"We Bring the Fire!"

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ALLISON EL

Mission

The Mission of Laura Allison Elementary is to collaborate with our school community to honor, cultivate and empower all learners.

Vision

Our vision is to inspire all students to reach their maximum potential and discover their unique talents and skills. We aim to be a school where students grow and positively impact the world around them.
Comprehensive Needs Assessment

Demographics

Demographics Strengths

Strength:
Allison Elementary has a population 408 students
93.6% Economically Disadvantaged students
59 % of our students are English Language Learners and
17% Special Education
93% Hispanic; 2% white: 4% African American: 1% Asian.

Staff average years of experience is 10 years compared to the district average of 9 years.
Our staff is diverse with 36% W, 57% H, 7% AA.

Our signature programs for our school consist of:
DL- One - Way from PK -6th grade
AVID - this is our second year of implementation
STEAM - we have a computer lab and a Robotics club & Math Panthelon
SEL - Allison is a seed campus for SEL

Demographics Weaknesses

Campus met Progress measure for students in STAAR in Domain II. The need is to increase the number of students that are Approaching, Meeting and Mastering STAAR in Domain I.

Campus needs a system to insure students attendance is addressed. In 2021 27% of our students were chronically absent. Post Covid this is an area of improvement.

Demographics Needs

Needs:
Support all our signature programs that serve our student population.
Continue to build community though SEL lessons.
Comprehensive Needs Assessment

Demographics Needs (Continued)

Provide tiered instruction to support all learners.

Demographics Summary

We had 0% of disciplinary offenses that caused removal. We handled all discipline issues internally.

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
   We have a tiered system of addressing discipline that has worked for all students.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
   We have a tiered system of addressing discipline that has worked for all students.

Student Achievement

Student Achievement Data Sources

- % of beginning teachers (TAPR)
- % teacher turnover
- % unfilled sub vacancies
- 2017 Educational Suitability Assessment score
- 2017 Facility Condition Assessment score
- CAC
- CAPR results for administrators
- CCMR disaggregated by student group
- Coordinated School Health ratings
- Customer service trends
- District Family Survey results
- Fitnessgram results - BOY to EOY growth
- Focus Groups/Interviews
- Graduation Rates disaggregated by stud. grp.
- GT-CAMP ratings
- https://txschools.gov/
Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

- longitudinal actual/projected campus enrollment
- longitudinal building utilization
- longitudinal in/out transfers
- MOY disaggregated by grade, subj., & stud. grp.
- PPfT results for teachers
- Referral data disaggregated by student group
- SEL Implementation Survey results
- Short Cycle Assessments disaggregated by stud. grp
- STAAR disaggregated by subj., grade, & stud. grp.
- Staff (TELL) Survey results
- Student Survey results
- TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

List your campus strengths here:

Domain I: Student Achievement
Academic Achievement

STAAR:
Math:
- 38% Approaches
- 15% Meets
  - 5% Masters
Reading:
- 38% Approaches
- 18% Meets
  - 6% Masters
Science:
- 49% Approaches
- 27% Meets
- 10% Masters
Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Domain II: School Progress
  Academic Growth
  Composite Score: 87  Scaled Score 93
  Relative Performance
  Composite Score: 37  Scaled Score 70
  Closing the Achievement Gap
  Composite Score: 62  Scaled Score 74

TELPAS: 22% Beginning 48% Intermediate 24% Advanced. 6% Advanced High

MAP:
  Math:
  38% Approaches
  15% Meets
  5% Masters

  Reading:
  38% Approaches
  18% Meets
  6% Masters

Student Achievement Weaknesses

We need to improve our Academic Achievement for all Grade Levels

Student Achievement Needs
Student Achievement Needs (Continued)

Academic Improvement
TELPS Achievement increase the number of Advance and Advance High in students that have been at Allison since PK/Kinder.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3ollZCQRozCgTQsHBvCieqwa_zM21Q0/preview?slide=id.p7

Reflection Questions:
1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups?
   Our campus is 93% hispanic, historically all students have been underserved.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
   Do not have multiple student groups.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

4.) For TELPS, what trends do you observe in progress for your students across grade levels and TELPS components? Need to increase Composite scores in all TELPS categories.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Allison Elementary staff is committed to insure our school climate is positive for our students. According to student surveys, students feel supported by teacher and that they feel safe at school. Teachers also indicated they have a positive school community.

School Culture and Climate Weaknesses
Comprehensive Needs Assessment

List areas you would like to grow here:

Teacher want to improve date driven instruction and use data to guide lesson plans.

School Culture and Climate Needs

Continue to survey student, parent and teacher surveys throughout the year to get a pulse of what the needs are and continue to strive to address these needs.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting/dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelid=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:
- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, __________ of the 11 areas did not reach 70% implementation.

2.) 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.)

Staff Quality, Recruitment and Retention
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Quality:
Highly effective staff that continue to show their commitment to our community.

Recruitment:
Recruit highly effective staff to work and grow in our school.

Retention:
Invest in teachers and provide a growth plan for teachers that need additional support in the areas of academic instruction, classroom management and student achievement.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Professional Growth and teacher leadership.
Continue to grow a strong mentorship program.

Staff Quality, Recruitment and Retention Needs

Recruit staff when there is a vacancy.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
https://secure.panoramaed.com/austinisd/understand/19295098/summary

Staff Climate Survey
- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?
2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices
- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals
- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:
1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
2.) What are your customer service celebrations/strengths?
3.) What are your areas of growth?
4.) What will be your priority for customer service this year?

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Curriculum, Instruction and Assessment cycle is a system that is in place for our campus. Though our PLC teams plans with a specialist and or administrators to insure the Essential TEKS are plans for during each grading period while aligning our learning with data from assessments.

Teachers establish Learning Objective, Language Objective, Student Success criteria how TEKS will be tested and monitor weekly assessments.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Follow up with PLC to insure they are planning weekly and teachers are implementing assessments and TEKS.

Curriculum, Instruction and Assessment Needs

Streamline the CST Process to students receive proper interventions and monitor HB 4545.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmlCofIZI5uI1fMxuP6L7HY2A1lJ82gIMXy-BOvvk/edit?usp=sharing

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

1.) Based on the 21-22 GT CAMP, ______ of the 5 areas were out of compliance. In 2022-23 _____________ of the areas out of compliance will have a strategy associated in my new CIP/TIP plan. 

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? 

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

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

Access your MAS Dashboard here: https://access.austinisd.org/DMMasVueApp/#/

Think about the following areas as you look at your data:
-Multilingual Programs at your campus
-Students with Interrupted Formal Education (SIFE)
-Refugee/Asylee students population
-Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
-Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? 

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? 

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. 

4.) How does the campus welcome families and students that are new to the country? 

Creative Learning Initiative (CLI) Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly) 

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year) 

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA)
Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Allison elementary PTA is active and instrumental in supporting campus needs.

Cadres create opportunity for family engagement once a year in the areas of:
Social Emotional Learning, Academics, Wellness, STEAM

Partner with organizations that mentor, donate, support to our campus. We want to continue to reach out and increase our involvement in our community.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Expand our parent participation to be more inclusive of multi-language, multi-cultural diversity.

Family and Community Involvement Needs

Set goals for recruitment of families and create opportunities to draw them in and support the vision of our school.

Family and Community Involvement Summary
Comprehensive Needs Assessment

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting/dashboard/#/dashboard/5ac4fbbcc97d6c00d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:
- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year (22-23)?
2.) Why did you select this/these area(s)?

School Context and Organization

School Context and Organization Strengths

Systems- Allison has effective systems in place.

Decisions - CAC and team leadership support the principal in making decisions for the campus. Monthly meetings are held and important decisions are brought up in order to make decisions that are student centered

School Context and Organization Weaknesses

Improvement in the area of hearing all stakeholders voices during our decision-making process. Foster a stronger parent and community voice in our CAC meetings.

School Context and Organization Needs

Be proactive and helping recruitment of parents and community involvement.
Comprehensive Needs Assessment

Technology

Technology Strengths
All students on our campus have individual computers that allows for Blended learning.

Technology Weaknesses
Students do not have hotspots or wifi to use computers for homework.

Other

Other Strengths
Continue to support the Bond process to support school Modification.

Other Weaknesses
Continue to include parents in Bond process
Comprehensive Needs Assessment Data Sources

Coordinated School Health ratings
**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.** (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

<table>
<thead>
<tr>
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<tr>
<td>1.  1. Provide an administrative schedule for monitoring of recess and Physical Education. Administration will monitor the new PE schedule to insure the staff has the equipment they need. This will include the use of ESSER funds to fully equip gym for proper instruction. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)</td>
<td>Administrators, PE Teacher</td>
<td>Year Long</td>
<td>(S)ESF Focused-Support Grant</td>
<td>Criteria: The PE schedule will have a set schedule to meet student needs with the adequate equipment needed for student success.</td>
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<tr>
<td>2. Provide training for parents about physical fitness and nutrition. Administration will work with PSS to insure activities for parents that will improve their health and nutrition. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)</td>
<td>Administrators, Parent Support Specialist</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Begin having Brighter Bites deliveries to campus to improve nutrition. PSS will have Wellness Wednesdays activities for families.</td>
</tr>
<tr>
<td>3. Provide more “Pop up” classes that fill the gaps between large campus activities, to keep campus engagement up and growing, including City of Austin Health Class (Diabetes), Vida Saludable, ePromotora, English Classes, (Maestro en tu Casa) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrators, Parent Support Specialist</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Will provide classes, recruitment and recognition for families.</td>
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**ALLISON 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 2.** (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

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<tr>
<td>1. Ensure Campus Improvement Plan focus areas include at least two family engagement strategies. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrators</td>
<td>BOY</td>
<td>Criteria: CIP contains at least two areas of family engagement</td>
<td></td>
</tr>
<tr>
<td>2. Create Family Academic Engagement Teams. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrators, Parent Support Specialist</td>
<td>Year Long</td>
<td>Criteria: Involve the Parent Champions in supporting academic engagement.</td>
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<tr>
<td>3. Incorporate Culturally Inclusive conversations through the PTA, newsletters, website, and family nights. (Title I SW Elements: 2.2,3.1) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrators, Office Staff, Parent Support Specialist, PTA</td>
<td>Year long</td>
<td>Criteria: Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights.</td>
<td></td>
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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.  (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

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<tr>
<td>1. Convene a Crisis Committee to implement prevention and response strategies.  (Title I SW Elements: 2.6)  (Target Group: All)  (Strategic Priorities: 4)  (ESF: 3,3.3)</td>
<td>Administrators, CIS Leader, Counselor, LMHP</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Will conduct monthly meeting monthly to address any family crisis and make appropriate referrals. 09/18/22 - Pending</td>
</tr>
<tr>
<td>2. Review campus safety procedures with faculty, staff, PTA, and community members as needed and prepare emergency kits.  (Title I SW Elements: 2.2)  (Strategic Priorities: 4)  (ESF: 1,1.2)</td>
<td>Administrators</td>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Collaborate with Communities in School (CIS) along with other organizations that provide counseling, social services, academic and attendance supports for students and their families.  (Title I SW Elements: 2.6)  (Target Group: All)  (Strategic Priorities: 4)  (ESF: 3,3.4)</td>
<td>Administrators, CIS, Counselor, LMHP, Parent Support Specialist</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Connect with Communities in school, outside agencies and partnerships to support families with counseling services and include organizations like Safe Place, Seedling, Christi Center, TCHATT, Life Works</td>
</tr>
</tbody>
</table>
Goal 2.  (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1.  (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

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<tr>
<td>1. School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs through the Child Study Team.  (Title I SW Elements: 2.2.2.5.2.6.3.1)  (Target Group: All)  (Strategic Priorities: 4)  (ESF: 3,3.1,3.2,3.4)</td>
<td>Administrators, CST Chair, CST Team</td>
<td>Year Long</td>
<td></td>
<td>Criteria: CST meets bi weekly to support staff in the CST process and continue to insure Tier I monitoring is being implemented.</td>
</tr>
<tr>
<td>2. Add Positive Behavior Interventions and Support strategies faculty meeting agendas to discuss current/continuous activities.  (Title I SW Elements: 1.1,2.2,2.4)  (Strategic Priorities: 4)  (ESF: 3,3.3,3.4)</td>
<td>Administrators, Teachers</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Positive Behavior team will meet bimonthly to review and monitor implementation of Positive support Strategies.</td>
</tr>
<tr>
<td>3. Review rules of conduct together with parents and students at the beginning of the school year and then again quarterly for new families.  (Title I SW Elements: 1.1,2.1,2.2)  (Target Group: All)  (Strategic Priorities: 4)  (ESF: 3)</td>
<td>Administrators</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Meet with parents and send communication to support student academic and social needs and highlights.</td>
</tr>
</tbody>
</table>
**Goal 3.** (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.** (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

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<tr>
<td>1. Teachers create and submit weekly lesson plans that include clear objectives, language objective, check for understanding methods, assessment tool and differentiated paths of instruction to support all student groups. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2)</td>
<td>Principal, Teachers</td>
<td>Year Long</td>
<td></td>
<td>Criteria: PLC leads will enter weekly lesson plans in google drive that include the components in this strategy.</td>
</tr>
<tr>
<td>2. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,5,5.1,5.2,5.3,5.4)</td>
<td>Instructional Specialists/Coaches</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Each grade level is assigned a PLC lead that will meet with principal monthly. Content specialist will support PLC leads once a month for feedback and support.</td>
</tr>
<tr>
<td>3. The AVID Site Team meets monthly to collaborate and advocate on issues of planning, data, goal setting and awareness of AVID campus goals (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1)</td>
<td>AVID Team, Librarian</td>
<td>Year Long</td>
<td></td>
<td>Criteria: AVID committee will help librarian select culturally relevant materials that can be added as well as purge books that are not conducive to equity and deficit view of students culture.</td>
</tr>
</tbody>
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### Goal 4. 
(Increased Enrollment) Insert SMART enrollment goal here

### Objective 1. 
(Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from _____ to ____ by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

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<tr>
<td>1. Monitor enrollment numbers by weekly and by student group. Attendance committee will meet bi-monthly to review attendance report. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1,1.1,3,3.2)</td>
<td>Attendance Committee</td>
<td>Bi-Monthly</td>
<td>Criteria: Allison has Attendance tiered intervention that the committee will follow.</td>
<td></td>
</tr>
<tr>
<td>2. Principals conduct exit interviews with students considering leaving - create a “red flag” list. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,3,3.2)</td>
<td>Administrators, Attendance Clerk</td>
<td>Year Long</td>
<td>Criteria: Principal will conduct withdrawal interviews as needed. Will document in CST.</td>
<td></td>
</tr>
<tr>
<td>3. Update website, Facebook and Tweet account to provide regular communication to campus communities. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Librarian, Parent Support Specialist</td>
<td>Year Long</td>
<td>Criteria: Librarian and PSS will work to have all social media communication updated.</td>
<td></td>
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ALLISON EL

Goal 5.  (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 ________________ section of the Campus Assessment Rubric.

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<tr>
<td>1. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrators, Librarian, Parent Support Specialist</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Continued communication with families via newsletters, social media, robocalls, marquee, Thursday folder communications to families.</td>
</tr>
<tr>
<td>2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3,3.3,3.4)</td>
<td>Administrators</td>
<td>Year Long</td>
<td></td>
<td>Criteria: Responsive to Let's Talk inquiries within appropriate times.</td>
</tr>
<tr>
<td>3. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Title I SW Elements: 1.1,2,2,2,6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3,3.3,3.4)</td>
<td>Administrators, Office Staff, Parent Support Specialist, Teachers</td>
<td>Year Long</td>
<td></td>
<td>Criteria: All materials that are distributed need to be in both dominant family languages. English and Spanish.</td>
</tr>
</tbody>
</table>
**ALLISON EL**

**Goal 6.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Principal Attestation Form 11/04/22 - Completed</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Parent/Family Involvement Policy on your campus stationery 11/04/22 - Completed</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Parent/Family School Compact 11/04/22 - Completed</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/04/22 - Completed 11/04/22 - Completed 11/04/22 - Completed</td>
<td></td>
</tr>
<tr>
<td>5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Sample communications in languages other than English 11/04/22 - Completed</td>
<td></td>
</tr>
</tbody>
</table>
### Goal 6.

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

### Objective 1.

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

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
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<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>attached.) (Title I SW Elements: 2.3) (Target Group: ECD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Documentation of notice on school letterhead</td>
<td>11/04/22 - Completed</td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: agendas, sign in sheets, minutes or records of meetings</td>
<td>11/04/22 - Completed</td>
</tr>
<tr>
<td>8. Attachment #8. Time and Effort Webinars &amp; Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time &amp; Effort Reports to SAFA no later than the 5th of the month.</td>
<td></td>
<td>Non - Eligible</td>
<td></td>
<td>11/04/22 - Completed</td>
</tr>
<tr>
<td>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 &amp; position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used &amp; uploaded with packet.) (Target Group: All)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: CIP/TIP Developers List</td>
<td>11/04/22 - Completed</td>
</tr>
</tbody>
</table>
**Goal 7.** (Goal 6 - AVID) **SMART GOAL:** BY THE END OF THE 2021-2022 SCHOOL year, AVID CAMPUSES WILL FULLY IMPLEMENT AVID’S COLLEGE READINESS FRAMEWORK TO SUPPORT 10% STUDENT GROWTH IN MATH AND LITERACY ASSESSMENTS.

**Objective #.** No objectives defined.

<table>
<thead>
<tr>
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<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No strategies defined.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ALLISON EL Site Base

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elias, Jose</td>
<td>Parent PTA Vice-President</td>
</tr>
<tr>
<td>Cornejo, Araceli</td>
<td>PSS</td>
</tr>
<tr>
<td>Torres, Elizabeth</td>
<td>Parent</td>
</tr>
<tr>
<td>Alvarez, Maria Juana</td>
<td>Parent</td>
</tr>
<tr>
<td>Yanez, Elia</td>
<td>Parent</td>
</tr>
<tr>
<td>Padilla, Angela</td>
<td>Parent</td>
</tr>
<tr>
<td>Miranda, rosemary</td>
<td>CAC Chair</td>
</tr>
<tr>
<td>Hutson, Ronald</td>
<td>Teacher</td>
</tr>
<tr>
<td>Hunter, Theresa</td>
<td>Teacher</td>
</tr>
<tr>
<td>Castillo, Rosey</td>
<td>Teacher</td>
</tr>
<tr>
<td>Elrod, Marylyn</td>
<td>Staff</td>
</tr>
<tr>
<td>Nellis, Leroy</td>
<td>Business Partner</td>
</tr>
<tr>
<td>Palomo, Alfred</td>
<td>Business Partner</td>
</tr>
<tr>
<td>Hirst, Charlie</td>
<td>Community Member</td>
</tr>
<tr>
<td>Fabian, Veronica</td>
<td>ACE</td>
</tr>
</tbody>
</table>
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.