

CAMPBELL EL
Lee Lewis Campbell Elementary Media & Performing Arts Institute
2022/2023

At Lee Lewis Campbell Elementary, we achieve excellence through unity, collaboration, and respect.

Keith Moore
2613 Rogers Avenue
512-414-2056
keith.moore@austinisd.org

CAMPBELL EL

Mission

Campus Mission: Lee Lewis Campbell Elementary Media and Performing Arts Institute achieves excellence through unity, collaboration, and respect. The east Austin school is part of close-knit community in which several generations have attended Lee Lewis Campbell Elementary. The school's strong focus on teaching and learning includes partnership with local teaching artists, Use of creative learning strategies, arts-based instruction, and social and emotional learning to support the whole child. Through strengthened partnerships with neighboring organizations and relationships with community members, the school is a media and performing arts institute where students learn film-making, digital portfolios, stop motion animation, daily newscasting, dance, and more.

Vision

We are Austin's home for inclusive learning; high expectations for all children, high outcomes for every student.

Nondiscrimination Notice

CAMPBELL EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

We have 0% discipline referrals from the 21-22 SY.

Demographics Weaknesses

List areas you would like to grow here:

An area of growth is increasing overall enrollment.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 0% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 0% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

At Campbell we do not have any discipline referrals. We proactively have an SEL Approach with all scholars, engage with scholars during morning meeting and build relationships throughout the day.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

List your campus strengths here:

Almost 75% of our scholars met their STAAR progress target.

Student Achievement Weaknesses

List areas you would like to grow here:

The goal is to improve in Domain 1 (achievement).

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

As seen in the chart below, our African American and Hispanic scholars performed significantly lower than our White scholars (reading and math).

Reading - <https://drive.google.com/file/d/1SvbApUzrEhwxwQ2gL-G74Rev0GLwnT0Q/view?usp=sharing>

Math - https://drive.google.com/file/d/1MpUQivoGVIPERRr8R_rD2GkJVnxfEc-g/view?usp=sharing

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

The lowest performing student groups are African Americans and scholars who are economically disadvantaged. Majority of the students that are considered Economically Disadvantaged are African American (45%) and Hispanic (31%). Below is the data from Forecast 5.

Economically Disadvantaged Data: <https://drive.google.com/file/d/1E7Flnwz4BTgCWWhGWFzUixqLT5wRZWRhu/view?usp=sharing>

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

From the BOY to EOY in math, we observed an increase in the "meets" area by 4% and in the "masters" area by 4% as well. However, our DNM category increased by 5%. More than 50% of scholar performance from 2nd to 5th grade, achieved in the "Did Not Meet" category.

For the MAP Growth BOY to EOY in reading, we observed a 4% increase in the "meets" area. More than 50% of scholar performance from 2nd to 5th grade, achieved in the "Did Not Meet" category.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

Last school year, we did not have any 4th or 5th graders from last year did not achieve advanced high in reading and writing.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Our campus strength (per the climate survey) is that teachers feel respected and enjoy working at Campbell.

School Culture and Climate Weaknesses

List areas you would like to grow here:

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=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

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 5 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%? Employee Wellness, sharing wellness resources and inviting district personnel to present on the importance of wellness and strategies.

(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

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

A campus strength is that we have our climate survey shows that teachers value campus leadership and working here at Campbell.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

An area of growth is student safety. Many scholars did not feel "safe". Our school counselor push in classes are helping us to address this issue.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- 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? Staff belong - How much faculty and staff feel that they are valued members of the school community - 72%
- 2.) Why did you select this/these area(s)? Our campus culture & climate is a priority to us. We want to ensure that teachers & staff feel a sense of belonging to the campus community.

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?

The Staff Happy List - Our goal this year is to be more specific about staff appreciation in ways that they value. The staff happy list allows us to reward/appreciate staff from their individual list (ex. Favorite candy, favorite flower, etc).

District RAVE Awards - This is an initiative that will continue on from last year. We highlight staff members for their extraordinary efforts on campus.

Sunshine Committee - This committee meets monthly to plan staff birthdays and other staff celebrations.

- 2.) What are your customer service celebrations/strengths?

On campus, we value developing and cultivating relationships with staff. We are a small campus and approach our campus decisions from a family perspective. Teachers have shared that they value and appreciate working at Campbell because it is a safe space to be honest, learn, and grow.

- 3.) What are your areas of growth?

Our area of growth is conducting a semi-formal climate survey every three months. This will allow the school administrators to facilitate conversations about culture and climate

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

centered around data. The goal is to allow these sessions to serve as safe spaces and to maintain a positive school culture.

4.) What will be your priority for customer service this year?

Our priority this year will be to increase our score on the climate survey in order improve our score in the area of "belonging".

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Scholars are supported through differentiated instruction, integration of the Arts, project based learning, community service.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

An area of growth is to get more scholars participating in the district GT showcase.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZI5uJIIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/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:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 0 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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)? Our scheduling is cluster grouping for GT students.
- 2.) How are you communicating with all families about GT and/or advanced learning opportunities? Campus newsletters, class dojo, social media, flyers and handouts, Back 2 school night, Family fun nights.
- 3.) How do you support a culture that provides advanced learning opportunities to all students? Differentiate instruction, integration of the Arts, project based learning, community service.

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? Our teachers have a data driven focus and conference with individual scholars every week on their individual scores/progress. This information allows the teacher to identify any instructional supports needed in the classroom. We identify the linguistic needs of students through the HLS and knowing our families. In the classroom, teachers use research based sheltered strategies to support our scholars with linguistic needs.
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? In order to support multilingual scholars, our clerk contacts district departments to ensure get any necessary support needed (backpacks, assistance with food, etc). Additionally, instructionally, our teachers use reading and math rotations to work with scholars in small groups to address their learning needs.
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. We are an ESL campus. The campus monitors language acquisition through data monitoring, LPAC meetings, and TELPAS.
- 4.) How does the campus welcome families and students that are new to the country? Our front office are very friendly and understand to families and scholars new to the country. Our clerk ensures that she has a staff member or someone available via the district translation line to help families. Also, teachers are informed right away so that they are able to properly assist scholars.

Creative Learning Initiative (CLI)

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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)

Lee Lewis Campbell's arts partner Creative Action delivers a program called Spark Schools, the core of which provides each PreK-5th scholar with 20 theatre and digital media arts integration classes each semester. Skilled Creative Action teaching artists collaborate with each classroom teacher in each grade, modeling and applying drama-based instruction and hands-on digital media making to further develop scholars' academic, artistic, and SEL skills. Each scholar produces a range of artistic and academic works that are shared with parents and the broader Campbell Community in end-of-semester Showcases in the fall and spring. In addition, Creative Action leads regular professional development that both utilize and model creative learning strategies for teachers to use in their classrooms. Combined these efforts engage all scholars in creative activities that are culturally relevant, differentiated, purposeful, authentic, expressive, and academically rigorous.

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)

As an anchor arts partner, Creative Action connects the school with arts partners, artists, and arts events. Each month Creative Action invites local guest musicians to perform a variety of musical styles and forms for scholars while they eat lunch in the cafeteria as part of the First Friday Lunch Concert series. Creative Action also facilitates arts opportunities with Texas Performing Arts, taking scholars on field trips to The Plastic Bag Store installation as part of the 2022 Fusebox Festival and to see Manual Cinema — Leonardo! at the McCullough Theatre in February 2023.

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) implemented through PE lessons.)

In addition to the arts explorations in Special Areas classes, Creative Action's Spark Schools program provides arts integrated lessons to every scholar twice a week, allowing young artists to explore and analyze a variety of art created by artists. In response to such aesthetic encounters, scholars are then supported through scaffolded and differentiated instruction to create their own works of artistic expression, including spontaneous embodied expressions of their thinking and learning in the moment, developed and rehearsed performances shared with the community at Showcase event, or the photographic and audiovisual works they create collaboratively exploring academic content.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

A campus strength is that we have a large number of families that attend campus events.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

List areas you would like to grow here:

An area of growth is that we need more families attending academic events/parent teacher conferences.

Family and Community Involvement 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:

- 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)? Family Engagement

2.) Why did you select this/these area(s)? This an area of strength for the campus. We will continue on with family events and identify actionable goals to improve.

CAMPBELL EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Condition #5: A sense of belonging, empowerment, connection and identity safety) (Condition #2: Recognition and cultivation of gifts, talents and interests) (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)</p>	<p>Assistant Principal, PE Teacher, Principal</p>	<p>August - May</p>		<p>Criteria: Committee agendas</p>
<p>2. Add Whole Child, Every Child placeholder monthly to faculty meeting agendas to discuss current/continuous activities.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3,3.4)</p>	<p>Assistant Principal, Counselor, PE Teacher, Principal</p>	<p>August - May</p>		<p>Criteria: Staff meeting agenda</p>
<p>3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety</p>	<p>Assistant Principal, Counselor, Principal</p>	<p>August - May</p>		<p>Criteria: PTA Agenda</p>

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Objective 2. (Social and Emotional School Climate) Our campus SEL and CP&I steering committee will partner with the PTA to develop and implement 2-way communication strategies to inform, engage, and listen to members of the school community during at least one meeting per 9 weeks. As a result, the percentage of parents who agree they are aware of opportunities to provide input into district decision-making processes will increase from by 10% in the 22-23 SY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)</p>		August - May		Criteria: Staff & Parent Newsletters
<p>2. Host family nights or book club series per semester. Ensure that it is promoted ahead of time and through all areas of communication.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)</p>	Assistant Principal, Parent Support Specialist, Principal	August - May		Criteria: Family night/event sign-ins
<p>3. Engage your campus community in No Place for Hate activities annually. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 3.1) (ESF: 3,3.4)</p>	Assistant Principal, Counselor, Principal	August - May		Criteria: No Place for Hate schedule for activities

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Objective 3. (Community Engagement) Maintain minimum required Campus Advisory Council membership

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Campus Advisory Council webpage (post agendas and minutes, meeting schedule, announcements. etc.). Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, CAC Members, Principal	August - May		Criteria: CAC webpage created and updated once a month
2. Hold at least 8 regular Campus Advisory Council meetings each year. Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Academic Leadership Team, Assistant Principal, CAC Members, Principal	August - May		Criteria: CAC agendas
3. Keep Campus Advisory Council meeting minutes available and accessible upon request. Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, CAC Members, Principal	August - May		Criteria: CAC Minutes

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Objective 4. (Employee Wellness) By the end of SY 21-22, the campus will formulate a campus wellness committee and offer one campus wellness event per month for staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify campus health and wellness issues and collaborate with existing community to create staff health and wellness programs. After thirty days, evaluate implementation of the program and results, and see if the committee recommends any changes. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal, Counselor, PE Teacher, Principal	August - May		Criteria: List & calendar of staff wellness events
2. Inform parents and students of the resources of the School Mental Health Center. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 3.2) (Target Group: All) (ESF: 3)	Assistant Principal, Counselor, PE Teacher, Principal	August - May		Criteria: Staff & parent newsletters Principal Coffee agendas
3. Participate in the Wellness School Challenge. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 2,2.1,3,3.1)	Assistant Principal, Counselor, PE Teacher, Principal	August - May		Criteria: Staff newsletter

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

Objective 1. During the 2022-23 school year, 50% or more of our African American scholars in 3rd - 5th grade will achieve “Approaches” or higher on the SCA 3 in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. - Evidence: Common Assessment Data Review forms. (Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities) (Title I SW Elements: 2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.3)</p>	<p>Assistant Principal, PLC Leaders, Principal</p>	<p>August - May</p>		<p>Criteria: PLC minutes and data templates</p>
<p>2. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. (Condition #3: High expectations and support to meet those high expectations) (Title I SW Elements: 2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.3)</p>	<p>Assistant Principal, PLC Leaders, Principal, Teachers</p>	<p>August - May</p>		<p>Criteria: Individual Student Trackers</p>
<p>3. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data (by proficiency and by student groups - race, EB scholars, and SPED), identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities) (Condition #1: Culturally proficient, experienced teachers and staff) (Title I SW Elements: 2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.2,5.3)</p>	<p>Assistant Principal, PLC Leaders, Principal, Teachers</p>	<p>August - May</p>		<p>Criteria: Teacher written reteach plan</p>

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 185 to 195 by December 15, 2022 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Providing a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school.</p> <p>Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Assistant Principal, Parent Support Specialist, Principal, Teachers</p>	<p>August - May</p>		<p>Criteria: Climate Survey</p>
<p>2. Monitor enrollment numbers by week and by student group.</p> <p>Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 2.2) (Target Group: All) (ESF: 2,2.1)</p>	<p>Assistant Principal, Attendance Clerk, Principal</p>	<p>January - May</p>		<p>Criteria: Enrollment reports</p>
<p>3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time.</p> <p>Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)</p>	<p>Assistant Principal, Attendance Clerk, Parent Support Specialist</p>	<p>January - May</p>		<p>Criteria: Enrollment reports</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the campus website is systematically reviewed and actively maintained with accurate information. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)	Assistant Principal, Principal	August - May		Criteria: Campus website
2. Promote CARES customer service professional learning opportunities with all staff, including substitutes. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Strategic Priorities: 4) (ESF: 2,2.1)	Assistant Principal, Counselor, Principal	August - May		Criteria: Staff Meeting Agendas
3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Assistant Principal, Principal	August - May		Criteria: Phone/voicemail phone directory Staff newsletter with customer service tips for phone, voicemail, and email

CAMPBELL EL

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

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

CAMPBELL EL

- Goal 5.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.
- Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

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

CAMPBELL EL Site Base

Name	Position
Flores, Christy	Parent - PTA President
Mills, Kate	Parent - CAC Member/Non Staff Cochair
Krejci, Christopher	Parent - CAC Member
Doyle, Jeannie	Teacher - CAC Member
Johnson, Shannon	Teacher - CAC Member
Hobbs, Clarissa	Teacher - CAC Member
Mclsaac, Sarah	Teacher - CAC Member
Moore, Keith	Principal
Williams, Tonya	Assistant Principal
Carrington, Kwita	Teacher - CAC Member/Staff Chair
Pace, Jennifer	Executive Director

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.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	56				71
Grade	NR*	--	--	--	C

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	52				75
STAAR Performance Meets	25				35
STAAR Performance Masters	15				15
STAAR Performance Raw Score	31				42
STAAR Performance Scaled Score	56				71

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Campbell**

Campus Number: **227901111**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	75				88
Grade	C	--	--	--	B

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	72				80
Academic Growth Scaled Score	75				88
Academic Growth Grade	C	--	--	--	B
Economically Disadvantaged %	75.7	75.7	75.7	75.7	75.7
Economically Disadvantaged % Grouping	75.1 to 76	75.1 to 76	75.1 to 76	75.1 to 76	75.1 to 76
Relative Performance Raw Score	31				42
Relative Performance Scaled Score	56				75
Relative Performance Grade	NR*	--	--	--	C

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	72				83
Grade	C	--	--	--	B

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	66				72
Grade	NR*	--	--	--	C

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	0	out of 8	2022 Values:	4	out of 6
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	2	out of 8	2023 Goals:	5	out of 6

English Language Proficiency			Student Success		
2022 Values:	.	out of .	2022 Values:	1	out of 9
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	1	out of 9



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation 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 copy of the Parent/Family Engagement 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 meeting notice, agenda, sign in sheets, and meeting notes, 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 of at least 2 sample communications in 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 and/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 and Foster Care Documentation *(Attach completed Attachment #9; 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 and/or entered in PlanWorks)*

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

Campbell Elem.
Campus Name


Principal's Signature

11/1/2022
Date