

HARRIS EL

Thomas G. Harris Elementary Campus Improvement Plan 2022/2023

*We are Thomas G. Harris
We are Honest Achievers Respectful Responsible Inspirational Successful
We are Thomas G. Harris Go BULLDOG!*



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HARRIS EL

Mission

Harris Elementary School's mission is to empower and honor a community of diverse learners through quality teaching and caring relationships, helping to accomplish academic, social, and personal goals.

La misión de Harris Elementary School es empoderar y honrar a una comunidad de estudiantes diversos a través de la enseñanza de calidad y las relaciones afectuosas, ayudando a lograr metas académicas, sociales y personales.

Vision

Thomas G. Harris is a community which inspires the passion to learn, the courage to lead, and the commitment to serve.

La escuela de Thomas G. Harris es una comunidad que inspira la pasión por aprender, el coraje para liderar y el compromiso de servir.

Nondiscrimination Notice

HARRIS 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 0% home suspensions or expulsion on our campus.

Demographics Weaknesses

List areas you would like to grow here:

Consider creating a system to welcome new students to orient them with behavior expectations & continue to spiral the expectations with other students.

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? By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the expected behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the expected behavior should be. This attention to expectations leads to a more positive classroom experience, a stronger learning community and an increase in student learning.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

List your campus strengths here:

In the Texas Education Agency 2022 Accountability Ratings Overall Summary, Harris Elementary received a 73 component score/77 scaled score, rating C for school progress Academic growth.

Student Achievement Weaknesses

List areas you would like to grow here:

In the Texas Education Agency 2022 Accountability Ratings Overall Summary, Harris Elementary received a 31 component score/ 56 scaled score, not rated for student achievement STAAR performance.

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) The historical trend reflects the same as the 2021-22 STAAR DATA: All Students & Hispanic were the same at 40% and AA was at 32%
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? AA was at 32%
- 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: 5th grade reflects a larger increase in student growth in comparison to Math.
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report 3rd Grade had the highest growth change followed by 5th grade. 4th Grade had a negative change.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

List your campus strengths here: In 2021- 22 Coordinated School Health survey, Harris Elementary had 10 of the 11 areas reach over 70%.

School Culture and Climate Weaknesses

List areas you would like to grow here:

Consideration to improve in the Physical Environment to 70% or higher in the Coordinated School Health survey.

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
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 1 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%? Physical Environment

(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: Staff celebration and achievements are publicized on social media (DOJO/FB/Twitter/ and Website). The Monthly Bulldog Spotlight is featured.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here: Assuring that there is a system to display appreciation among staff.

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? School Climate

2.) Why did you select this/these area(s)? This had the lowest score at 72%

Campus Communication Goals & Practices

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

Campus Culture of Respect Goals

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- 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? Create opportunities for Social Connections, build systems with Campus Supports, and celebrate staff achievements.
- 2.) What are your customer service celebrations/strengths? Monthly Bulldog Spotlights and staff attendance celebrations.
- 3.) What are your areas of growth? Create a system of support when new initiatives are implemented.
- 4.) What will be your priority for customer service this year? Assuring the display of appreciation.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here: Staff meets regularly in Professional Learning Communities to collaborate on curriculum, instruction and assessment, that is differentiated toward the needs of the students.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: The need to create opportunities for enrichment activities that will encourage engagement.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1lJB2gIMXy-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, 0 of the 5 areas were out of compliance.

Advanced Academics Reflection Questions:

- 1.) How do you ensure GT and high-ability students are scheduled correctly? Cluster grouping for small group instruction.
- 2.) How are you communicating with all families about GT and/or advanced learning opportunities? Fliers sent home, communication on social media (DOJO), and posted on the school website.
- 3.) How do you support a culture that provides advanced learning opportunities to all students? By assuring accessibility within the classroom and school supports.

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? Thomas G. Harris is a two-way dual language campus through 4th grade.
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? The campus utilizes the 7 Steps to a Language Rich Interactive Classroom by John Seidltz
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. The LPAC Chairs assures that the Beginning of Year, Middle of Year, and End of Year Instructional Support Checklists are completed by the classroom teachers.
- 4.) How does the campus welcome families and students that are new to the country? The Parent Support Specialists meets with them for an orientation and provides resources that are available.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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) implemented through PE lessons.)

A staff member leads the CLI committee to assure that staff is aware of the CLI strategies and collaborates to spend the school funds to benefit all the students.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here: Through the Parent Support Specialist parents are well informed on resources that are available and opportunities to be involved at Harris Elementary.

Family and Community Involvement Weaknesses

List areas you would like to grow here: We would like to grow family involvement and volunteers.

Family and Community Involvement Summary

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

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

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)? We would like to see an increase in Family Engagement to build a partnership to support our students.

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Goal 1. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) ALL students (grades 3-5) will increase 35 percentage points from 25% Meets in all subjects (2021-22 STAAR) to 60% at or above "Meets" grade level in all subjects in 2022-23 STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CLT reviews disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Strategic Priorities: 2,4) (ESF: 5.3)	CLT	Ongoing		Criteria: Data Tracker
2. In PLC meetings, teachers analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, the enrichment needed for those who have met expectation, and create plans to reteach. Teachers will promote high expectations and support to meet those high expectations. (Condition #1, #2, & #3) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Strategic Priorities: 2,4) (ESF: 5.3)	Administrators, Principal, Teachers	Ongoing		Criteria: PLC Agendas
3. CLT reviews disaggregated data to track and monitor the progress of all students and the students post reflection, and provide 100 % evidence-based feedback to teachers. (Condition #4 & #6) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.2) (Strategic Priorities: 2,4) (ESF: 5.3)	CLT	Ongoing		Criteria: Data Tracker and Student Reflection feedback.

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Goal 2. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 362 to 370 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Strategic Priorities: 4)	Principal	Weekly		Criteria: Forecast 5 Analytics
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Strategic Priorities: 4)	Principal	Beginning of Year		Criteria: TEAMS/Peims Clerk Data/T-Rex Inbound requests
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Strategic Priorities: 4)	Parent Support Specialist, Principal	Spring		Criteria: School Event Calendar

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Goal 3. (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 to Exceeds Expectations on the Campus Communication Goals & Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (Strategic Priorities: 4)	CLT, Parent Support Specialist	ongoing		Criteria: Socia Media (DOJO, FB, & Twitter), Website, Fliers, Harris Weekly News
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Strategic Priorities: 4)	CLT, Parent Support Specialist	Ongoing		Criteria: Socia Media (DOJO, FB, & Twitter), Website, Fliers, Harris Weekly News
3. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Condition #7)	Campus Safety Committee, CLT, Counselor, Parent Support Specialist	Ongoing		Criteria: Socia Media (DOJO, FB, & Twitter), Website, Fliers, Harris Weekly News & Voicemail

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Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

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

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Goal 4. (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

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Goal 5. (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 22- 23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child placeholder to faculty meeting agendas and Newsletters to discuss current/continuous activities. (Title I SW Elements: 1.1,2.1,3.1) (Strategic Priorities: 4) (ESF: 3.1,3.3,3.4)	Administrators	Ongoing		Criteria: Agendas and Newsletters
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Strategic Priorities: 4)	Administrators, CLT, Parent Support Specialist	Ongoing		Criteria: Agendas, Newsletters, Social Media, and Website
3. Invite parents/families to family nights and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 1.1,2.1,3.1) (Strategic Priorities: 4)	Administrators, CLT, Parent Support Specialist	Ongoing		Criteria: Agendas, Calendar, Newsletters, Website, and Social Media

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Goal 5. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Social and Emotional School Climate) SMART Goal: The campus will participate in the implementation of the 3 Signature SEL Practices (K-12).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage your campus community in No Place for Hate activities annually (Title I SW Elements: 1.1,2.1,3.1) (Strategic Priorities: 4)	Administrators, Counselor	October 2022		Criteria: No Place for Hate Materials and Agenda
2. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 4)	Administrators, Counselor	Ongoing		Criteria: Peace Areas in Classrooms and Common Areas
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Title I SW Elements: 1.1,2.1) (Strategic Priorities: 4)	Administrators, CLT, SEL Committee, Teachers	Ongoing		Criteria: Newsletters, Social Media, Website, Bulletin Boards, Daily Morning Announcements.

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Goal 5. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Family Engagement) SMART Goal: Host family and community events monthly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host family and community circles at campus to discuss SEL & CP&I, Academics, and Safety. (Condition #5) (Title I SW Elements: 1.1,2.1,2.2,3.1) (Strategic Priorities: 4)	Administrators, Parent Support Specialist	Monthly		Criteria: Monthly Principal's Coffee Agendas
2. Host family and community nights: Literacy, STEM, Multicultural, and CATCH Night (Title I SW Elements: 1.1,2.1,3.1) (Strategic Priorities: 4)	Administrators, CLT, Parent Support Specialist	4 times a year		Criteria: School Calendar, Agendas, Fliers, Social Media, and Website
3. Invite families to participate in the Campus Advisory Council (CAC) (Title I SW Elements: 1.1,2.1,3.1)	Administrators, Parent Support Specialist	Monthly		Criteria: CAC Agendas, Invites(Social Media and Fliers), and Website

HARRIS EL Site Base

Name	Position
Rowland, Ragnar	Chair
Viloria, Alio	Member- 5th Grade
Wyatt, Sonya	Member- Assistant Principal
Herrera, Jacqueline	Member- 4th Grade
Graulty, Alice	Co- Chair Parent
Fox, Sheila	Parent
Cordova, Jessica	Member- Kindergarten
Batista, Liliana	Member- 3rd Grade
Renteria, Sandra	member- 1st grade
Linz, Juan	member- 2nd Grade
Bustamante, Maria Cristina	Secretary- SpEd
Schmid, Stephanie	member- Essential Areas
Gonzalez Villalpondo, Maria	member- PreK
Rivero, Yaqueline	member- Parent Support Specialist
Alvirez, Mary	Executive Director
Cardenas, Zoila	Principal

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				90
Grade	NR*	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				91
Grade	C	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	74				78
Grade	C	--	--	--	C

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	55				90
STAAR Performance Meets	25				60
STAAR Performance Masters	12				30
STAAR Performance Raw Score	31				60
STAAR Performance Scaled Score	56				90

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	73				80
Academic Growth Scaled Score	77				88
Academic Growth Grade	C	--	--	--	B
Economically Disadvantaged %	91.7	91.7	91.7	91.7	91.7
Economically Disadvantaged % Grouping	91.1 to 92	91.1 to 92	91.1 to 92	91.1 to 92	91.1 to 92
Relative Performance Raw Score	31				60
Relative Performance Scaled Score	59				91
Relative Performance Grade	NR*	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	3	out of 12	2022 Values:	9	out of 10
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:	6	out of 12	2023 Goals:	10	out of 10

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

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	76				87
Grade	C	--	--	--	B

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	1	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:	1	out of 1	2023 Goals:	4	out of 8

Campus Name: **Harris**
 Campus Number: **227901118**

Template by Campus & District Accountability



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)*

Thomas C. Harris Elementary [Signature]
Campus Name Principal's Signature

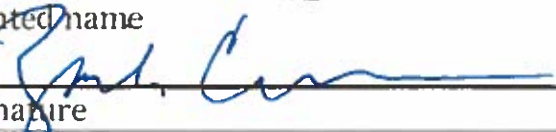
10/26/22
Date

Austin ISD

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

Campus Name Harris Elementary Org# 118

Instructions: List the name & position of the developers of the 2022-2023 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1.	Rowland, Ragnar	Chair-Content Interventionist
2.	Graulty, Alice	Co-Chair Parent
3.	Cardenas, Zoila	Principal
4.	Rivero, Yagueline	Parent Support Specialist
5.	Alvarez, Mary	Executive Director
6.	Fox, Sheila	Parent
7.	Wyatt, Sonya	Assistant Principal
8.	Vitoria, Alu	5th Grade Teacher
9.	Herrera, Yagueline	4th Grade Teacher
10.	Batista, Liliana	3rd Grade Teacher
* more attached		
<u>Zoila Cardenas</u> Printed name		<u>10/26/22</u> Date
 Signature		

07/25/2022

HARRIS EL Site Base

Name	Position
Rowland, Ragnar	Chair
Viloria, Alio	Member- 5th Grade
Wyatt, Sonya	Member- Assistant Principal
Herrera, Jacqueline	Member- 4th Grade
Grauly, Alice	Co- Chair Parent
Fox, Sheila	Parent
Cordova, Jessica	Member- Kindergarten
Batista, Liliana	Member- 3rd Grade
Renteria, Sandra	member- 1st grade
Linz, Juan	member- 2nd Grade
Bustamante, Maria Cristina	Secretary- SpEd
Schmid, Stephanie	member- Essential Areas
Gonzalez Villalpondo, Maria	member- PreK
Rivero, Yaqueline	member- Parent Support Specialist
Alvarez, Mary	Executive Director
Cardenas, Zoila	Principal