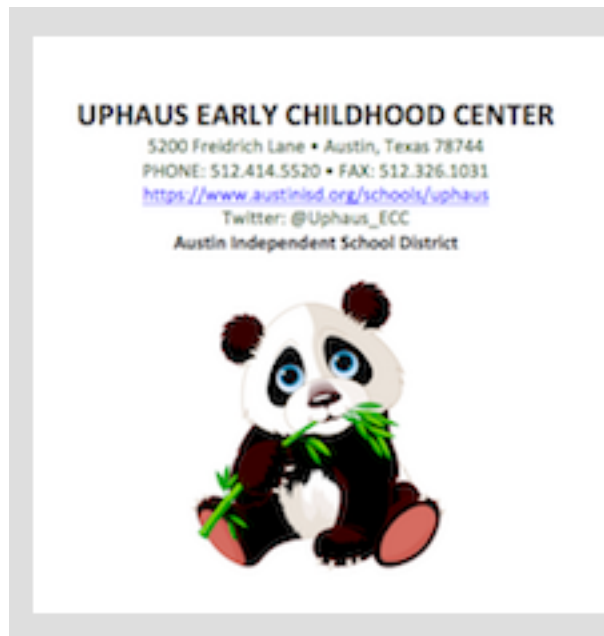


UPHAUS EARLY CHILDHOOD CENTER

Anita Uphaus Early Childhood Center 2021/2022

Anita Uphaus Early Childhood Center, where excellence begins!



Claudia Santamaria
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5124145520
claudia.santamaria@austinisd.org

Date Reviewed:

DMAC Solutions ®

Date Approved:

Campus Mission

We are a diverse community that provides a high quality education focusing on the whole child.

Campus Vision

To create an early childhood model school that is committed to developing life-long learners.

Campus Values

- Help children enjoy and become excited about learning
- Understand play is a child's natural learning environment
 - Educate parents as partners
 - Welcome diversity in cultures, abilities, and families
 - Committed to develop as learners
- Teach communication, critical thinking and social/emotional skills
- Give children strategies for becoming responsible for their behavior
- Use a collaborative approach to teaching, planning, and problem solving including staff, families, and community members
 - Maintain a warm, friendly, safe and supportive school family and community

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

Objective 1. (CSH Implementation) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey. (Students will have a sense of belonging, empowerment, connection and identity safety.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include Whole Child, Every Child agenda items in staff meeting agendas to reflect on current/continuous activities that compliment a positive school culture. (Title I SW Elements: 1.1,2.2,2.6,3.1,3.2) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 3,3.1,3.3)	Assistant Principal	2021-2022		Criteria: Master Calendar Meeting Notes
2. Include Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family events. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)	Administrators, Parent Support Specialist, PTA, Teachers	Sept. - May		Criteria: Meeting agendas Newsletters Social Media
3. Invite parents/families to Whole Child, Every Child events and focus on all areas supporting Whole Child by providing activities / information / updates on academics and wellness. (Title I SW Elements: 2.1,2.3,2.6,3.1,3.2) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,3.3,3.4)	Administrators, Counselor, Instructional Specialists/Coaches, Parent Support Specialist, PTA, Teachers	Spring Semester		Criteria: Meeting notes Event principal

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

Objective 2. (Social and Emotional School Climate) 100% of teachers will utilize a minimum of 3 Conscious Discipline School Family rituals in their classrooms. (Culturally proficient, experienced teachers and staff)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff and students are taught, practice, and reinforce behavioral expectations from Conscious Discipline with common language. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,3.2,3.3,5,5.1,5.2,5.4)	Academic Leadership Team, Teacher Assistants, Teachers	Sept-May		Criteria: Classroom walkthrough feedback data. Team leader and team planning agendas.
2. Hold "Morning Meetings" with students and "Community Circles" with staff, family members and/or caregivers that help to build trust, engagement and two way conversations. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, Counselor, Parent Support Specialist, Teachers	Sept. - May		Criteria: sign in sheets master calendar
3. Ensure eCST entries document interventions using strengths-focused language and communicate affirmative statements that are focused on timely interventions for student's academic, social and emotional success. (Title I SW Elements: 2.2) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,5,5.3,5.4)	Academic Leadership Team	Sept-May		Criteria: Review ECST entries during instructional leadership meetings Notes and minutes for CST meetings

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

Objective 3. (Family Engagement) Incorporate wellness information, reflection and/or education during all family engagement activities. (A sense of belonging, empowerment, connection and identity safety)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year and review the health and wellness goals during 4 of the 8 meetings. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.4)	CAC Members	Sept-May		Criteria: Minutes Agendas
2. Create an inclusive and welcoming environment that engages all families in critical aspects of student and family wellness as well as their understanding of the academic progress of students. (Title I SW Elements: 1.1,2.2,2.3,2.6) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,3.2,3.4,5,5.1,5.3)	Administrators, Cafeteria staff, Counselor, Instructional Specialists/Coaches, Librarian, Maintenance, Nurse, Office Staff, PTA, Teacher Assistants, Teachers	Sept.-May		Criteria: minutes and agendas of events/meetings
3. Incorporate wellness and nutrition in the monthly family newsletter. (Target Group: PRE K,K) (Strategic Priorities: 1,2)	Administrators, Parent Support Specialist, PTA	Oct-May		Criteria: archive of newsletter on website

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Our policies and practices align with and promote positive school culture. (Students will have a sense of belonging, empowerment, connection and identity safety.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,3.3,3.4,5,5.2)	Administrators, Counselor, CST Chair, Grade Level Team, Instructional Specialists/Coaches, Librarian, Office Staff, Parent Support Specialist	Sept.-May		Criteria: meeting agendas sign in sheets master calendar review
2. Work with our campus facilitator and SEL and CP&I specialist to identify areas of strength and growth and set goals for the school year. (Title I SW Elements: 1.1,2.2) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, Counselor, Librarian, Parent Support Specialist, PLCs - Grade-level, Teachers, Team Leaders	Sept-May		Criteria: Collect meeting notes and agendas.
3. Participate in the Seed Model Campus program (K-12) by engaging in an intentional, goal-oriented implementation process that elevates SEL and CP&I practices on campus. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.2,3.3,3.4,5,5.1,5.2,5.4)	Administrators, Counselor, Instructional Specialists/Coaches, Librarian, Parent Support Specialist, PLCs - Grade-level, Team Leaders	Sept. - May		Criteria: Collect meeting agendas and staff notes.

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Goal 3. (Increased Enrollment) We will work with the families of our young children to promote daily attendance. Attendance boosts student achievement, improves the quality of our students' developmental and educational experiences, and it prepares them for college, good careers, and successful adulthood. (Students will have a sense of belonging, empowerment, connection and identity safety.)

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 230 to 250 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. (Students will have a sense of belonging, empowerment, connection and identity safety.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal, Attendance Clerk, Parent Support Specialist	Jan. - May		Criteria: Collect meeting notes and registration tracking forms
2. Ensure that we are constantly working on building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students and families staying at Uphaus. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,3.1) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,3.4,4,4.1,5,5.2)	Administrators, Attendance Clerk, Bookkeeper, Cafeteria staff, Counselor, Instructional Specialists/Coaches, Librarian, Nurse, Office Staff, Parent Support Specialist, PE Teacher, Registrar, Special Education Staff, Teacher Assistants, Teachers	Sept. - May		Criteria: notes agendas sign in sheets to planning meetings
3. Post to social media at least daily to provide regular communication to the greater Austin community. (Title I SW Elements: 2.2,2.3) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 3,3.1,4,4.1,5,5.1)	Administrators, Instructional Specialists/Coaches, Librarian, Teachers	Monthly - Sept. - May		Criteria: Archive social media posts via Twitter, Website, Facebook, etc.

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Goal 4. (Exemplary Customer Service) We are committed to providing equitable and exceptional experiences for our community: our students, our families, our colleagues, and our community members. AISD CARES strives to build transformational relationships that lead to an authentic sense of trust and belonging within our entire AISD and Uphaus community.

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 section of the Campus Assessment Rubric. (Students will have a sense of belonging, empowerment, connection and identity safety.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members using a variety of communication platforms and in preferred languages. (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 2,2.1,3,3.1)	Administrators, Parent Support Specialist, Teachers	Sept. - May		Criteria: Archive and track viewership of family newsletters, family zooms, See saw announcements, campus events.
2. Provide Austin ISD CARES family information flyer to be included at all family meetings, to send home, and to post on the campus website. (Title I SW Elements: 1.1) (Strategic Priorities: 2) (ESF: 3,3.1)	Administrators	Oct. / Jan. / April		Criteria: Track the viewership
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,3.4)	Administrators, Instructional Specialists/Coaches, Librarian	Sept. - May		Criteria: Track updates on website and view regularly for needed updates.

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Goal 5. (Academic progress and readiness.) We are committed to provide developmentally appropriate learning opportunities for all our young learners. We strive to collaborate closely with one another in order to share and reflect on best practices, examine evidence based practices and to keep up to date with the early childhood research.

Objective 1. Two way dual language education will be made available to any family who wishes to enroll.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Family information sessions will be held to educate families on the biliteracy journey of dual language learners. (Title I SW Elements: 1.1,2.3,2.5,2.6,3.2) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.2.1,3,3.1,4,4.1)	Administrators, Attendance Clerk, Instructional Specialists/Coaches, Parent Support Specialist, Teacher Assistants, Teachers	Sept - May		Criteria: agendas sign in sheets
2. Instructional feedback will be provided to dual language teachers about practices and strategies used in the classroom. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3)	Academic Leadership Team	Sept - May		Criteria: feedback forms meeting minutes/notes coaching/feedback notes
3. MAP Growth and CLI engage data will be discussed by grade level and vertical teams in order to measure student learning progress. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Academic Leadership Team, Teachers	Oct - May		Criteria: agendas sign in sheets data documents

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Goal 5. (Academic progress and readiness.) We are committed to provide developmentally appropriate learning opportunities for all our young learners. We strive to collaborate closely with one another in order to share and reflect on best practices, examine evidence based practices and to keep up to date with the early childhood research.

Objective 2. All children with disabilities will participate in our Inclusion model at Uphaus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ECSE team will meet weekly and with grade level teams to integrate instruction in the classroom and provide support and partnership to general education inclusion teachers. (Title I SW Elements: 2.5,2.6) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.2.1,3,3.1,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	504 Coordinator, Administrators, Assistant Principal, Counselor, Grade Level Team, Instructional Specialists/Coaches, Special Education Staff, Teacher Assistants, Teachers	Sept. - May		Criteria: meeting notes master calendar dates
2. Instructional feedback will be provided to inclusion classrooms on a regular basis. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: PRE K,K) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Academic Leadership Team	Sept-May		Criteria: feedback notes meeting agendas
3. ECSE and classroom teachers will coordinate family communication about progress of students in the inclusion setting and student work pictures will be shared with families. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: PRE K,K) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,3,3.1,3.4)	Special Education Staff, Teachers	Oct - May		Criteria: meeting notes master calendar dates sign in sheets

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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 10/18/21 - Completed 09/30/21 - No Progress
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/30/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 09/30/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/30/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 09/30/21 - Completed

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Goal 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
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 09/30/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/18/21 - Completed 09/30/21 - No Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/18/21 - Completed 09/30/21 - Some Progress
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/30/21 - Completed

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

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

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

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

Instructions for Campuses

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

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

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

#2 - #9 See packet for details

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

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

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

1st 9 weeks report - due October 22

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

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

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

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

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

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

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

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

2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

4th 9 weeks report - due June 3

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

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

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

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

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

UPHAUS EARLY CHILDHOOD CENTER Site Base

Name	Position
Santamaria, Claudia	Principal
Apostolou, Gina	Assistant Principal
Velez, Maricela	Team Leader PK4
Quinonez, Deyanira	Team Leader Kinder
Posadas, Fabiola	Team Leader PK3
Perez, Linda	Parent Support Specialist
Malfaro, Lisa	Counselor
Martinez, Wency	Instructional Coach

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 Comprehensive Needs Assessment - Anita Uphaus ECC

Coordinated School Health Reporting, 2021 (revised)

	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	78%	79%	100%	73%	100%	63%	100%	53%	72%	88%	92%	94%
SY 21-22 Goal	80%	80%	100%	75%	100%	70%	100%	70%	75%	90%	94%	95%

*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:

SEL and family engagement are two of our big focus areas due to the unpredictability of the challenges with limiting visitors on campus during our in-person status this year. Also, many of our families and children continue to struggle with quarantine issues due to COVID. We hope to unite in our efforts to reach "out and in" with each other and families by increasing our interactions with each other and with families.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	0	1	1
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	0	6	3

Advanced Academics reflection questions:

We screen children for GT in the Spring of Kindergarten, however we have no longitudinal data to track children over time.
We also include Talent Explorer students in our counts above.

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

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	0	0	0
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	0	0	0
% of African American SpEd students	Frontline	0	0	1
% of Initial, Transfer, and Annual ARDs held on time	CRTE	n/a	n/a	98%
% parent participation for ARD meetings	CRTE	100	100	100

Special Populations reflection:

Our children's first experiences in school include enrolling at Uphaus, therefore we are careful to spend time progress monitoring their growth based on experiencing school. We use the ECST system to track progress in the areas of attendance, academics and behavior.

SY 21-22 CIP Comprehensive Needs Assessment - Anita Uphaus ECC

Longitudinal Enrollment, Utilizations, and Transfers Report

		18-19	19-20	20-21
Enrollment & Utilization	Total Enrollment	347	305	256
	PK3	64	86	70
	PK3 who remained for PK4			59
Transfers	PK3 who transferred to AISD schools			19
	PK3 who left AISD (Charters)			1 (1)
PK4		210	179	108
	PK4 who remained for Kinder			62
	PK4 who transferred to AISD schools			29
	PK4 who left AISD (Charters)			9 (8)
TELL Survey	General School Climate	64	61	77
	Managing Student Conduct	90	84	95
	Principal Leadership	75	80	83

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

Older siblings are in other campuses and because the pick up time is this year the same for all children, it creates a burden for them to be in two schools for pick up at the same time. We are not the 'home school' to any student but those coming from Blazier. We used to be the home school to both Linder and Blazier families and this is our first year where families have returned to Linder for EC services.

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

We have students who can only be served at Uphaus from Blazier ES for PK4 - about 40 students are PK4 who reside in the Blazier attendance zone this school year. Currently 22 students at Uphaus are PK3 who reside in Blazier attendance zone due to the continued growth of new housing in that area.

Part of our challenge to increasing our enrollment is to be careful not to recruit too many transfer students who would attend other AISD schools.

COVID is a contributor to the decrease in enrollment due to young children not having the opportunity to be vaccinated.

We have instituted extended hours with our YMCA/EAC partner this school year for the first time for PK3 and that will help families to be able to find the care they need until 5pm and thus help us boost enrolment.

Our child development center served about 30 employee children in 2020-21.

Our child development center is serving about 65 employee children in 2021-22.

SY 21-22 CIP Comprehensive Needs Assessment - Anita Uphaus ECC

Self Assessment of our AISD CARES Customer Service

	<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	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>We will be focusing on updating our Website and increasing our use of electronic newsletters through See saw and school messenger due to the limited face to face meetings in the facility due to COVID safety protocols.</p> <p><u>Grounds:</u> We have issues with lack of lighting in our courtyard that has resulted in vandalism in the past couple of years. We are working to remove dead trees and overgrown shrubs in the front of the campus. Our track is a constant concern due to weeds and we continue to ask for assistance in this area.</p> <p><u>Signage:</u> We are trying to balance safety protocol signet with 'you are welcome here' signage.</p>				

School Culture and Climate School Culture and Climate

Data Sources CAPR results for administrators

Surveys and Staff review of Staff (TELL) Survey results

- *Overall teachers and staff feel that Uphaus is a good place to work (96%).
- *Teachers are recognized as educational experts (95%).
- *Staff participate with a group of their colleagues to support students' social and emotional competence (90%).
- *Teachers feel that administrators support teachers' efforts to maintain discipline in the classroom (90%).
- *Students at this school understand expectations for their conduct (100%).

School Culture and Climate Areas of Need

- *There is a need to continue to work on creating an atmosphere of trust and mutual respect (69%) as well as working with teachers to create autonomy in the classroom.
- *There is a need in the area of leadership as it is tied to instruction: Teachers at this school trust the principal to make sound professional decisions about instruction(76%).
- *Less than half of the teachers shared that they Discussed assessment data for individual students (53%)



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)**

Claudia Santamaria

Campus Name

Claudia Kramer Santamaria

Principal's Signature

Oct. 1, 2021

Date

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

Campus Name Uphaus ECC Org# 177

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. Huston-Crawford,	Michelle	Community Member on CAC
2. Lopez,	Maria	Parent
3. Martinez,	Wency	Instructional Specialist
4. Torres,	Cinthia	Classified Staff
5. Canales,	Veronica	Sped. Teacher
6. Ortiz,	Thelma	Teacher
7. Apostolou,	Gina	Assistant Principal
8. Velez,	Maricela	Team Leader PK4
9. Posadas,	Fabiola	Team Leader PK3
10. Quiñonez,	Deyanira	Team Leader Kinder
11. Pavon,	Kristen	Parent
Printed name Claudia Santamaria		Date September 29, 2021
Signature <u>Claudia Kramer Santamaria</u>		

✓