

PEREZ EL

Campus Improvement Plan & Targeted Improvement Plan 2021/2022

Our school community honors the language, culture, and lived experiences of students and families to ensure the academic and personal success of each child.



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Date Reviewed:

Date Approved:

Campus Vision

The LCpl Nicholas S. Perez Elementary community honors the language, culture, and lived experiences of students and families to ensure the academic and personal success of each child.

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

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

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

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

Instructions for Campuses

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

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

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

#2 - #9 See packet for details

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

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

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

PEREZ 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) 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. Implement Brighter Bites at the campus level and use the Brighter Bites health lesson tracking system to track health lessons taught in PK-5th grade classrooms (#2) (Target Group: All)	Administrators, CATCH Team, PE Teacher	Year-long implementation		Criteria: Successful tracking of health lessons in the Brighter Bites tracking platform, monitored on a monthly basis. 10/26/21 - On Track
2. Include a standing faculty meeting agenda for CSH information and updates from our CSH chair, including time for staff to track health lessons. (Target Group: All)	Administrators, PE Teacher	ongoing		Criteria: Review faculty meeting agendas/presentations to ensure time was provided for CSH updates for all faculty. 10/26/21 - On Track
3. Create a Coordinated School Health section in our weekly family and staff newsletters for regular communication about health and wellness programming opportunities for students, families, and staff (#5) (Title I SW Elements: 1.1,3.1)	Administrators, CATCH Team, Nurse, Parent Support Specialist	ongoing throughout year		Criteria: Review of weekly staff and family newsletters that included health, wellness, SEL, and CSH information 10/26/21 - On Track
4. Review campus environmental supports for sustainability, including displaying energy conservation checklists, maintaining the student-led sustainability bulletin board, no idling signs, and ensuring sustainability updates in weekly family newsletter (#7)	Administrators, Parent Support Specialist	ongoing		Criteria: Signage visible around campus; review of family newsletters for sustainability updates 10/26/21 - Some Progress
5. ACE after-school programs will contribute to the sustainability of the physical environment by creating a garden that can contribute to the beautification of the campus. Utilizing garden grant funds awarded to the organization by Whole Kids Foundation will afford the organization the opportunity to develop a garden team that will maintain and revitalize the garden with fresh fruits, herbs, and vegetables, and open this garden to the	Campus Committees, Community Partner	ongoing		Criteria: Garden review, implementation of family garden opportunities 10/26/21 - Some Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
campus family and eventually the community (#7).				

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Objective 2. (Social and Emotional School Climate) By the end of the 2021-22 school year, 85% of students surveyed will indicate they have a trusted adult at school to whom they can express their needs, problems, and goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold community circles for students, classes, staff, and families with the support of Youth Anew so that all adults utilize common language and processes to support students (#1, 2, 4, 6). (Title I SW Elements: 1.1,2.1,3.1)	Campus Leadership Team, Community Partner, Parent Support Specialist, Teachers	ongoing		Criteria: classroom observations and circle participation, faculty meeting agendas, Youth Anew collaboration meetings, parent meeting agendas 10/26/21 - On Track
2. Train (and provide opportunities for ongoing staff reflection) on common language and practices to use with students proactively and to address behavioral situations (#1, 4, 5) (Title I SW Elements: 1.1,2.5,2.6) (Strategic Priorities: 1,4)	Administrators, Campus Leadership Team, PLC Leaders, Teacher Assistants, Teachers	ongoing		Criteria: faculty meeting agendas, staff survey, classroom observations 10/26/21 - Significant Progress
3. Identify students through the CST and SST who benefit from additional supports and refer to campus check in system, CIS, restorative practices with Youth Anew, Gramercy, or other school partnerships (#2, 3, 4, 5). (Strategic Priorities: 1,4)	Administrators, Community Partner, LMHP, Student Support Committee	ongoing		Criteria: Student support team referrals, CST meeting reports, CIS referrals, campus check in buddy system notes 10/26/21 - Significant Progress 10/26/21 - Some Progress

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Objective 3. (Family Engagement) By the end of the 2021-22 school year, we will have offered a variety of family engagement opportunities that 80% of families agree are relevant and convenient on a campus-created parent survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus-based family interest survey at beginning of school year to survey families for input on parent offerings (#2, 5). (Title I SW Elements: 2.1,3.1)	Parent Support Specialist	Sept 2021		Criteria: completion of survey and review of responses 10/26/21 - Some Progress
2. Design family engagement program for the year with a variety of topics and times offered to participate (#2, 5). (Title I SW Elements: 3.1,3.2)	Administrators, Parents	Sept 2021		Criteria: Scope and sequence of parent offerings; times of meetings offered; agendas 10/26/21 - Some Progress
3. Incorporate restorative practices into family and community engagement meetings so that restorative approaches to work involve families (#2, 4, 5). (Title I SW Elements: 1.1,3.1,3.2)	Administrators, Parent Support Specialist	ongoing		Criteria: Review of family engagement agendas; collaborative planning meetings with restorative practices coordinators 10/26/21 - No Progress

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

Objective #. No objectives defined.

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

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective #. No objectives defined.

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

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 1.** (Positive School Culture: Creating a Supportive School Ecosystem) SMARTIE Goal: By the end of the 2021-22 school year, 85% of students surveyed will indicate they have a trusted adult at school to whom they can express their needs, problems, and goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Youth Anew restorative coordinators to model restorative practices at the school, classroom, and individual level to simultaneously address student needs, create connection, and build adult capacity (#1, 2, 3, 4, 5, 6). (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Strategic Priorities: 1,4)	Administrators, CAC Members, Campus Leadership Team, CIS, Community Partner, Restorative Practice Associate, Student Support Committee, Students, Teacher Assistants, Teachers	ongoing	(O)Other	Criteria: Administer quarterly quick checks with students in kinder through fifth grades to determine the percentage of students who agree with: I have adults at school with whom I can talk about my needs, problems, and goals (EOY goal is 85%). 10/26/21 - On Track
2. Re-envisioning our campus CST process to include parents as partners and participants in recognizing student strengths and needs early and often so that students in the CST process have ongoing, continual revisions to supports and plans (#2, 3, 4, 5). (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4)	CIS, CST Chair, CST Team, Parent Support Specialist, Parents, Student Support Committee, Teachers	ongoing		Criteria: Any student identified as at risk behaviorally (by staff observation) or academically (by campus assessments) has at least one documented CST meeting in the 2021-22 school year. 10/26/21 - On Track
3. Create a staff check in system to intentionally build positive adult-student relationships at school for identified students (#1, 2, 4, 5). (Title I SW Elements: 1.1,2.2,2.4,2.6) (Strategic Priorities: 1,4)	Student Support Committee	ongoing		Criteria: Campus adult check in list communicated with updates throughout the year; referrals received to the student support team; SMARTIE GOAL survey rates 10/26/21 - Some Progress
4. With our leadership team and restorative coordinators, revise our campus tiered behavior response chart to ensure restorative adult approach to all types of student behaviors (#1, 3, 4, 5, 6). (Strategic Priorities: 1,4)	Administrators, Campus Leadership Team, Student Support Committee	complete by Dec 2021		Criteria: completion of campus tiered behavior response chart by Dec 2021 10/26/21 - Some Progress
5. Ensure that the master schedule includes time daily for morning meeting or classroom circles and that they are implemented in all classrooms. (Strategic Priorities: 1,4)	Administrators, Teachers	BOY and ongoing		Criteria: Review of master schedule and posted teacher schedules; classroom walk throughs and observations

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/26/21 - On Track

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective #. No objectives defined.

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

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

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) By the end of the 2021-22 school year, at least 85% of instructional staff surveyed will indicate that they frequently or often set learning goals for groups of students in collaboration with others in an effort to raise the achievement for subpopulations of students at Perez whose performance is lower than all student group.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide structured, scheduled time during faculty meetings on a cyclical basis for teams to participate in data analysis cycle to adjust instruction to meet student needs (#3, 6). (Title I SW Elements: 1.1,2.2,2.5,2.6) (Strategic Priorities: 1,2,4)	Administrators, Campus Leadership Team, Grade Level Lead, Grade Level Team, Instructional Specialists/Coaches	Ongoing		Criteria: Review of faculty meeting agendas for PLC time; evidence of instructional adjustments in classroom observations, student goal setting and monitoring of progress 10/26/21 - Some Progress
2. Build the master schedule to support common, school-wide small group instructional blocks to support responding to individual, small group, and flexible instruction needs in response to student learning and data analysis cycles (#3, 6). (Title I SW Elements: 2.4,2.5,2.6) (Strategic Priorities: 1,2,4)	Administrators, Campus Leadership Team	summer 2021		Criteria: Review the master schedule and teacher-level schedules for power hour 10/26/21 - Completed
3. Monitor small group instruction (for implementation and efficacy) during power hour through classroom walk throughs, eCST RBP data, and campus data snapshot updates (#3, 6). (Title I SW Elements: 2.2,2.5,2.6) (Strategic Priorities: 1,2,4)	Administrators, Campus Leadership Team, Grade Level Lead, Grade Level Team	ongoing		Criteria: classroom walk throughs, RPBs and CST data (groups closed as effective/ineffective), campus data snapshot updates 10/26/21 - Some Progress
4. Campus CST responds after each data cycle to identify individual students in need of additional supports and problem solve to adjust individual level interventions to make academic progress (#3, 6). (Title I SW Elements: 2.2) (Strategic Priorities: 1,2,4)	CST Chair, CST Team, Teachers	ongoing		Criteria: number of CST meetings held (CST meeting scheduled for students not meeting growth goals) 10/26/21 - No Progress 10/26/21 - Pending
5. Provide campus-wide PD, support, and tools on goal setting and tracking of student progress to make individual and class progress visible to students, families, and classes (#2, 3, 6). (Strategic Priorities: 2,4)	Administrators, Campus Leadership Team, Teachers	ongoing		Criteria: Faculty meeting agendas, student and class samples of tracking, parent conference logs 10/26/21 - Significant Progress
6. Provide time for PLCs/vertical teams to	Academic Leadership Team,	ongoing		Criteria: PLC and meeting

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ensure alignment of strategies for core instruction, data and assessment, and small group work, including professional learning around writing workshop (McCarthy Dressman Education Foundation grant) and the Perez canon of literature (#3, 6). (Title I SW Elements: 1.1,2.2,2.5,2.6) (Strategic Priorities: 2,4)	Administrators, Campus Leadership Team, Leadership Team, Teachers			agendas; observation of instructional strategies (writing workshop, text selection) for whole and small group instruction 10/26/21 - Some Progress

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Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective #. No objectives defined.

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

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

Objective #. No objectives defined.

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

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 420 (actual 9/1) to 430 (2021-22 projections) 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. Review pending PK3 and PK4 applications and call families to offer support with qualification for PK program.	Parent Support Specialist, Registrar	by Sept 17, 2021		Criteria: Completion of pending PK3 and PK4 folders by Sept 17th; updated PK enrollment numbers (increase) 10/26/21 - Some Progress
2. Write postcards to students who withdraw to attend nearby charter schools to offer wish them well and remind them we are here for them if they wish to return. Mail to families within one week of withdraw (#5).	Administrative Assistant, Administrators, Attendance Committee, Parent Support Specialist, Registrar	ongoing		Criteria: completed tracking on withdraw spreadsheet 10/26/21 - No Progress
3. Enlist support staff to call families to individually invite to register for the coming school year and connect with campus supports to do so.	Administrative Assistant, Attendance Clerk, Registrar, Teacher Assistants	spring 2021		Criteria: Completion of individual family phone calls; percentage of current families registered for the coming school year 10/26/21 - No Progress
4. Provide class-wide incentives for registration for the 2022-23 school year	Administrators, Registrar, Teachers	spring 2022		Criteria: Class percentages of students registered for coming school year 10/26/21 - No Progress

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Goal 10. (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 at least Meets Expectations on the Campus Communication Goals & Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure each staff member's phone message is up to date for the current school year.	Administrative Assistant, Administrators	by Sept. 10		Criteria: staff roster checklist 10/26/21 - Some Progress
2. Ensure campus website is updated on a bi-weekly basis.	Campus Leadership Team	ongoing		Criteria: ongoing audit of campus website 10/26/21 - No Progress
3. Provide weekly communication to families in a variety of ways: email, Thursday folder, Facebook, phone calls, and text message (if available). (Title I SW Elements: 1.1,2.1,3.1)	Administrators, Parent Support Specialist	Ongoing		Criteria: review of weekly newsletter, social media, and Thursday folders 10/26/21 - Significant Progress

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Goal 11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

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

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

1st 9 weeks report - due October 22

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

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

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

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

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

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

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

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

2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

4th 9 weeks report - due June 3

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

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

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

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

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

PEREZ EL Site Base

Name	Position
Mansfield, Selene	Assistant Principal
Turnipseed, Alyssa	PE Teacher, CSH Lead
Womble, Laurie	Cafe Manager
Rivera, Rosalinda	Parent Support Specialist
Jones, Rhonda	ACE Site Coordinator
Nunez, Candace	RN, Campus Nurse
Sweet, Caroline	Bilingual Literacy Coach
Sather, Randi	Bilingual Librarian
Kroll, Sherry	Dyslexia Interventionist
Ibarra, Rene	Bilingual Math Coach
Valdez, Carmela	CAC co-chair
Turullols, Valerie	CAC co-chair
Nitibhon, Amara	CIS Program Manager

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 ESF Self-Assessment and Comprehensive Needs Assessment - Perez Elementary

Instructions for the Austin ISD ESF Campus Self-Assessment:

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

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

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

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

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

Focus Area for Improvement	Rationale
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	5.3: Data Driven Instruction: We have systems in place to support data driven instruction, but in the past we haven't utilized these systems in a timely manner (reserved for MOY assessments and data days, for example) and have not tackled bite-sized pieces of the process. We have the foundation and structures in place to move forward with data driven instruction, and need to ensure the analysis of student learning is ongoing , collaborative, and tied to action . In the past, analysis was around formal assessments - the need for reteaching was so expansive that plans were hard to implement and efficacy was low. This year, there is an opportunity to tie this cyclical data analysis to student goal setting - this practice has been used in pockets effectively, and our opportunity this year is to ensure that each student knows what his/her goal is, the steps to get there, and why it matters. We started designing campus tools for this work over the summer to provide a foundation for teachers in the year ahead. This year, it is essential that we

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

	utilize data at the student, class, grade, and school level to ensure our instruction is tightly aligned to needs based on the various starting points of students this year.
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	3.1: Positive School Culture: We have worked as a staff over the years to define and refine our vision, and with the support of our CAC, have a new school vision. We have an opportunity this year to continue fleshing out what our vision means in practice at the student-, classroom-, school-, and community levels, and that stakeholders are involved in this work. There are already anecdotal gaps in culture and climate that we must address at the student, class, and programmatic level or we risk perpetuating inequities that already exist in discipline, achievement, and program participation. We need to intentionally and directly address gaps in practice that impact student climate, often in disparate ways (along lines of race, gender, program, etc). These gaps are reflected in discipline, participation in programming,

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	75%	55%	20 %	80%	100%	79 %	100 %	56%	78%	75%	92%	94 %
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.)

Health education: last year’s context didn’t lead to strong implementation. With Brighter Bites this year, we should have an extra push for implementation of health lessons campus-wide.

Physical environment: after reviewing the score with the sustainability team, we have many of the foundations in place to move to 70% in this area of CSH.

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Perez 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	717	34		1			635		5			26					381		2		
2018-2019	643	40		1			562		10			31					312				
**2019-2020	580	34		1	2		506		2	1		30					295			1	
		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	717	336		4			632		6			119		2							
2018-2019	643	331		11			568		11			130									
**2019-2020	580	285		3	2		518		3	2		105									

*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](#)?

Trend noted for the past nine years- males are referred more frequently than females; overrepresentation of AA students in disciplinary action
Sped is not overrepresented in discipline data

What are the top 3 reasons students get referrals?

Physical aggression

Rude to student

Disruption

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

SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	57	44%	12%	44%	59	68%	12%	20%	-24	39	23	15	62	40	50	18	33	-29
2	71	46	21	32	68	68	10	22	-10	59	53	5	42	58	72	12	16	-26
3	66	47	14	39						40	43	20	38					
4	66	58	18	24						46	67	11	22					
5	56	64	18	20						39	67	5	28					
All																		

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

Did not make anticipated growth over the year - decreases in in percentage of students below grade level; greater losses in Spanish than English
Anxious to compare to 2021-22 data to see changes over time

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K									
1						49	41	30	22
2						24	4	0	15
3						78	31	34	38
4						11	23	37	22
5						38	10	38	39
All									

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

Outliers: 2nd grade overall; 4th grade progress appears atypical; less than anticipated growth domains and ages

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

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

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	63	86	22	8	3	1	50				58	88	22	7	2	1	100			
	04	55	73	24	11	2	5	100	1	1	1	47	73	26	13	2	3	50			
	05	40	67	35	13	1	1	33				38	70	34	11	<1	1	50			
	All	158	76	26	10	2	7		1	1	1	143	78	27	10	1	5	56	40	20	1
Reading	03	62	85	37	13	8	1	50				57	86	37	12	7	1	100			
	04	54	72	31	24	7	5	100	0	0	0	46	72	35	26	9	3	50			
	05	39	65	67	18	10	1	33				37	69	68	16	8	1	50			
	All	155	75	43	18	8	7	70	1	1	1	140	76	44	18	8	5	56	40	40	20
Writing	04	59	79	24	14	2	5	100	1	1	1	50	78	26	16	2	4	67			
Science	05	39	65	38	8	3	1	33				37	69	38	5	3	1	50			
	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	56	86	21	5	2	37	88	24	8	3	4	100				13	87	8	1	1
	04	51	77	24	12	2	38	78	32	16	3	4	67				7	50	1	1	1
	05	37	71	32	11	1	24	69	38	13	1	9	100	11	11	1	8	62	25	1	1
	All	144	79	25	9	1	99	79	30	12	2	17	89	12	6	1	28	67	11	1	1
Reading	03	55	85	38	11	7	37	88	41	14	11	10	83	10	10	1	13	87	23	1	1
	04	50	76	32	24	8	38	78	37	29	11	16	73	31	31	1	7	50	14	1	1
	05	36	69	67	17	8	24	69	67	17	13	5	56	40	40	20	8	62	50	1	1

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

Reading	All	14 1	77	43	17	8	99	79	45	20	11	31	72	26	26	3	28	67	29	1	1
Writing	04	55	83	24	15	2	40	82	28	20	3	17	77	29	29	6	8	57	1	1	1
Science	05	36	69	36	6	3	23	68	35	4	4	5	56	40	40	20	8	62	38	1	1

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

Significant decreases across all and all subgroups from previous year; AA performance across grade levels
 Sped performance in 5th grade science - improved from previous year; maintained consistent performance from previous year
 5th grade reading - positive outlier for approaches; emergent bilinguals - out performed at approaches level compared to all student group

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 ²	Forecast 5	14.29%	12%	20%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	5.8%	6.15%	8.75%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
 cluster on rosters; training requirements for staff to ensure everyone is certified to teach GT students

How are you communicating with all families about GT and/or advanced learning opportunities?
 family newsletter, facebook, school messenger, individual family outreach via teachers, PSS, admin, counselor

How do you support a culture that provides advanced learning opportunities to all students?
 schoolwide blocks for meeting students where they are (power hour); commitment to knowing students' starting points and creating collaborative goals for the year; differentiated work time within core blocks; strong expectation of small group instruction; librarian that supports pull out opportunities

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

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT	SERVICE DESIGN	CURRICULUM & INSTRUCTION	PROFESSIONAL LEARNING	FAMILY & COMMUNITY
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SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Perez Elementary

	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E		E	E	E		E	E	E		O	E	E		R	E	R	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

<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.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				

Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Tota l Met	Total Eligibl e	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	30	1	28	1					28	18	5	>25	25	5			
Growth Score	55%		55%						52%				50%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N				N				

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

Math #PM Tests	33	1	31	1					30	21	5	>25	28	5			
Growth Score	41		40						42				45				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N				N				
Total																	0

*EL Current and Former

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

We have significant progress to make across the board this year; this year's report highlights the challenges of last year. When concentrated with our last domain three report, we see the critical importance of raising the achievement of all students to positively impact each subgroup on campus.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	649	601	551	458
	Students in enrollment area				
Transfers	Transfers to other AISD schools	62	60	62	57
TELL Survey	General School Climate	87	86	85	80
	Managing Student Conduct	85	85	85	91
	Principal Leadership	88	88	87	86

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

For transfers within AISD: location for parents work (traffic, work hours, etc). Much of our movement out of AISD is related to cost of living (families moving out of Austin to Del Valle, Hays, Bastrop, Pflugerville); if students don't move out of the area, the draw is charters (IDEA and Wayside specifically)

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? Some of the factors are similar to all campuses: cost of living in AISD, mobility rate and proximity to other districts (Del Valle and Hays, for example); proximity to Wayside and IDEA - families will tell us they need the hours that charters offer. The floods of 2013 and 2015 also impacted our attendance zone - we lost an entire neighborhood of single family homes to flooding and eventual buy out. This land will not be redeveloped for housing, so our ability to gain students through additional housing is limited.

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

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website		X		
Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds		X		
Safety Protocols			X	
Signage			X	
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Communication: we have focused on improving our communication for years and have seen improvement over time - this feels like the correct area of focus, given the changes in how families and schools are engaging together. We are working to build out website systems so that upkeep is a shared responsibility. We are also working to ensure a customer-service orientation for all communication and with ALL staff members: conversations, emails, phone calls, etc.				

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:

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

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 ESF Self-Assessment and Comprehensive Needs Assessment - Perez Elementary

ADDITIONAL Framework Components:

Coordinated School Health

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

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

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

Support for Special Populations

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

PreK-12+ College, Career, and Life Readiness

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

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



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

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

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Perez Elementary
Campus Name

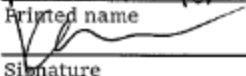
Ka
Principal's Signature

9/13/21
Date

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

Campus Name Perez Elementary Org# 190

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

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Mansfield	Selene	Assistant Principal
2. Hopkins	Grace	3rd Teacher
3. Kari	Johnston	5th Teacher
4. Maria Jesús	Sebastián	2nd Teacher
5. Valdez	Carmela	KDL Teacher
6. Peacock	Natalie	PK Teacher
7. Turulds	Valerie	3rd Assistant CACO-Chair
8. Sweet	Caroline	Literacy Coach
9. Rosalinda	Ruiz	Parent Support Specialist
10.		
Kara Mitchell-Santibañez		9/17/21
Printed name		Date
		
Signature		

08/10/2021

Austin ISD Data Tracker - SY 21-22

Campus Name: LCpl Nicholas S. Perez Elementary																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	72%	SCA 1	60%	40%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Reading	Meets	41%	SCA 1	30%	14%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	All	Reading	Masters	18%	SCA 1	8%	9%	SCA 2	10%		SCA 3	20%		STAAR	30%
	All	All	Math	App.	73%	SCA 1	60%	45%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Math	Meets	40%	SCA 1	30%	24%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	All	Math	Masters	21%	SCA 1	8%	20%	SCA 2	10%		SCA 3	20%		STAAR	30%
	All	All	Science	App.	48%	SCA 1	60%	70%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Science	Meets	26%	SCA 1	30%	43%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	All	Science	Masters	9%	SCA 1	8%	17%	SCA 2	10%		SCA 3	20%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	45%	SCA 1	30%	16%	SCA 2	40%		SCA 3	50%		TELPAS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	29%	SCA 1	30%	0%	SCA 2	40%	0%	SCA 3	50%	0%	STAAR	60%
	All	Hispanic	All	Meets	38%	SCA 1	30%	22%	SCA 2	40%	0%	SCA 3	50%	0%	STAAR	60%
	All	Emer. Bilingual	All	Meets	38%	SCA 1	30%	26%	SCA 2	40%	0%	SCA 3	50%	0%	STAAR	60%
	All	Special Education	All	Meets	18%	SCA 1	30%	5%	SCA 2	40%	0%	SCA 3	50%	0%	STAAR	60%
	3rd	All	Reading	Meets	37%	SCA 1	30%	11%	SCA 2	40%		SCA 3	50%		STAAR	60%
	3rd	All	Math	Meets	8%	SCA 1	30%	19%	SCA 2	40%		SCA 3	50%		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		