		Fall and Spring Semester		Criteria: Attendance at tutoring sessions 10/29/21 - No Progress
3. For students with special needs, the campus administrator ensures a meeting is held to develop an intensive program of instruction for each assessment area where the student did not meet standard on STAAR (Condition 3) (Title I SW Elements: 2.2) (Target Group: SPED) (Strategic Priorities: 2,4)		September 2021		Criteria: ARD Meetings 10/29/21 - Some Progress

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 370 to 386 by December 15, 2021 (refer to 21-22 projection).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. Campus will monitor enrollment numbers by week and by student group (Condition 5) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor	September 2021-2022		Criteria: Implementation of enrollment tracker and meeting notes
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Condition 5) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators	September 2021-May 2022		Criteria: Implementation will be monitored through review of tracking system
3. Implementation of systems that constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (Conditions 1,2,3,4,5,6,7) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teachers	September 2021-May 2022		Criteria: Implementation will be monitored through building walkthroughs and surveys

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Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communication Goal and Practices section of 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.(Condition 4) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teachers	September 2021-May 2022		Criteria: Evidence of communication to parents/community (newsletters, school messengers etc...) 10/29/21 - Some Progress
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Condition 7) (Title I SW Elements: 2.6) (Strategic Priorities: 4)	Administrators, Cultural Committee	September 2021-May 2022		Criteria: School newsletters, school messengers 10/29/21 - Significant Progress
3. Provide Austin ISD CARES family information flyer to all campuses to be included at all family meetings, to send home, and to post on the campus website. (Condition 5) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators	September 2021-May 2022		Criteria: Review of parent newsletters 10/29/21 - No Progress

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Goal 11. (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
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.

PALM EL Site Base

Name	Position
Huerta, Angeline	Classified-Book Keeper
De La Rosa, Cecy	4th Teacher Bil
Marquez, Melissa	5th Teacher Bil
Ybarra, Alyssa	Parent
Ybarra, Yvonne	Parent
Vasquez, TA	Community Member
Jones, Kaisha	Parent
McFadden, Pamela	PK Teacher
Aguilar, Ernie	AP

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


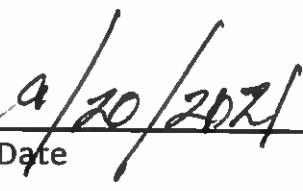
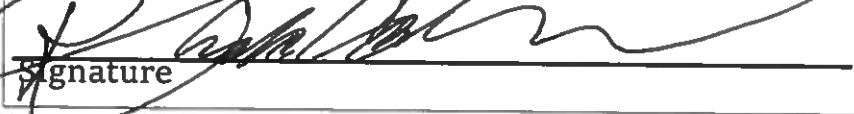
June 3: EOY reports submitted to BLEND

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

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

Campus Name Svante Palm Elementary Org#171

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.Ybarra,Alyssa		Parent
2. Ybarra, Yvonne		Parent
3.Jones, Kaiesha		Parent
4.Vasquez, Tona		Community Member
5.Kelley, Megan		Librarian
6. De La Rosa, Cecy		Teacher
7.Huerta,Angelina		Book Keeper
8.Marquez, Melissa		Teacher
9.Aviles, Erika		Teacher
10.Matustik, Rachel		Teacher
11. Rhoda Coleman		Principal
12. Ernie Aguilar		Assistant Principal
13. Nancy Puga		Counselor
 Printed name		 Date
 Signature		

08/10/2021

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm Elementary

Instructions for the Austin ISD ESF Campus Self-Assessment:

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

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	4	3	4	3	4	3

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

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

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

Focus Area for Improvement	Rationale
5.3	Data driven instruction allows teachers to tailor their teaching methods to provide intervention/remediation based on student needs
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	The frameworks frames with work that needs to be done to ensure student success

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm 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	74%	40%	20%	87%	100%	83%	100%	62%	72%	88%	100%	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.)

Commented [1]: @michele.rusnak@austinisd.org @cinda.christian@austinisd.org Here's what we're picturing for the CIP/TIP Needs Assessment. Will this work for your section? If there is a link that takes them directly to the Qualtrics dashboard, please link it. Due COB Thursday 8/5.
Assigned to Michele Rusnak

Commented [2R1]: @michele.rusnak@austinisd.org
1. Do you want them to also list their "overall score" or "overall category"?
2. I would recommend putting an asterisk next to each of the 4 "required" sub areas (i.e., those for which they will be "unacceptable" overall if they do not score >=70% in all).

Commented [3R1]: Also - no direct linking available in Qualtrics. We could say something like: "Open Qualtrics using your portal tile, click on the "Coordinated School Health Reporting, 2021" dashboard.

Commented [4R1]: @cinda.christian@austinisd.org I made both changes. Thanks for your feedback!

Commented [5R1]: @gina.cordero@austinisd.org I think Michele is out of the office until Monday - so we should probably get her confirmation before finalizing, if possible ;-)

Commented [6]: @gina.cordero@austinisd.org Should the 4 required by law be in the list? (Physical Education/Activity, Food Services, Health Education - you got Parent Engagement already)

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm 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 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	475	33					403		1			18					229				
2018-2019	475	26					415		1			14					233				
**2019-2020	462	23					405					23					228				
		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	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018		246		2			408		2			69		2							
2018-2019		242		1			429		1			72		1							
**2019-2020		234					408					75									

*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](#)?

Sped (SBS)/Male

What are the top 3 reasons students get referrals?

Non-compliance with school and classroom rules/procedures

Work Avoidance

Physical Aggression

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm 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	46	43%	13%	43%	50	58%	12%	30%	-13	22	27%	14%	59%	23	22%	39%	39%	-20
2	37	22%	24%	54%	41	66%	12%	22%	-32	18	17%	11%	72%	18	39%	28%	33%	-39
3	44	57%	14%	30%	43	72%	16%	12%	-18	17	24%	18%	59%	17	53%	12%	35%	-24
4	52	37%	21%	42%	50	58%	12%	30%	-12	21	52%	50%	38%	21	62%	14%	24%	-14
5	43	42%	33%	26%	29	66%	17%	17%	-9	16	50%	50%	31%	4	*	*	*	*
All	222	41%	21%	39%	213	63%	14%	23%	-16	94	34%	14%	52%	83	45%	23*	33%	-19

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

The above average scores decreased in both English and Spanish

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2020		2021		2020 to 2021		2021			
# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Grade									
K	/	/	/	/		--	--	--	--
1	/	/	/	/		46%	50%	35%	62%
2	/	/	/	/		39%	17%	6%	15%
3	/	/	/	/		88%	41%	29%	79%
4	/	/	/	/		53%	47%	65%	46%
5	/	/	/	/		50%	33%	56%	32%
All	/	/	/	/		54%	39%	38%	47%

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm Elementary

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

Students scored lower in reading and speaking progress

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

		All Students					African American					Hispanic					White					Econ Disadvantaged					
	Test Grade	Scored Tests	Participation	Approaches	% Meets	% Masters	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	37	82	49	11	3	3	100	*	*	*	33	80	48	12	3	0		--	--	--	32	84	50	13	3
	Math	04	38	67	34	11	8	1	100	*	*	*	34	67	35	12	9	1	33	*	*	*	32	70	34	13	9
	Math	05	32	68	63	38	19	1	100	*	*	*	25	64	60	40	20	3	75	*	*	*	25	64	64	40	16
	Math	All	107	72	48	19	9	5	100	40	<1	<1	92	70	47	20	10	4	57	*	*	*	89	72	48	20	9
	Reading	03	37	82	57	32	1	3	100	*	*	*	33	80	55	33	15	0		--	--	--	32	84	56	31	19
2021 STAAR	Reading	04	39	67	59	26	5	1	100	*	*	*	35	67	57	29	6	1		*	*	*	33	70	61	24	6
	Reading	05	32	68	63	31	25	1	100	*	*	*	25	64	60	28	20	3		*	*	*	25	64	60	32	24
	Reading	All	108	72	59	30	15	5	100	80	20	20	93	70	57	30	13	4		*	*	*	90	73	59	29	16
	Writing	04	38	69	32	11	<1	1	100	*	*	*	32	68	34	13	<1	2	67	*	*	*	32	74	31	13	<1
	Science	05	31	66	39	19	3	1	50	*	*	*	24	62	38	21	4	3	100	*	*	*	23	64	40	20	4
2021 STAAR		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services										
	Test Grade	Scored Tests	Participation	Approaches	% Meets	% Masters	Scored Tests	Participation	Approaches	% Meets	% Masters	Scored Tests	Participation	Approaches	% Meets	% Masters	Scored Tests	Participation	Approaches	% Meets	% Masters						
	Math	03	32	84	50	13	3	17	85	65	12	<1	4	80	*	*	*	7	70	43	<1	<1					
	Math	04	32	70	34	13	9	19	79	37	11	5	7	54	<1	<1	<1	6	55	<1	<1	<1					
	Math	05	25	64	64	40	16	20	91	60	45	20	5	50	<1	<1	<1	4	57	*	*	<1					
	Math	All	89	72	48	20	9	56	85	54	23	9	16	57	19	6	<1	17	61	24	<1	<1					
	Reading	03	32	84	56	31	19	17	85	59	29	18	4	80	*	*	*	7	70	29	<1	<1					

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm Elementary

Reading	04	33	70	61	24	6	20	83	55	30	5	7	50	14	<1	<1	6	50	17	<1	<1
Reading	05	25	64	60	32	24	20	91	65	35	25	5	50	20	<1	<1	4	57	*	*	*
Reading	All	90	73	59	29	16	57	86	60	32	16	16	55	25	6	<1	17	59	35	6	<1
Writing	04	32	74	31	13	<1	19	86	32	11	<1	9	75	<1	<1	<1	7	78	<1	<1	<1
Science	05	23	64	40	20	4	19	86	47	21	5	5	56	<1	<1	<1	4	67	*	*	*

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

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	11.11%	27.78%	27.27%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	10.99%	7.41%	8.73%

Advanced Academics reflection questions:

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

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

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

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 ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm Elementary

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

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	20	1	13	3	0	1	0	2	16	9	5	<25	14	6			
Growth Score	65%																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N														0	1	0%

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm Elementary

Math #PM Tests	29	1	22	3	0	1	0	2	22	18	5	<25	23	6			
Growth Score	38%																
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N														0	1	0%
Total															0	1	0%

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?
Reading is an area that needs to be addressed.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	449	445	428	372
	Students in enrollment area	313	300	292	258
Transfers	Transfers to other AISD schools	56	35	38	29
TELL Survey	General School Climate	90%	92%	100%	97%
	Managing Student Conduct	93%	92%	93%	97%
	Principal Leadership	93%	98%	97%	94%

Reflection Questions: Why do you think families are transferring to other AISD schools?

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

Commented [7]: @alejandrodeltado@austinisd.org

Hi Alejandro, here's what we're picturing for the CIP/TIP Needs Assessment. We have to use a report that is already built out at this point. This is the old TUP Data Review. Will this work to get campuses started? Can you add a reflection question or two? Due COB Thursday 8/5.
Assigned to Alejandro Delgado

Commented [8R7]: Hi Gina, here are the changes I'd like: --Enrollment Section: Remove building capacity and % utilization
Transfers: Remove all rows, add row with # of transfers to other AISD schools
TELL Survey - good as-is

Added reflection questions.

Commented [9R7]: @alejandrodeltado@austinisd.org I've made the recommended changes on the table, but we won't be able to re-run the linked TUP reports by Monday. Where will campuses access the data on # of transfers? Can you provide a link to a report or instructions on where they can go to find this information?

Commented [10R7]: @melissa.laursen@austinisd.org or @beth.wilson@austinisd.org could you help with this question? I want campuses to know how many kids have transferred out from their campuses.

Commented [11R7]: _Marked as done_

Commented [12R7]: _Re-opened_
I think this will satisfy
<https://app.powerbi.com/view?r=eyJrJoiOGYyZGQwZmEtNmFIMi00ZWVmLWVhZGZyY3NjQxNjU1IiwidCI6IjVmMzc3ODFkLTl2OGItNDY1Yy04Y2I1LWx0ODI3MGZlMTI5YyIsImMiOiN9&pageName=ReportSection>

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm 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? <div style="border: 1px solid black; height: 80px; width: 100%;"></div>				

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 ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm 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 ESF Self-Assessment and Comprehensive Needs Assessment - Svante Palm 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)

Palm Elementary
Campus Name



[Signature]
Principal's Signature

9/17/2021
Date

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

Campus Name Svante Palm Elementary Org#171

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.Ybarra,Alyssa		Parent
2. Ybarra, Yvonne		Parent
3.Jones, Kaiesha		Parent
4.Vasquez, Tona		Community Member
5.Kelley, Megan		Librarian
6. De La Rosa, Cecy		Teacher
7.Huerta,Angelina		Book Keeper
8.Marquez, Melissa		Teacher
9.Aviles, Erika		Teacher
10.Matustik, Rachel		Teacher
11. Rhoda Coleman		Principal
12. Ernie Aguilar		Assistant Principal
13. Nancy Puga		Counselor
 Printed name  Signature		9/20/2021 Date

08/10/2021

Austin ISD Data Tracker - SY 21-22

Campus Name: Palm Elementary																
	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.	72%	SCA 1	90%	67%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	33%	SCA 1	60%	39%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	16%	SCA 1	30%	24%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	79%	SCA 1	90%	81%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	43%	SCA 1	60%	64%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	25%	SCA 1	30%	52%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	54%	SCA 1	90%	45%	SCA 2	90%		SCA 3	90%		STAAR	60%
	All	All	Science	Meets	25%	SCA 1	60%	76%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	4%	SCA 1	30%	44%	SCA 2	30%		SCA 3	30%		STAAR	60%
	All	Emer. Bilingual	Reading	Meets	32%	SCA 1	60%	29%	SCA 2	60%		SCA 3	60%		TELPAS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	13%	SCA 1	60%	0%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	Hispanic	All	Meets	32%	SCA 1	60%	20%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	Emer. Bilingual	All	Meets	34%	SCA 1	60%	29%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	Special Education	All	Meets	12%	SCA 1	60%	24%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Reading	Meets	23%	SCA 1	60%	19%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	41%	SCA 1	60%	57%	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				