

# COWAN EL

## Campus Improvement Plan

### 2021/2022



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

### **Campus Mission**

It is our mission at Cowan Elementary to nurture and inspire children to achieve their personal best everyday.

### **Campus Vision**

Cowan is an inclusive learning environment where children feel loved, supported, and are encouraged to be their best selves.

### **Campus Values**

We believe that communication and involvement among school, parents, students, and community are essential to prepare students to be productive members of society.

We believe the learning community must set high expectations for students by providing engaging activities that develop higher order thinking skills.

We believe in developing life-long learners by establishing clear and high expectations based on current best practices for teaching learning.

We believe Cowan elementary is a positive, supportive, and safe environment that develops healthy risk-taking, responsibility, and respect.

### **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](http://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.

# COWAN EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child to communication opportunities including PTA meetings, newsletters, and campus websites. (7 conditions #2 and #5) (Target Group: All,AtRisk)	Assistant Principal, CATCH Team, Counselor, PE Teacher, Principal, PTA	9/2021 - 5/2022		Criteria: PTA agendas, Friday messengers, campus website.  10/29/21 - On Track
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities at least once per month. (7 conditions #1 and #4)	Assistant Principal, CATCH Team, Counselor, Principal	9/2021 - 5/2022		Criteria: Faculty meeting agendas indicating inclusion of Whole Child, Every Child at one faculty meeting, or more, per month.  10/29/21 - On Track
3. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (7 conditions #2 and #5) (Target Group: All,AtRisk)	Assistant Principal, Campus Committees, Counselor, Principal, Teachers	10/2021 - 5/2022		Criteria: Agendas from monthly Whole Child, Every Child committee meetings.  10/29/21 - Some Progress

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**Objective 2.** (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: All classroom teachers (100%) will engage in daily morning meetings with their homeroom class beginning in August, 2021 and continue for the entirety of the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will conduct at least one PPfT walkthrough during morning meeting for each homeroom teacher and provide feedback. (7 conditions #1) (Target Group: All)	Assistant Principal, Principal	9/2021 - 5/2022		Criteria: All homeroom teachers have a completed PPfT walkthrough conducted for a morning meeting and entered into the PPfT tracking system.  10/29/21 - On Track
2. Campus administration will provide professional learning on morning meetings during August PD and two additional times throughout the school year. (7 conditions #1) (Target Group: All)	Assistant Principal, Principal, SEL Campus Coordinator, Teachers	8/2021 - 2/2022		Criteria: Agendas and teacher feedback from professional learning on morning meetings.  10/29/21 - On Track
3. Campus administration, counselors, librarian, and other staff will create a morning assembly for students to watch daily that incorporates the campus SEL theme for the week. (7 conditions #4 and #5) (Target Group: All)	Assistant Principal, Counselor, Librarian, Principal, Teachers	8/2021 - 5/2022		Criteria: Morning assembly google document with all morning assemblies from the school year.  10/29/21 - On Track

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

**Objective 3.** (Family Engagement) SMART Goal: Campus will create two new opportunities for family engagement per semester based on CAC/PTA planning and collect data on family participation with a targeted goal of engaging over 75% of families in at least one of the opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus principal will gather input through CAC, PTA, and surveys to determine topics/activities of interest for family engagement. (7 conditions #5) (Target Group: All)	CAC Members, Principal, PTA	9/2021 - 2/2022		Criteria: CAC/PTA agendas and google forms for family input.  10/29/21 - On Track
2. Campus administration team and CAC will analyze data on family participation in family engagement opportunities to identify trends in families not engaging. (7 conditions #5) (Target Group: All)	Assistant Principal, CAC Members, Counselor, Principal	11/2021 - 5/2022		Criteria: Data reports on family participation created after each family engagement opportunity.  10/29/21 - Some Progress
3. Collaborate with other campus principals and PTA's to identify additional opportunities for family engagement. (7 conditions #5) (Target Group: All)	Principal, PTA President	9/2021 - 5/2022		Criteria: List of family engagement opportunities created through principal and PTA contacts.  10/29/21 - Some Progress
4. Conduct two new opportunities for family engagement each semester and have families sign-in to collect data on family participation. (7 conditions #5) (Target Group: All)	Assistant Principal, CAC Members, Principal, PTA, Teachers	10/2021-5/2022		Criteria: Sign-ins from each opportunity for family engagement.  10/29/21 - Some Progress

# COWAN EL

**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) SMART Goal - Campus administration will observe and provide feedback to every teacher at a minimum of once every 3 weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus admin team will create a common system for tracking feedback for teachers that allows admin to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development. (7 conditions #1, #3 and #6) (Target Group: All)	Assistant Principal, Principal	9/2021		Criteria: Tracking system with complete data on number of observations, actions steps issued and trends.  10/29/21 - Some Progress
2. Campus admin team will conduct one learning walk per semester with each team (grade level, essential areas, special education) to have them observe peers with demonstrated strengths in an area of growth. (7 conditions #1, #3 and #6) (Target Group: All)	Assistant Principal, Principal, Teachers	9/2021 - 5/2022		Criteria: Documentation of learning walks with teachers will be included in tracking system used for teacher observations and feedback.  10/29/21 - Some Progress
3. Identify high leverage trends across multiple observations and collaborate with admin team, Executive Director and Academic Leadership Specialists to identify topics for grade-level/whole school professional development. (7 conditions #1, #3 and #6) (Target Group: All,AA,ECD,SPED)	Academic Leadership Team, Assistant Principal, Executive Director, Principal	9/2021 - 5/2022		Criteria: Documentation of high leverage trends and professional development agendas and supporting documents.  10/29/21 - Some Progress

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**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 2.** (Data-driven instruction (ESF Essential Action 5.3)) SMART Goal - Grade level teams will conduct monthly data meetings beginning September, 2021 to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will provide training and model how to conduct a data meeting to campus staff. (7 conditions #3) (Target Group: All,AA,ECD,SPED)	Assistant Principal, Principal	9/2021		Criteria: Professional learning agenda and supporting documents from training.  10/29/21 - Significant Progress
2. Campus administration will participate in at least one data meeting per semester with each grade level team to support data meeting processes. (7 conditions #3) (Target Group: All,AA,ECD,SPED)	Assistant Principal, Principal, Teachers	9/2021 - 5/2022		Criteria: Agenda and data documents from grade level data meetings.  10/29/21 - Some Progress
3. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (7 conditions #3) (Target Group: All,AA,ECD,SPED)	Assistant Principal, Principal, Special Education Staff, Teachers	9/2021 - 5/2022		Criteria: Student data reports provided by teachers.  10/29/21 - Significant Progress
4. Campus instructional leaders review disaggregated data for MAP Growth and SCA's to track and monitor the progress of all students and provide evidence-based feedback to teachers. (7 conditions #1 and #3) (Target Group: All,AA,ECD,SPED)	Assistant Principal, Principal	9/2021 - 5/2022		Criteria: Disaggregated data reports and teacher feedback documentation.  10/29/21 - On Track



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**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 3.** (Advanced Academics) SMART Goal - Increase the percentage of Hispanic students nominated, screened, and identified for Gifted/Talented services from 24.82% to 30%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will frequently communicate GT assessment opportunities to parents using multiple forms of communication, including Friday parent messenger, teacher newsletters, and campus social media. (7 conditions #2 and #3) (Target Group: All,H,AA)	Assistant Principal, GT Advocate, Principal, Teachers	9/2021-12/2021		Criteria: Samples of Friday messengers, teacher newsletters, and social media postings.  10/29/21 - On Track
2. Campus will ensure accessibility to GT checklists for assessment with digital and physical copies and multiple languages available. (7 conditions #2, #3 and #5) (Target Group: All,H,AA)	Assistant Principal, GT Advocate, Principal, Teachers	9/2021-12/2021		Criteria: Sample checklists in both formats and multiple languages.  10/29/21 - On Track
3. Campus will provide GT nomination information to teachers and staff at faculty meetings and in weekly staff bulletins and encourage teachers to complete checklists for students and send checklists home to families. (7 conditions #2 and #3) (Target Group: All,H,AA)	Assistant Principal, GT Advocate, Principal, Teachers	9/2021-12/2021		Criteria: Faculty meeting agendas and weekly staff bulletins.  10/29/21 - On Track

# COWAN EL

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

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 86% to 90% by December 15, 2021 (based on 21-22 projection of 678 students). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal and assistant principals conduct exit interviews with families that withdraw from campus. (7 conditions #5) (Target Group: All)	Assistant Principal, Principal, Registrar	9/2021 - 5/2022		Criteria: Documentation of exit interviews for all students that withdraw during the school year.  10/29/21 - Some Progress
2. Principal conducts monthly campus tour for current and incoming families and communicates these opportunities through the campus website, messenger, and social media. (7 conditions #5) (Target Group: All)	Principal	9/2021 - 5/2022		Criteria: Sign-in sheets from campus tours.  10/29/21 - Some Progress
3. Post to social media at least 4 times per week to provide regular communication to campus communities. (7 conditions #2 and #5) (Target Group: All)	Assistant Principal, Counselor, Librarian, Principal, Registrar, Teachers	9/2021 - 5/2022		Criteria: Campus Facebook and Twitter postings demonstrating at least 4 posts per week.  10/29/21 - On Track
4. Campus will communicate opportunities for families to provide feedback on the campus facility assessment and engage in the district's long-range planning process through the campus messenger and CAC meeting to promote community involvement in improving campus facilities to support campus enrollment. (7 conditions #7) (Target Group: All)	CAC Members, Parents, Principal	9/2021-5/2022		Criteria: Campus messengers and CAC minutes.  10/29/21 - On Track

# COWAN EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a comprehensive list of updates needed for the campus website and create a timeline for completing each of those updates. (Target Group: All)	Assistant Principal, Bookkeeper, Principal, Registrar	11/2021		Criteria: Documented list of items needing to be updated and timelines set for each update.  10/29/21 - Some Progress
2. Gather input from families and staff on areas to improve campus website. (Target Group: All)	Assistant Principal, Principal, Teachers	1/2022		Criteria: Survey data from families and staff.  10/29/21 - Significant Progress
3. Create a calendar of website updates that can guide future website updates to ensure the website stays current. (Target Group: All)	Assistant Principal, Bookkeeper, Principal, PTA President, Registrar, Teachers	9/2021 - 5/2022		Criteria: Documented calendar indicating campus website updates that occur throughout the school year.  10/29/21 - Some Progress

## 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.*

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## 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.*

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## 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.*

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### **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.*

# COWAN EL Site Base

Name	Position
Brunner, Travis	Principal
Bryant, Danielle	Assistant Principal
Sanders, JC	Assistant Principal
Hogan, Taryn	CAC co-chair
Poorman, Maria	CAC co-chair
Alvarez, Mary	Executive Director
Sibert, Sharon	Teacher
Wilson, Angie	Teacher
Hoch, Kim	Teacher
Oglesby, Peter	Teacher
Sauceda, Wendy	Teacher
Deeb, Mollie	Teacher
Smith, Leticia	CAC parent member
Rippy, Krisheena	CAC parent member
Davis, Leora	CAC parent member/PTA president
Blewett, Lori	CAC parent member
Bernstein, Aaron	CAC parent member

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

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

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

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

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

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

**Sept 17: CIP/TIP final drafts due in BLEND**

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

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

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

Oct 18-Nov 20: ESF Diagnostic Survey Window

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

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

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

Oct 25-27: TIL DDI

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

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

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

Dec 18: Schedule ESF Diagnostic for Spring

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

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

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

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

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

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

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

Feb 22: TIL Lesson Alignment and Formative Assessment

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

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

March 22: TIL Observation and Feedback

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

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

March 30: TIL DDI

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

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

**June 3: EOY reports submitted to BLEND**

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

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan 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	55%	24%	40%	80%	73%	58%	71%	26%	33%	25%	92%	81%
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.)

As shared in the question, some of the areas such as health education, food services, family and community engagement will be positively impacted by returning to in-person instruction. Areas where we are in need of more intentional change to reach the score of 70% are CSH Implementation and Physical Environment.



**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary**

**Longitudinal Discipline Data Report**

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	886	47	0	0	0	0	364	0	0	0	0	376	0	0	0	0	436	0	0	0	0
2018-2019	855	36	0	0	0	0	349	0	0	0	0	371	0	0	0	0	410	0	0	0	0
**2019-2020	840	34	0	0	2	1	352	0	0	0	0	342	0	0	0	0	396	0	0	0	0
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	886	450	0	0	0	0	301	0	0	0	0	115	0	0	0	0					
2018-2019	855	445	0	0	0	0	285	0	0	0	0	114	0	0	0	0					
**2019-2020	840	444	0	0	2	1	286	0	0	2	1	125	0	0	0	0					

\*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](#)?

Students who receive special education services, African American/Black students, and students identified as economically disadvantaged are disproportionately represented in our referral data.

What are the top 3 reasons students get referrals?

The top 3 reasons students get referrals are physical aggression, insubordination, and disruption.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary

### SY 20-21 MAP Growth BOY to EOY

	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
Grd	# 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	86	13%	6%	81%	62	35%	24%	40%	-41%									
2	91	14%	14%	71%	28	36%	21%	43%	-28%									
3	90	29%	11%	60%	1	*	*	*	-									
4	104	19%	17%	63%	0	-	-	-	-									
5	105	16%	24%	60%	0	-	-	-	-									
All	476	18%	15%	67%	91	36%	23%	41%	-26%									

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

Due to lack of complete MAP Growth data there are limits to what trends can be observed. In 1st grade the trend shows that there was a significant increase in students performing below average from BOY to EOY and the percent of students performing above average was half what it was at BOY. 3rd grade performance on the BOY showed a significantly higher percentage of students performing below average compared to all other grade levels. Although there is not available EOY data, the STAAR performance for students in 3rd grade during the 2020-2021 school year showed a trend that more students in 3rd grade for 2020-2021 were performing below grade level in comparison to other grade levels on campus.

### SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020	2021				2021			
	# Matc hed Stdts	% Progr essed 1+ Prof Lvl	# Matc hed Stdts	% Progr essed 1+ Prof Lvl	2020 to 2021 Chan ge	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K		-	0			-	-	-	-
1			6			83%	100%	50%	67%
2			5			20%	20%	20%	17%
3			7			86%	29%	71%	14%
4			12			67%	25%	92%	92%
5			9			67%	22%	78%	90%
All			39			67%	36%	69%	64%

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary

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

Student progress in most TELPAS components is the lowest percentage in 2nd grade as students shift from a holistic rating in reading, listening, and speaking to taking the online TELPAS test in these components. At all grade levels, speaking progress is lower than student progress in the other components.

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

	Test Grade	All Students					African American					Hispanic					White					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
2021 STAAR																						
Math	03	68	69	49	13	3	4	100	50	25	0	30	65	47	7	3	19	61	58	21	5	
Math	04	74	62	51	32	19	7	88	29	14	0	36	68	47	31	14	21	49	57	33	29	
Math	05	81	69	69	35	19	4	100	50	0	0	37	73	57	22	16	28	64	86	50	21	
Math	All	223	67	57	27	14	15	94	40	13	0	103	69	50	20	12	68	58	69	37	19	
Reading	03	69	70	68	38	17	4	100	75	50	0	31	67	68	32	13	19	61	79	53	32	
Reading	04	74	62	76	50	19	7	88	71	43	0	36	68	61	33	14	21	49	90	71	33	
Reading	05	81	70	84	58	36	4	100	75	50	25	37	73	84	49	24	28	65	86	64	46	
Reading	All	224	67	76	49	25	15	94	73	47	7	104	69	71	38	17	68	58	85	63	38	
Writing	04	69	58	64	35	17	6	75	67	17	0	33	62	55	27	12	20	47	70	35	20	
Science	05	79	68	68	38	13	4	100	50	50	0	37	73	62	24	14	26	59	73	50	8	
		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	
2021 STAAR																						
Math	03	34	74	29	3	0	8	100	25	0	0	8	53	38	13	0	14	74	36	7	0	
Math	04	26	70	38	23	12	12	86	67	50	33	9	56	11	11	11	13	72	15	8	8	
Math	05	28	70	46	18	11	9	64	78	33	22	13	68	46	8	0	14	67	64	14	7	
Math	All	88	72	38	14	7	29	81	59	31	21	30	60	33	10	3	41	71	39	10	5	

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary

Reading	03	35	76	51	23	11	8	100	50	25	0	8	53	50	13	0	14	74	50	14	0
Reading	04	26	70	62	35	12	12	86	83	42	8	9	56	22	11	0	13	72	62	38	8
Reading	05	28	70	71	36	14	10	71	90	60	30	13	68	46	15	8	14	67	57	21	21
Reading	All	89	72	61	30	12	30	83	77	43	13	30	60	40	13	3	41	71	56	24	10
Writing	04	25	68	60	20	8	12	86	58	33	0	5	31	20	20	20	10	56	30	10	10
Science	05	27	68	41	15	4	10	71	60	20	10	12	63	17	8	0	12	57	33	8	8

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

For our campus, the greatest and most persistent achievement gap across grade levels and subject areas is for students who receive special education services and students identified as economically disadvantaged.

Overall campus performance in math for all students dropped significantly, even in comparison to the decreased percentages of students at the approaches, meets, and masters levels in all subject areas. Performance on the 3rd grade reading and math STAAR for all students was lower than student performance in 4th and 5th grade.

Emergent bilingual students in 4th and 5th grade performed well in comparison to other underserved students groups and our 5th grade emergent bilingual students were the only group to achieve 90-60-30, which occurred for the reading STAAR.

### Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	5%	7%	7%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			4%

#### Advanced Academics reflection questions:

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

We use cluster grouping when sorting for scheduling.

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

Communication is shared through campus messengers and teacher communication. There is potential for growth in offering more robust information sessions to share this information with our families.

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

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary

Engaging in conversations with staff and families about participation in advanced learning opportunities and the goal of increasing participation of our historically underserved student groups.

<sup>2</sup> 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
<b>CAMPUS</b>	R	O	O		E	E	E		E	E	E		E	C	E		E	E	R	
<p><b>KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance</b>                      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).</p>																				

### Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.	10.6%		
% 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			
<b>Special Populations reflection:</b>				

### Domain 3 Campus Reports

<b>Growth 50%</b>	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
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## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary

College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	71	4	32	25	0	5	0	5	26	8	12	<25	62	9			
Growth Score	66%		66%	72%					60%				69%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y		Y	Y					N				Y				4
-----																	
Math #PM Tests	72	4	33	25	0	5	0	5	26	8	12	<25	62	10			
Growth Score	40%		35%	50%					31%				38%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N	N					N				N				0
Total															4	10	40%

\*EL Current and Former

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

Based on the low number of students that could be considered for Student Progress in many of the groups there is limited information for identifying trends, however for reading our campus did not meet our target in reading for students identified as economically disadvantaged and our campus did not meet any of our targets in math.

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	836	804	806	639
	Students in enrollment area				
Transfers	Transfers to other AISD schools	106	147	140	150
TELL Survey	General School Climate	96%	96%	93%	97%
	Managing Student Conduct	91%	95%	81%	93%
	Principal Leadership	85%	98%	98%	94%

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary

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

Reviewing the reasons for transfers expressed in the transfer data there is not one consistent reason. The reasons vary based on each individual family, including attending a DL campus, remaining at another AISD campus when they move into our attendance zone, transfer for PK3, and multiple other individual reasons.

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

Our enrollment was over 800 prior to the boundary change and pandemic. Our enrollment decrease from 806 to 639 was both a result of the intended outcome of the boundary change (stated goal of enrollment being between 650-700 students) and low enrollment in Kinder and PreK during the 20-21 school year.

**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>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			<b>X</b>	
Campus Website		<b>X</b>		
Phone/Voicemail/Email Practices			<b>X</b>	
Language Line for Preferred Language		<b>X</b>		
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>X</b>	
Customer service prioritization			<b>X</b>	
<b>Facility &amp; Operations</b>				
Grounds			<b>X</b>	
Safety Protocols			<b>X</b>	
Signage			<b>X</b>	

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan Elementary

**Reflection Questions:** Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?

We are focusing on our campus website based on both self-assessment and feedback from incoming families indicating that it does not meet our goal level of customer service and for some of our families it is their first experience with our campus and creates a first impression.

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

### **REQUIRED Framework Components:**

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

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

Increased Enrollment

Exemplary Customer Service



## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Dennis E. Cowan 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.

Austin ISD Data Tracker - SY 21-22

Campus Name: Dennis E. Cowan 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.	85%	SCA 1	90%	69%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	63%	SCA 1	60%	46%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	43%	SCA 1	30%	32%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	87%	SCA 1	90%	83%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	62%	SCA 1	60%	61%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	41%	SCA 1	30%	50%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	86%	SCA 1	90%	87%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	67%	SCA 1	60%	72%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	39%	SCA 1	30%	57%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	42%	SCA 1	60%	43%	SCA 2	60%		SCA 3	60%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	37%	SCA 1	60%	45%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	36%
	All	Hispanic	All	Meets	51%	SCA 1	60%	50%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	38%	SCA 1	60%	53%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	37%
	All	Special Education	All	Meets	26%	SCA 1	60%	31%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	29%
	3rd	All	Reading	Meets	53%	SCA 1	60%	13%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	61%	SCA 1	60%	49%	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	