

# OVERTON EL

## Overton Elementary School Campus Improvement Plan 2021/2022

*On Time, On Task, On a path to Success ... College Bound!*



**OVERTON**  
ELEMENTARY SCHOOL  
**AUSTIN** Independent School District

Courtney Colvin-Crawford  
7201 Colony Loop Drive, Austin  
512-841-9300  
Courtney.Colvin@austinisd.org

Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

## **Campus Mission & Vision**

As a community of learners, Volma Overton Early College Prep School will ensure the academic and social growth of our scholars by empowering them with knowledge and respect to prepare them for college, career, and life.

## **Campus Values**

Focus on Children  
Excellence  
Integrity  
Equity  
Respect  
Health and Safety

## **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.

# OVERTON 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. Campus will establish a Whole Child Wellness Committee that meets monthly to set and monitor campus fitness and wellness goals and targets (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)  | Counselor, Parent Support Specialist, PE Teacher                 | On going        |           | Criteria: Meeting agendas, minutes, event calendar<br><br>10/27/21 - On Track          |
| 2. Whole Child and Wellness will be a standing agenda item at each faculty meeting to discuss current/continuous activities and implementation on campus. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)  | Assistant Principal, PE Teacher, Principal                       | On going Weekly |           | Criteria: Faculty Meeting Agendas, campus activity calendar<br><br>10/27/21 - On Track |
| 3. Campus will invite parents/families to Whole Child and Wellness Family engagement nights and information sessions throughout the school year that focus on all areas of supporting and nurturing the Whole Child. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Counselor, Parent Support Specialist, PE Teacher | On going        |           | Criteria: Event Flyers, Social Media Posts, sign in sheets<br><br>10/27/21 - 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 2.** (Social and Emotional School Climate) SMART Goal: The campus will participate in the implementation of 3 signature SEL Practices Prek-5. (con. 6)

| Activity/Strategy  | Person(s) Responsible                                    | Timeline         | Resources | Evaluation  |
|--|--|------------------|-----------|---|
| 1. Campus staff and students will engage in 3 No Place for Hate activities annually to build positive relationships and to sustain a culture of connection, empowerment and identity safety. (con.5, 4) (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2) | Assistant Principal, CIS, Counselor                      | On going         |           | Criteria: NPFH calendar, Committee Meeting agendas<br><br>10/29/21 - On Track                     |
| 2. Implement "Peace Areas" throughout the campus and construct a model in the parent support specialist office to model what is being used on campus and can be used at home. (con.7,4) (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)           | CIS, Counselor, Parent Support Specialist, SEL Committee | October-December |           | Criteria: Parent Coffee agenda, PD agendas, SEL family toolkits<br><br>10/29/21 - On Track        |
| 3. Provide Responsive Classroom professional development to Teachers throughout the school year with a focus on morning meetings and closing circles. (con.1) (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4)   | Counselor, Principal, SEL Committee                      | On going         |           | Criteria: PD agendas, classroom checklist, observation feedback forms.<br><br>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: By the end of SY 21-22, the campus will hold two family fun fitness nights, one for each semester with the minimum 35 families participating in each event.

| Activity/Strategy   | Person(s) Responsible  | Timeline      | Resources | Evaluation   |
|---|--|---------------|-----------|--|
| 1. Family Engagement will be a standing agenda item for discussion at all CAC, PTA and faculty meetings. (Target Group: All)  | CAC Members, Parent Support Specialist, Principal                    | September-May |           | Criteria: CAC agenda/minutes, Faculty & PTA meeting agendas, parent and staff surveys<br><br>10/29/21 - On Track |
| 2. Create a Family Academic Engagement team that meets monthly to set goals and plan engagement opportunities for scholars, parents, and community throughout the school year. (con.2) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2)                           | Assistant Principal, Counselor, Parent Support Specialist, Principal | October-May   |           | Criteria: Agendas, Minutes, Event Calendar<br><br>10/29/21 - On Track  |
| 3. Administration with support of the Parent Support Specialist will provide ongoing training and support to teachers and staff on how to effectively engage and communicate with families while providing great customer service. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All) | Administrators, Counselor, Parent Support Specialist                 | October-May   |           | Criteria: Faculty Meeting Agendas, Exit Tickets, Parent Feedback Surveys<br><br>10/29/21 - On Track              |

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**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) Insert SMART Goal: To ensure high quality, inclusive and rigorous instructional content and assessment during SY 21-22, the campus will participate in weekly PLC's to reduce instructional variability, align core instructional practices, intervention, assessment and analyze student work products to eliminate learning gaps grades 3-5.

| Activity/Strategy  | Person(s) Responsible  | Timeline | Resources | Evaluation   |
|--|--|----------|-----------|--|
| <p>1. Campus will utilize School City and supplemental resources to create common assessment using questions and passages from the assessment bank to facilitate data analysis for targeted instruction and reteach. Teachers will submit reflection following each weekly/bi-weekly common assessments to instructional coaches and administration and review data and reflections with their grade-level peers at weekly PLCs. (con. 3) (Title I SW Elements: 1.1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)</p> | Instructional Leadership Team  | On going |           | <p>Criteria: PLC agendas, meeting minutes, PD calendars</p> <p>10/27/21 - On Track</p>                                 |
| <p>2. Teacher will embed spiral review/reteach in weekly lesson plans (grades 3-5) based on data analysis during PLCs and core-content planning sessions and identify scholars that require targeted guided instruction. Campus will use revised scope and sequence based on SCA's and common assessment data. (con. 3) (Title I SW Elements: 1.1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)</p>   | Administrators, Grade Level Team, Instructional Coaches, PLCs, Special Education Staff | On going |           | <p>Criteria: Core Content minutes, lesson plans, observation feedback forms</p> <p>10/27/21 - On Track</p>             |
| <p>3. Administration will create an ongoing campus professional development calendar for the school year that addresses needs identified by the ILT team and the campus data dig that focus on strengthening the instructional core and intervention, fostering authentic student engagement with technology and building positive relationships with an equity and culturally proficient lens. (con.1,3,4,6) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)</p>                         | Instructional Leadership Team  | Ongoing  |           | <p>Criteria: PD calendars, PD agendas, PD exit tickets/surveys, Teacher Feedback Forms,</p> <p>10/27/21 - On Track</p> |

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

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 412 to 442 by December 15, 2021. 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. Attendance Committee will monitor enrollment numbers weekly and by student group and generate next steps to increase campus enrollment (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)   | Administrators, CIS, Parent Support Specialist, Registrar       | On going     |           | Criteria: meeting agendas, meeting notes & action steps<br><br>10/27/21 - On Track         |
| 2. Campus will set monthly targets in the spring to hit registration goals and create multiple registration drives to support parents with online and paper pencil registration. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2)                        | Administrators, Counselor, Parent Support Specialist, Registrar | February-May |           | Criteria: Registration Flyers, Sign Sheets, Social Media Post<br><br>10/27/21 - On Track   |
| 3. Campus will create a tracking system to monitor when and why students withdraw and identify the receiving campus. System will be used to identify trends and remove barriers to retain students. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) | Administrators, Parent Support Specialist, Registrar            | October-May  |           | Criteria: Data Reports, Meeting Minutes, Phone logs, eCST Notes<br><br>10/27/21 - On Track |



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**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. Campus will designate a website contact to update and maintain information throughout the school year (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All)  | Administrators, Counselor, Technology Team | Ongoing  |           | Criteria: Agenda, Website Postings, Website Meeting Notes<br>10/27/21 - On Track |
| 2. Campus Technology Team will ensure the campus website is systematically reviewed and actively maintained with accurate information. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2)  | Administrators, Counselor, Technology Team | Ongoing  |           | Criteria: Website Meeting Notes, Website Postings<br>10/27/21 - On Track         |
| 3. All important campus information and events will be synchronized and aligned on all social media outlets to ensure clear communication and timely distribution of campus and district information. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2) | Administrators, Counselor, Technology Team | Ongoing  |           | Criteria: Agenda, Website Postings, Website Meeting Notes<br>10/27/21 - On Track |

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**Goal 5.** (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  |
| 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                                |
| 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 |
| 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       |

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- Goal 5.** (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            |
| 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 |
| 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.  |                       |          |           |   |
| 9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)  | Principal             | Due 9/17 |           | Criteria: Homeless documentation sheet                            |
| 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                                 |

## 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.*

# OVERTON EL Site Base

| Name                      | Position              |
|---------------------------|-----------------------|
| Ney, Gregory              | Teacher               |
| Dorris, Angela            | SPED Teacher-co-chair |
| Colvin-Crawford, Courtney | Principal             |
| Jeffries, Kedrick         | Community Member      |
| LeBlance, Asalena         | Teacher               |
| del Carmen Salinas, Maria | Parent- co-chair      |
| Padron, Karen             | Parent                |
| Benites, Jaime            | Assistant Principal   |
| Drinks, LaKesha           | Executive Director    |

## 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 Data Tracker - SY 21-22

**INSTRUCTIONS: (Hide when downloading PDF)**

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns I, L, and O.

**2019 or 2021 Results (column F):**

Use 2019 results if participation rate in 2021 was lower than 80%.

**2022 Summative Goals (column R):**

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

**Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):**

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

**Downloading PDF of AISD Data Tracker:**

Hide instructions row #1

Click File from tool bar above and select download: PDF document

Campus Name:

|                                   | Grade Level | Student Group     | Subject Tested | Performance Level | 2019 or 2021 Results | 1st 9 weeks     |                |               | 2nd 9 weeks     |                |               | 3rd 9 weeks     |                |               | 2022            |                |
|-----------------------------------|-------------|-------------------|----------------|-------------------|----------------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|
|                                   |             |                   |                |                   |                      | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Summative Goal |
|                                   |             |                   |                |                   |                      |                 |                |               |                 |                |               |                 |                |               |                 |                |
| TEA Data Tracker Elements         | All         | All               | Reading        | App.              | 51%                  | SCA 1           | 80%            | -             | SCA 2           | 80%            | -             | SCA 3           | 80%            | -             | STAA D          | 80%            |
|                                   | All         | All               | Reading        | Meets             | 25%                  | SCA 1           | 35%            | -             | SCA 2           | 35%            | -             | SCA 3           | 35%            | -             | STAA D          | 35%            |
|                                   | All         | All               | Reading        | Masters           | 13%                  | SCA 1           | 25%            | -             | SCA 2           | 25%            | -             | SCA 3           | 25%            | -             | STAA D          | 25%            |
|                                   | All         | All               | Math           | App.              | 38%                  | SCA 1           | 80%            | -             | SCA 2           | 80%            | -             | SCA 3           | 80%            | -             | STAA D          | 80%            |
|                                   | All         | All               | Math           | Meets             | 10%                  | SCA 1           | 35%            | -             | SCA 2           | 35%            | -             | SCA 3           | 35%            | -             | STAA D          | 35%            |
|                                   | All         | All               | Math           | Masters           | 5%                   | SCA 1           | 25%            | -             | SCA 2           | 25%            | -             | SCA 3           | 25%            | -             | STAA D          | 25%            |
|                                   | All         | All               | Science        | App.              | 33%                  | SCA 1           | 80%            | -             | SCA 2           | 80%            | -             | SCA 3           | 80%            | -             | STAA D          | 80%            |
|                                   | All         | All               | Science        | Meets             | 11%                  | SCA 1           | 35%            | -             | SCA 2           | 35%            | -             | SCA 3           | 35%            | -             | STAA D          | 35%            |
|                                   | All         | All               | Science        | Masters           | 2%                   | SCA 1           | 25%            | -             | SCA 2           | 25%            | -             | SCA 3           | 25%            | -             | STAA D          | 25%            |
|                                   | All         | Emer. Bilingual   | Reading        | Meets             | 26%                  | SCA 1           | 35%            | -             | SCA 2           | 35%            | -             | SCA 3           | 35%            | -             | TELP ASC        | 35%            |
| Strategic Plan Scorecard Elements | All         | African American  | All            | Meets             | 20%                  | SCA 1           | 36%            | -             | SCA 2           | 36%            | -             | SCA 3           | 36%            | -             | STAA D          | 36%            |
|                                   | All         | Hispanic          | All            | Meets             | 15%                  | SCA 1           | 41%            | -             | SCA 2           | 41%            | -             | SCA 3           | 41%            | -             | STAA D          | 41%            |
|                                   | All         | Emer. Bilingual   | All            | Meets             | 15%                  | SCA 1           | 37%            | -             | SCA 2           | 37%            | -             | SCA 3           | 37%            | -             | STAA D          | 37%            |
|                                   | All         | Special Education | All            | Meets             | 9%                   | SCA 1           | 23%            | -             | SCA 2           | 23%            | -             | SCA 3           | 23%            | -             | STAA D          | 23%            |
|                                   | 3rd         | All               | Reading        | Meets             | 27%                  | SCA 1           | 35%            | -             | SCA 2           | 35%            | -             | SCA 3           | 35%            | -             | STAA D          | 35%            |
|                                   | 3rd         | All               | Math           | Meets             | 11%                  | SCA 1           | 35%            | -             | SCA 2           | 35%            | -             | SCA 3           | 35%            | -             | STAA D          | 35%            |

|   |        |       |  |
|---|--------|-------|--|
| 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 |  |
| 47  | 75     | C     |  |



## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP

### 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      | 83%             | 60%                 | 40%               | 93%                                   | 100%           | 79%               | 100% | 79%                  | 83%                | 100%                 | 83%                                      | 100%            |
| 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%? Focus areas for this year CSH Implementation and Health Education. Our goal will be to ensure a functioning health and wellness team that meets monthly to set campus goals and targets and to inform campus and community of upcoming health events and initiatives.

**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP**

**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                                       | 611          | 129              | 0         | 1               | 0                    | 0               | 459                        | 0         | 1               | 0                    | 0               | 7                 | 0          | 1               | 0                    | 0               | 303            | 0         | 1               | 0                    | 0               |
| 2018-2019                                       | 577          | 101              | 0         | 1               | 0                    | 0               | 448                        | 0         | 0               | 0                    | 0               | 7                 | 0          | 0               | 0                    | 0               | 302            | 0         | 0               | 0                    | 0               |
| **2019-2020                                     | 570          | 100              | 0         | 0               | 0                    | 0               | 450                        | 0         | 0               | 0                    | 0               | 7                 | 0          | 0               | 0                    | 0               | 287            | 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                                       |              | 308              | 0         | 2               | 0                    | 0               | 556                        | 0         | 2               | 0                    | 0               | 78                | 0          | 2               | 0                    | 0               |                |           |                 |                      |                 |
| 2018-2019                                       |              | 275              | 0         | 1               | 0                    | 0               | 556                        | 0         | 1               | 0                    | 0               | 72                | 0          | 1               | 0                    | 0               |                |           |                 |                      |                 |
| **2019-2020                                     |              | 283              | 0         | 0               | 0                    | 0               | 539                        | 0         | 0               | 0                    | 0               | 80                | 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](#) Over the past 3 years home suspensions have decreased and there were none in 2019-2020.

What are the top 3 reasons students get referrals? Scholars do not receive referrals often due to strong implementation of our Culture and Climate Plan and SEL work on campus. We will continue to implement these practices and address campus needs as they arise.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP

### 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   | 17      | 65        | 12      | 24        | 15     | 87        | 13      | 0         | 24                    | 47      | 34        | 13      | 53        | 44     | 52        | 25      | 23        | 30                    |
| 2   | 40      | 73        | 20      | 8         | 18     | 89        | 11      | 0         | 8                     | 40      | 73        | 20      | 8         | 18     | 89        | 11      | 0         | 8                     |
| 3   | 47      | 57        | 13      | 30        | 42     | 86        | 10      | 5         | 25                    | 51      | 49        | 20      | 31        | 19     | 63        | 11      | 26        | 5                     |
| 4   | 54      | 52        | 24      | 24        | 0      | 0         | 0       | 0         | 0                     | 42      | 31        | 29      | 40        | 0      | 0         | 0       | 0         | 0                     |
| 5   | 59      | 68        | 14      | 19        | 0      | 0         | 0       | 0         | 0                     | 34      | 47        | 18      | 35        | 0      | 0         | 0       | 0         | 0                     |
| All | 240     | 65        | 17      | 18        | 61     | 82        | 11      | 5         | 13                    | 221     | 44        | 18      | 38        | 105    | 68        | 16      | 16        | 22                    |

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages? Based on the data from last year, most of our scholars were not reading on or above grade level at end of year assessment. Most of the scholars took the MAP assessment virtually which caused low scores. Most students did not receive instruction the entire year face to face. The interventions done were via virtual learning.

### SY 20-21 TELPAS Progress

|       | Listening Progress       | Speaking Progress        | Reading Progress         | Writing Progress         |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2021  |                          |                          |                          |                          |
|       | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl |
| Grade |                          |                          |                          |                          |
| K     | -                        | -                        | -                        | -                        |
| 1     | 48                       | 45                       | 33                       | 14                       |
| 2     | 53                       | 22                       | 6                        | 21                       |
| 3     | 63                       | 24                       | 24                       | 43                       |
| 4     | 10                       | 33                       | 38                       | 30                       |
| 5     | 51                       | 9                        | 60                       | 58                       |
| All   | 45                       | 27                       | 32                       | 33                       |

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components? The fifth graders dropped in the area of speaking which is a concern, but compared to the other areas the fifth grade cohort scored higher than other grades. Fourth graders scored significantly lower in listening than their peers.

**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP**

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

|            | Test Grade | All Students   |                 |              |         |           | African American |                 |              |         |           | Hispanic       |                 |              |         |           | White          |                 |              |         |           | Econ Disadvantaged |                 |              |         |           |
|------------|------------|----------------|-----------------|--------------|---------|-----------|------------------|-----------------|--------------|---------|-----------|----------------|-----------------|--------------|---------|-----------|----------------|-----------------|--------------|---------|-----------|--------------------|-----------------|--------------|---------|-----------|
|            |            | # 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         | 62             | 90              | 47           | 11      | 5         | 9                | 75              | 11           | 11      | 11        | 52             | 95              | 54           | 12      | 4         | 1              | 50              | 0            | 0       | 0         | 59                 | 92              | 46           | 10      | 5         |
| Math       | 04         | 44             | 77              | 23           | 9       | 5         | 4                | 40              |              |         |           | 39             | 89              | 18           | 8       | 3         |                |                 | 0            | 0       | 0         | 42                 | 78              | 21           | 7       | 2         |
| Math       | 05         | 47             | 75              | 40           | 9       | 6         | 6                | 46              | 33           | 17      | 17        | 38             | 81              | 39           | 8       | 5         | 1              | 100             | 0            | 0       | 0         | 45                 | 75              | 40           | 7       | 7         |
| Math       | All        | 153            | 81              | 38           | 10      | 5         | 19               | 54              | 26           | 16      | 16        | 129            | 88              | 39           | 9       | 4         | 2              | 40              | 0            | 0       | 0         | 146                | 82              | 37           | 8       | 5         |
| Reading    | 03         | 62             | 90              | 42           | 27      | 11        | 9                | 75              | 33           | 11      | <1        | 52             | 95              | 44           | 31      | 13        | 1              | 50              | 0            | 0       | 0         | 59                 | 92              | 41           | 27      | 10        |
| Reading    | 04         | 43             | 75              | 40           | 14      | 7         | 4                | 40              | 0            | 0       | 0         | 38             | 86              | 34           | 8       | 3         | 0              | 0               | 0            | 0       | 0         | 41                 | 76              | 37           | 12      | 5         |
| Reading    | 05         | 47             | 75              | 72           | 32      | 19        | 6                | 46              | 50           | 17      | 17        | 38             | 81              | 74           | 34      | 18        | 1              | 100             | 0            | 0       | 0         | 45                 | 75              | 71           | 29      | 18        |
| Reading    | All        | 152            | 80              | 51           | 25      | 13        | 19               | 54              | 47           | 21      | 16        | 128            | 88              | 50           | 25      | 12        | 2              | 40              | 0            | 0       | 0         | 145                | 81              | 49           | 23      | 11        |
| Writing    | 04         | 39             | 68              | 33           | 3       | <1        | 3                | 30              | 0            | 0       | 0         | 35             | 80              | 29           | <1      | <1        | 0              | 0               | 0            | 0       | 0         | 38                 | 70              | 34           | 3       | <1        |
| Science    | 05         | 45             | 71              | 33           | 11      | 2         | 6                | 46              | 33           | 17      | <1        | 38             | 81              | 34           | 11      | 3         | 0              | 0               | 0            | 0       | 0         | 43                 | 72              | 30           | 9       | 2         |

|            | Test Grade | Econ Disadvantaged |                 |              |         |           | Emergent Bilingual |                 |              |         |           | Special Ed Services |                 |              |         |           | Dyslexia Services |                 |              |         |           |  |  |  |  |
|------------|------------|--------------------|-----------------|--------------|---------|-----------|--------------------|-----------------|--------------|---------|-----------|---------------------|-----------------|--------------|---------|-----------|-------------------|-----------------|--------------|---------|-----------|--|--|--|--|
|            |            | # Scored Tests     | % Participation | % Approaches | % Meets | % Masters | # Scored Tests     | % Participation | % Approaches | % Meets | % Masters | # Scored Tests      | % Participation | % Approaches | % Meets | % Masters | # Scored Tests    | % Participation | % Approaches | % Meets | % Masters |  |  |  |  |
| 2021 STAAR |            |                    |                 |              |         |           |                    |                 |              |         |           |                     |                 |              |         |           |                   |                 |              |         |           |  |  |  |  |
| Math       | 03         |                    |                 |              |         |           | 46                 | 96              | 54           | 13      | 4         | 7                   | 78              | 29           | 14      | 14        | 2                 | 67              | 0            | 0       | 0         |  |  |  |  |
| Math       | 04         |                    |                 |              |         |           | 40                 | 89              | 18           | 8       | 3         | 3                   | 38              |              |         |           | 3                 | 50              | 0            | 0       | 0         |  |  |  |  |
| Math       | 05         |                    |                 |              |         |           | 32                 | 86              | 47           | 9       | 6         | 12                  | 57              | 25           | <1      | <1        | 8                 | 53              | 25           | <1      | <1        |  |  |  |  |
| Math       | All        |                    |                 |              |         |           | 118                | 91              | 40           | 10      | 4         | 22                  | 58              | 27           | 9       | 5         | 13                | 54              | 15           | <1      | <1        |  |  |  |  |
| Reading    | 03         |                    |                 |              |         |           | 46                 | 96              | 46           | 33      | 15        | 7                   | 76              | 43           | 14      | <1        | 2                 | 67              | 0            | 0       | 0         |  |  |  |  |
| Reading    | 04         |                    |                 |              |         |           | 39                 | 87              | 33           | 8       | 3         | 3                   | 38              | 0            | 0       | 0         | 3                 | 50              | 0            | 0       | 0         |  |  |  |  |
| Reading    | 05         |                    |                 |              |         |           | 32                 | 86              | 78           | 38      | 22        | 13                  | 62              | 46           | 8       | 8         | 8                 | 53              | 25           | <1      | <1        |  |  |  |  |
| Reading    | All        |                    |                 |              |         |           | 117                | 90              | 50           | 26      | 13        | 23                  | 61              | 48           | 13      | 4         | 13                | 54              | 23           | <1      | <1        |  |  |  |  |
| Writing    | 04         |                    |                 |              |         |           | 36                 | 80              | 28           | <1      | <1        | 2                   | 25              | 0            | 0       | 0         | 2                 | 33              | 0            | 0       | 0         |  |  |  |  |
| Science    | 05         |                    |                 |              |         |           | 31                 | 84              | 35           | 13      | 3         | 11                  | 52              | 27           | <1      | <1        | 8                 | 53              | 13           | <1      | <1        |  |  |  |  |

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)? All Core subjects decreased at the approaches and meets grade level standard. Math in the past has typically been at strength at Overton but decreased significantly in 2021. All core subjects and grade levels will be a focus area this school year as we return to face to face instruction.

### Advanced Academics

| Data Points Reviewed   | Data Source | 2018-19 | 2019-20 | 2020-21 |
|--|-------------|---------|---------|---------|
| % African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup> | Forecast 5  | 15.29   | 10.39   | 5.08    |
| % Hispanic students enrolled in Gifted/Talented (GT) programs                              | Forecast 5  | 11.78   | 16.53   | 10.41   |

#### Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)? We ensure GT and high-ability students by clustering our scholars, and build our master schedule to ensure our GT scholars are serviced by a certified teacher.

How are you communicating with all families about GT and/or advanced learning opportunities? Communication is delivered to families via school messenger, teacher parent phone calls, flyers, information sessions, marquee, and Principal Coffee Meetings.

How do you support a culture that provides advanced learning opportunities to all students? Advanced learning opportunities are provided through lessons that require hands-on activities, group collaboration, and project based learning lessons.

<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> | E                  | E    | E    |      | E              | E    | E    |      | E                        | E    | E    |      | E                     | C    | E    |      | E                  | E    | E    |      |

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP

**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        |         |         |         |
| <b>Special Populations reflection: N/A</b>  |             |         |         |         |

### Domain 3 Campus Reports

| Growth 50%   | All Students | Afr Amer | Hispanic | White | Amer Ind | Asian | Pac Isl | Two + | ECD | EL* | SpEd | Former SpEd | Cont Enr | Not Cont Enr | Total Met | Total Eligible | % of Eligible Met |
|--|--------------|----------|----------|-------|----------|-------|---------|-------|-----|-----|------|-------------|----------|--------------|-----------|----------------|-------------------|
| <b>College, Career, and Military Readiness Performance (High Schools and K-12)</b> |              |          |          |       |          |       |         |       |     |     |      |             |          |              |           |                |                   |
| Reading #PM Tests  | 33           | 6        | 26       | 0     | 0        | 0     | 0       | 1     | 32  | 19  | 10   | <25         | 27       | 6            |           |                |                   |
| Growth Score   | 71           |          | 71       |       |          |       |         |       | 70  |     |      |             | 67       |              |           |                |                   |
| Target   | 66%          | 62%      | 65%      | 69%   | 67%      | 77%   | 67%     | 68%   | 64% | 64% | 59%  | 65%         | 66%      | 67%          |           |                |                   |
| Met Target   | Y            |          | Y        |       |          |       |         |       | Y   |     |      |             | Y        |              | 4         | 4              | 100               |
| -----  |              |          |          |       |          |       |         |       |     |     |      |             |          |              |           |                |                   |
| Math #PM Tests   | 40           | 6        | 33       | 0     | 0        | 0     | 0       | 1     | 39  | 26  | 10   | <25         | 32       | 8            |           |                |                   |
| Growth Score   | 30           |          |          |       |          |       |         |       | 31  | 27  |      |             | 27       |              |           |                |                   |
| Target   | 71%          | 67%      | 69%      | 74%   | 71%      | 86%   | 74%     | 73%   | 68% | 68% | 61%  | 70%         | 71%      | 70%          |           |                |                   |

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP

|  |            |   |   |  |  |  |  |  |   |   |  |  |   |   |   |     |  |
|--|------------|---|---|--|--|--|--|--|---|---|--|--|---|---|---|-----|--|
|  | Met Target | N | N |  |  |  |  |  | N | N |  |  | N |   | 0 | 5   |  |
|  | Total      |   |   |  |  |  |  |  |   |   |  |  |   | 4 | 9 | 44% |  |

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)? Growth targets were met in reading but not in math. There will be an intense focus on math this school year.

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

|                          |                                 | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------------------|---------------------------------|-------|-------|-------|-------|
| Enrollment & Utilization | Enrollment                      | 557   | 540   | 492   | 447   |
|                          | Students in enrollment area     | 610   | 605   | 561   | 500   |
| Transfers                | Transfers to other AISD schools | 53    | 65    | 69    | 53    |
| TELL Survey              | General School Climate          |       |       | 92    | 93    |
|                          | Managing Student Conduct        |       |       | 98    | 100   |
|                          | Principal Leadership            |       |       | 98    | 99    |

**Reflection Questions:** Why do you think families are transferring to other AISD schools? Location of the school and some have siblings that attend middle schools that are not in our attendance zone. Transportation and proximity to work locations is also a factor.

What trends do you see in your enrollment since SY17-18? There has been a steady decline in enrollment with the greatest decrease during the 20-21 school year.

To what do you attribute the increases or decreases? Decrease in enrollment has a lot to do with gentrification, cost of living and lack of affordable housing in the area.

**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP**

**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>                     |                               |
| <p><b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?<br/>                     One area of focus this year will be our campus website and presence on all social media outlets to improve our campus digital footprint. This will also support our goal of having clear ongoing communication with the parents and community that we serve to ultimately provide the best customer service experience for all stakeholders.</p> |                         |                     |                              |                               |

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

**REQUIRED Framework Components:**

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate



## **SY 21-22 CIP/TIP Comprehensive Needs Assessment - Volma Overton Elem. ECP**

- 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 - Volma Overton Elem. ECP

### 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 6<sup>th</sup> 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 5<sup>th</sup> 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)

Volma Overton Elementary  
Campus Name

  
Principal's Signature

9/17/21  
Date

## Austin ISD Data Tracker - SY 21-22

**INSTRUCTIONS:**

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

**2019 or 2021 Results (column F):**

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf117AIIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

**2022 Summative Goals (column R):**

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

**Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):**

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

| Campus Name:                      |             |                   |                |                   |                      |                 |                |               |                 |                |               |                 |                |               |                 |                |
|-----------------------------------|-------------|-------------------|----------------|-------------------|----------------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|
|                                   | 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.              | 51%                  | SCA 1           | 80%            | 57%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Reading        | Meets             | 25%                  | SCA 1           | 35%            | 24%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Reading        | Masters           | 13%                  | SCA 1           | 25%            | 15%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Math           | App.              | 38%                  | SCA 1           | 80%            | 62%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Math           | Meets             | 10%                  | SCA 1           | 35%            | 33%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Math           | Masters           | 5%                   | SCA 1           | 25%            | 20%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Science        | App.              | 33%                  | SCA 1           | 80%            | 72%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Science        | Meets             | 11%                  | SCA 1           | 35%            | 18%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | All               | Science        | Masters           | 2%                   | SCA 1           | 25%            | 8%            | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | All         | Emer. Bilingual   | Reading        | Meets             | 26%                  | SCA 1           | 35%            | 21%           | SCA 2           |                |               | SCA 3           |                |               | TELPAS          | 36%            |
| Strategic Plan Scorecard Elements | All         | African American  | All            | Meets             | 20%                  | SCA 1           | 36%            | 23%           | SCA 2           |                | 0%            | SCA 3           |                | 0%            | STAAR           | 36%            |
|                                   | All         | Hispanic          | All            | Meets             | 15%                  | SCA 1           | 41%            | 28%           | SCA 2           |                | 0%            | SCA 3           |                | 0%            | STAAR           | 41%            |
|                                   | All         | Emer. Bilingual   | All            | Meets             | 15%                  | SCA 1           | 37%            | 28%           | SCA 2           |                | 0%            | SCA 3           |                | 0%            | STAAR           | 37%            |
|                                   | All         | Special Education | All            | Meets             | 9%                   | SCA 1           | 23%            | 18%           | SCA 2           |                | 0%            | SCA 3           |                | 0%            | STAAR           | 29%            |
|                                   | 3rd         | All               | Reading        | Meets             | 27%                  | SCA 1           | 27%            | 16%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |
|                                   | 3rd         | All               | Math           | Meets             | 11%                  | SCA 1           | 11%            | 28%           | SCA 2           |                |               | SCA 3           |                |               | STAAR           |                |

|   |         |       |  |
|---|---------|-------|--|
| 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 |  |
| #DIV/0!   | #DIV/0! |       |  |