

CASIS EL

Campus Improvement Plan

2022/2023

We've Got Cougar P.R.I.D.E.!
[Positive - Respectful - In Control - Dedicated - Excellence]



CASIS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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CASIS EL

Mission

Campus Mission: With much heart and great expectations, Casis Elementary School will provide a stimulating learning environment that will challenge each student to work to their potential and support them in their quest to become life-long learners, as well as contributing members of society.

Vision

Our shared vision at Casis is to be a MODEL LEARNING COMMUNITY for all schools, where stakeholders strive daily to ensure that our learning environment...

...recognizes the intellectual contributions of all.

...fosters the creativity of all.

...exemplifies an inclusive community for all.

...exhibits genuine caring towards all.

...focuses on student-centered goals and practices.

...expects high academic standards of excellence.

...engages our community as collaborative partners.

...honors the rich traditions and legacy of our school.

...exudes professionalism and integrity.

...excels in innovative and research-based practices.

...embodies an atmosphere that embraces life, love, laughter, and learning!

Nondiscrimination Notice

CASIS 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: High performing campus, with a strong sense of community and inclusiveness for all student populations. Casis has a history of serving the special education population and we currently serve all special education programs offered in AISD.

Demographics Needs

List areas you would like to grow here: We need to continue to ensure that our school culture and practices ensure the equitable treatment and service of all students, both academically and emotionally.

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? **N/A**
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? **N/A**

Student Achievement

Student Achievement Strengths

List your campus strengths here: Our overall accountability rating is 'A' and we obtained 5 out of 6 Distinction Designations from the Texas Education Agency.

Comprehensive Needs Assessment

Student Achievement Needs

List areas you would like to grow here: Continue to close achievement gaps between high performing student groups and low performing student groups (i.e. Sped - Dys - Hisp).

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) - **Narrow trends: Math (Hispanic 74%; White 72%); Reading (Hispanic 86%; White 88%).**

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

3rd R - Sped (44%)

3rd M - White (63%); Sped (33%)

4th R - Sped (75%); EcoD (75%)

4th M - His (58%); Sped (38%)

5th R - At-Risk (71%); Two or More (80%)

5th M - Two or More (60%); Sped (43%)

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

R - Hisp (78%) White (81%) Sped (48%) Dys (60%)

M - Hisp (69%) White (76%) Sped (52%) Dys (47%)

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

Listening: Highest - 42% Adv; Lowest - 25% Inter

Speaking: Highest - 42% Inter; Lowest - 25% Adv & Adv Hgh

Reading: Highest - 50% Adv Hgh; Lowest - 33% Adv

Writing: Highest - 54% Adv Hgh; Lowest - 8% Adv

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

List your campus strengths here:

Staff & Teacher - Belonging (S 94%) and Cultural Awareness/Action (91%)
Family - School Safety (91%)

School Culture and Climate Weaknesses

School Culture and Climate Needs

List areas you would like to grow here: Increase and improve perceptions around belonging and climate for students, staff, and families.

School Culture and Climate Summary

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

Staff & Teacher Climate Survey - Belonging (T 78%) & School Climate (S 80%)

Student Climate Survey - School Belonging (74%) & School Climate (74%)

Family Survey - School Climate (81%) & School Fit (70%)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here: School Leadership (S 95% & T 91%) and Belonging (S 94%) were cited as strong areas from staff, which

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

are factors in high staff retention.

Staff Quality, Recruitment and Retention Needs

List areas you would like to grow here: See 'Summary' section.

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
- 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? **Feedback & Coaching (63% S; 54% T) and Professional Learning (75% S; 63% T)**
- 2.) Why did you select this/these area(s)? **They were the lowest areas on the survey.**

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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?
Systematically provide clear and ongoing communication to staff, families, and community members.
- 2.) What are your customer service celebrations/strengths? **School Climate (81%) and School Safety (91%) were high in the Family Survey.**
- 3.) What are your areas of growth? **Matching and Meeting family perceptions of being a strong 'School Fit' (70%). May be connected to how we serve certain student populations (i.e. GT, Sped, etc.).**
- 4.) What will be your priority for customer service this year? **Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff.**

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here: Strong alignment among grade level PLCs in common assessments, aligned instruction, and aligned curriculum.

Curriculum, Instruction and Assessment Needs

List areas you would like to grow here: See 'Summary' section.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT
- SERVICE DESIGN

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, **1 of the 5** areas were out of compliance. **Curriculum & Instruction**

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)? **Cluster Grouping**
- 2.) How are you communicating with all families about GT and/or advanced learning opportunities? **School Newsletter & Parent Information Meeting (Fall)**
- 3.) How do you support a culture that provides advanced learning opportunities to all students? **Transparency in how we serve all students at a high level (Casis Advanced Student Support Plan)**

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). **CLI training for teachers.**
- 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). **CLI Ambassador coordinates a program; Art & Music support of additional enrichment opportunities (with support of district and PTA).**

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here: Casis has a highly engaged parent organization (PTA) and base, both in resource and volunteerism.

Family and Community Involvement Needs

Comprehensive Needs Assessment

List areas you would like to grow here: See 'Summary' section.

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)? **Increase scores in the areas of 'Community Engagement' (63%) & CSH Implementation (64%)**
- 2.) Why did you select this/these area(s)? **They are the lowest areas in an overall score of 81%.**

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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 1. (CSH Implementation) SMART Goal: Increase scores in the areas of 'Community Engagement' (63% to 68%) & CSH Implementation (64% to 69%) by the end of SY 22-23, resulting in an increase from the overall 21-22 score of 81%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in national, district, and campus level events that promote health and wellness in the community (i.e. Coordinated School Health Week, National Walk-Bike-Roll To School Day, etc.). [#5] (Target Group: All)	Administrators, PE Teacher	Throughout School Year		Criteria: Coordinated Health Survey Completion
2. Casis Commuter Club (C3) to track the mileage and participation rate of students who walk/bike to school. [#2, #5] (Target Group: All)	PE Teacher	Throughout School Year		Criteria: C3 App Monitoring System
3. Provide school-sponsored events that promote community giving and outreach (Halloween Candy Donation Drive, Thanksgiving Can Drive, Holiday Helpers Program, Spring event, etc.) [#2, #5] (Target Group: All)	Administrators, Family Engagement Committee, Parents	Throughout School Year		Criteria: Final Counts and Participation Documentation for each event.

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Objective 2. (Social and Emotional School Climate) SMART Goal: Our campus SEL and Equity PLC will support and coordinate monthly school-wide activities/events that reinforce AISD priorities around welcoming and non-biased treatment of all students, staff, and families. These efforts will result in a 3% - 5% increase in Panorama Survey results (21-22 score: 90%) around cultural awareness and action.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote SEL and Equity via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. [#1, #3, #4, #5, #6] (Target Group: All)	Administrators, Campus Committees, Teachers	Throughout School Year		Criteria: Communication documents (i.e. newsletters, marquee, etc.)
2. SEL & Equity PLC coordinates school-wide and community events that continue to promote welcoming and non-biased activities (Monthly SEL/Equity Words, Pride Week lessons, Regular PLC meetings, etc.). [#1, #2, #3, #4, #5, #6] (Target Group: All)	Administrators, Campus Committees, Teachers	Throughout School Year		Criteria: Documented meetings and activities.
3. Implement "Peace Areas" throughout the campus (Counselor Support) and monthly SEL/Equity bulletin boards (per Grade Level PLC) throughout the campus. [#1, #3, #5] (Target Group: All)	Counselor, Teachers	1st 9-weeks; Monthly		Criteria: Observed Peace Areas & Bulletin Boards.

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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. (Community Engagement) SMART Goal: Maintain minimum required Campus Advisory Council membership (equivalent staff to parent ratio) and meeting frequency (monthly) that includes parents, staff, and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular CAC meetings each year. [#3, #4, #5] (Target Group: M,F)	CAC Members, Principal	Throughout School Year		Criteria: Scheduled Monthly Meetings.
2. Keep CAC meeting minutes and agendas accessible to the public. [#3, #5] (Target Group: M,F)	CAC Members, Principal	Throughout School Year		Criteria: Posted Agendas & Minutes.
3. Maintain minimum required CAC membership throughout the school year. [#1, #4, #5] (Target Group: M,F)	CAC Members, Principal	Throughout School Year		Criteria: Membership Attendance & Sign-In Sheet

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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. SMART Goal: Campus will implement/monitor strategies and practices that proactively and responsively support students both emotionally and academically.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School staff meet regularly to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs through the Child Study Team (CST) process. [#1, #3, #4, #6] (Target Group: All)	Administrators, Parents, Teachers	Throughout School Year		Criteria: Scheduled and Documented CST Meetings; Parent CST Communications.
2. Climate Surveys for Family, Students, and Staff will be administered to assess perceptions of 'School Climate', 'Belonging', and 'Safety'. [#2, #3, #4, #5, #7] (Target Group: All)	Administrators, Parents, Students, Teachers	Winter/Spring Semester		Criteria: Survey Results.
3. Grades K-2 will participate in parent-based volunteer reading program (Pride) to build foundational phonemic skills and Grades 1-5 will participate in dyslexia-based intervention programs provided by district staff. [#1, #3, #6] (Target Group: All)	Intervention Staff, Parents	Throughout School Year		Criteria: Program Reporting and Student Performance Monitoring.

CASIS EL

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 2. SMART Goal: Campus will close READING gaps and increase previous school year MEETS scores by 3% points for the following student groups: (1) Economically Disadvantaged - 57%, (2) Special Education - 48%, and (3) Dyslexia - 60% [per EOY MAP Growth STAAR Proficiency Report].

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide identified student groups timely Tier 1 & 2 interventions of support. [#1, #3, #4] (Target Group: SPED,AtRisk,Dys) (ESF: 3,3.3,5,5.4)	504 Coordinator, Administrators, Grade Level Team, Reading Interventionist	Throughout School Year		Criteria: Monitored PLC processes (Teachers) and eCST processes (Admin/Teachers)
2. ARD Committee will meet to develop and monitor program of instruction, support, and intervention for Special Education students. [#1, #3, #4, #5] (Target Group: SPED) (ESF: 3,3.3,4,4.1,5,5.3,5.4)	Special Education Staff, SpEd Administrator, Teachers	Throughout School Year		Criteria: 9-Weeks Progress Reporting for IEP goals and EOY Assessment outcomes.
3. Increase opportunities for collaboration and planning to occur between general education teachers, special education teachers, and intervention specialists. [#1, #3, #4, #6] (Target Group: 3rd,4th,5th) (ESF: 5,5.1,5.3)	Administrators, Reading Interventionist, Special Education Staff, Teachers	Throughout School Year		Criteria: Meeting minutes documenting PLC planning time between staff members & regular progress reports from Intervention Specialists.

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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 593 to 600 by January, 2023 (21-22 projection: 634).SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. [#3, #5] (Target Group: All)	Principal, Registrar	Semesterly; Yearly		Criteria: Regular Enrollment Check-In & Reporting.
2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. [#3] (Target Group: All)	Principal, Registrar	Spring, 2023		Criteria: Spring Registration Activities.
3. Provide scheduled school tours to bring in community and highlight school successes and strengths. [#3, #5, #7] (Target Group: M,F)	Administrators, PTA President	Fall & Spring Dates		Criteria: Scheduled & Executed Tours.

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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 22-23, the campus will move from Meets Expectations to Exceeds Expectations on the 'Campus Culture of Respect' section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. [#1, #2, #3, #4, #5, #6] (Target Group: All,M,F)	Administrators, Teachers	Throughout School Year		Criteria: Cited Activities that support goal: SEL, Equity, PLC, Cougar PRIDE, and PTA-supported activities throughout the school year.
2. Systematically provide clear and ongoing communication to staff, families, and community members that cultivate and foster equity for all (i.e. newsletters, announcements, etc.). [#2, #3, #5] (Target Group: All,M,F)	Administrators	Throughout School Year		Criteria: Documented Communications (i.e. newsletters, announcements, etc.)
3. Invite student and family voice/perspective during Administrators Coffee Chats, PTA Meetings, CAC meetings, campus outreach efforts, student surveys, parent-teacher conferences, and other platforms. [#2, #3, #5] (Target Group: All,M,F)	Administrators, Parents, Students, Teachers	Throughout School Year		Criteria: Documented execution and completion of activities.

CASIS EL Site Base

Name	Position
Hyles, Kathleen	Teacher
Kepple, Kristine	Teacher
Lostracco, Ambyr	Teacher Co-Chair
Ornelas, Mari	Teacher
Springer, Derek	Teacher
Stevens, Nicole	Teacher
Murray Wooliver, Cassidy	Teacher
Biven, Christina	PTA President
Case, Kathleen	Parent
Chamberlin, Stacey	Parent
Craig, Mandy	Parent
Freshour, Jarrod	Parent
Jackson, Allison	Parent
Joseph, Wesley	Parent Co-Chair
Kahn, Jennifer	Parent
McCarthy, Misty	Parent
Mervine, Stephanie	Staff
Navickas, Katie	Asst. Principal
Polan, Mary	Parent & Secretary
Price, Vickie	Teacher
Smith, Matt	Parent
Taraba, Daniel	Parent
Walters, Steve	Parent
Wolf, Brinker	Parent
Tinnon, Samuel	Principal

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	94				95
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	93				95
STAAR Performance Meets	78				80
STAAR Performance Masters	55				60
STAAR Performance Raw Score	75				78
STAAR Performance Scaled Score	94				95

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: **Casis**

Campus Number: **227901112**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				97
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	93				95
Academic Growth Scaled Score	96				97
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	6.1	6.1	6.1	6.1	6.1
Economically Disadvantaged % Grouping	6.1 to 7	6.1 to 7	6.1 to 7	6.1 to 7	6.1 to 7
Relative Performance Raw Score	75				78
Relative Performance Scaled Score	81				84
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	97				98
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	100				100
Grade	A	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	12	out of 12	2022 Values:	8	out of 8
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:	12	out of 12	2023 Goals:	8	out of 8

English Language Proficiency			Student Success		
2022 Values:	.	out of .	2022 Values:	8	out of 8
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:	0	out of 1	2023 Goals:	8	out of 8

Template by Campus & District Accountability