LEE EL

Russell Lee Elementary School
2022/2023

Roadrunners are Responsive, Reflective, and Ready to Learn.

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LEE EL

Mission

Campus Mission
The teachers, staff and families of Russell Lee Elementary School work collaboratively to foster strong social-emotional learning in an arts rich, academically focused environment that results in exceptional educational opportunities for all students.

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

Austin Independent School District Mission
Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Campus strengths:
- Continued strong enrollment across all grade levels.
- Sixth Grade Leadership Academy attracting new students to Austin ISD

Demographics Weaknesses

Campus Areas of Growth:
- Continue to build racial and economic diversity across student population.

Demographics Summary

Student Discipline Reflection Questions:

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?

#1 and #2: As a campus, we strive to eliminate discretionary removals across all student groups, including our African American students. We build on our strong foundation of SEL and Responsive Classroom techniques to make classroom environments identity safe for all students and educate staff on the importance of belonging for student success and safety in the classroom. Each classroom has a classroom compact, a peace area for self regulation, as well as access to support from our counselor. For students receiving Special Education services, we ensure that case managers work collaboratively with General Education teachers as well as administration to ensure we are building positive behavior support plans for students to participate in the General education classroom.

Student Achievement

Student Achievement Strengths

Campus strengths:

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Statewide distinctions in the area of ELA/Reading 2022 STAAR
- Top 25% of growth statewide for 2022 STAAR

Student Achievement Weaknesses

Areas for Growth:
- Math performance for STAAR has been at the same level since 2019 for MEETs level
- Less than 50% of student meeting their growth targets on 21-22 MAP Growth testing

Student Achievement Summary

Student Achievement 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) Our students who receive Special Education services as well as our students from economically disadvantaged backgrounds performed below our all students group in both reading and math. Additionally, our math growth across all groups in STAAR over the past few years has remained the same and indicates a need for a change in approach.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? Students receiving Special Education services and students from economically disadvantaged backgrounds.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? There was an established trend that generally students in 3rd-6th grade met their growth targets at a greater percentage than in Kinder - 2nd grade.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? The majority of our campus students who took TELPAS last year were Year 1 and scored largely in the beginning score band. This baseline data indicates that we will need to be intentional and specific in approaching these students to ensure they are making at least one year of growth as they have spent more time at our school.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

Campus strengths:
- Long established history as an SEL SEED model campus
- Established campus committees to address areas of the CSH rubric

School Culture and Climate Weaknesses

Areas for Growth:
- Rebuild opportunities for on-campus community events and to begin new Fine Arts programming offerings

School Culture and Climate Summary

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, 6 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%?
We are planning to focus specifically on our Community Engagement this year to opportunities for families to access our campus and build connections with each other and with staff. CSH is an area of relative strength for us, however we will continue to refine as we develop new routines with daily PE classes, implementation of the Health Education curriculum, and onboarding a number of new staff.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

Campus strengths:
- An experienced teaching staff across a variety of grade levels
- Long established teacher support network within staff to support novice teachers

Staff Quality, Recruitment and Retention Weaknesses

Areas for Growth:
- Development of team planning protocols and building sustainability for the years ahead.

Staff Quality, Recruitment and Retention 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?
We plan on focusing on Feedback and Coaching this year.

2.) Why did you select this/these area(s)?
This is a focus for us as we strengthen our PLC and planning processes, as well as on-boarding a number of new staff. These measures were also lower than other staff areas from last year's climate survey.

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?
We plan to intentionally recognize and build on established traditions and ways to celebrate staff. After a few years off, campus teacher committees are being re-vamped to give

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

intentional time to building staff culture and morale.

2.) What are your customer service celebrations/strengths?
Our staff communicates frequently and openly with families and in a variety of modalities. The PTA works closely to build opportunities for all students in collaboration with staff teams.

3.) What are your areas of growth?
Areas for growth for customer service include building accurate online website content, and training front office staff to answer a wide variety of questions and connecting to the correct district resources.

4.) What will be your priority for customer service this year?
Our priorities will be to focus on friendly interactions and getting timely information out to community members in whichever modality it is sought after.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Campus strengths:
- Strong culture of **heterogeneous class groupings where teachers meet the needs of students using differentiated small groups within the classroom environment.**
- Growing literacy in using MAP Growth data to create individual learning plans for students with various needs.

Curriculum, Instruction and Assessment Weaknesses

Areas for Growth:
- Accelerating the rate of growth for students receiving Special Education services or supported with 504 plans to match the overall ALL students group data.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. We met all 5 areas for compliance targets for GT CAMP.

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)? When we are creating class groups, we ensure that GT students are identified across areas of identification to ensure we create heterogenous classes that provide clusters of high ability students.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? We have adopted the parent communication platform ParentSquare to ensure that our GT advocate is able to share campus and district GT information widely.

3.) How do you support a culture that provides advanced learning opportunities to all students? Through our guiding questions for PLC meetings, teachers are prompted to reflect upon how to expand upon learning targets and objectives and how advanced learners can expand upon these themes.

Multilingual Instruction

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? Our Assistant Principal facilitates timely LPAC meetings to identify students who are multilingual, and engages teachers in conversation surrounding how to support emergent bilingual students.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? Students who are identified as SIFE have access to tutoring through UT volunteers, as well as flexible small group reading instruction during the school day. We are continuing to recruit for additional resources and support for our refugee students.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. We are an ESL content-based campus, and we monitor language acquisition through TELPAS scores, monitoring EL checklist items, as well as using observational rubrics with teachers to assist students.

4.) How does the campus welcome families and students that are new to the country? Our front office staff is trained in using the Language Line to ensure timely translation and support for students that are new to the country, as well as established bonds with the AISD Refugee Office.

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)

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

implemented through PE lessons.)

Our Campus CLI ambassadors are working collaboratively with the leadership team and their committee to ensure that students are accessing the arts in classroom experiences. This year we are welcoming a number of new staff to AISD so timely training and support will be crucial to continue to grow these practices and move to a systemized approach.

Family and Community Involvement

Family and Community Involvement Strengths

Campus strengths:
- Strong collaboration between the PTA and School Community
- Comprehensive school calendar with embedded recognitions for community and staff

Family and Community Involvement Weaknesses

Campus Areas for Growth:
- Outreach to families who speak languages other than English to make connections across communities and access to school events

Family and Community Involvement Summary

Family and Community Engagement- AISD
Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)? This year we plan to continue strengthening our strong family relationships with an emphasis on community building events. We will be adopting a new school wide communication platform to ensure ease of communication between families, leadership, and families in ParentSquare. We have also begun to launch partnerships with families to offer free of cost after-school programming for students and have added additional community building events to our school year calendar.

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

2.) Why did you select this/these area(s)? This year, we have spent time considering the importance of bringing student's families and caregivers into our campus spaces to intentionally build community after 2.5 years of interrupted access to these types of activities following the COVID-19 pandemic. When referencing our 2021-2022 school year family survey, an area for growth has included bringing in community in new ways to build connection to the school community.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Condition 1, 6) (Target Group: All)	Leadership Team, SEL Committee	22-23 School Year		Criteria: Faculty meeting agendas
2. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information (SEL night planned for February 2023) (Condition 2, 4, 5) (Target Group: All)	Leadership Team, SEL Committee	School year		Criteria: SEL night agenda and artifacts
3. Develop an Afterschool catalog of activities including free of cost club opportunities for students of all grade levels to participate in after the end of the scheduled school day. (Condition 2, 7) (Target Group: All)	Leadership Team, Teachers	22-23 School year		Criteria: Afterschool offerings catalog and rosters.

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Objective 2. (Social and Emotional School Climate) SMART Goal: Students will report favorably at a rate above 70% on the subset of questions related to "School Belonging" on the AISD Student Climate survey, an improvement from 63% from the 21-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in the Seed Model Campus program by engaging in an intentional, goal-oriented implementation process that elevates SEL and CP&I practices at Lee Elementary. (Condition 1, 3) (Target Group: All)	Leadership Team	School year		Criteria: SEED Model Application and final criteria.
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Condition 5) (Target Group: All)	Leadership Team, Teachers, Team Leaders	School year		Criteria: SEL/Whole Child Committee Agendas
3. Engage your campus community in No Place for Hate activities annually. (Condition 5, 6) (Target Group: All)	Leadership Team, Teachers	School year		Criteria: NP4H Activities Artifacts

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Objective 3. (Community Engagement) SMART Goal: Facilitate a minimum of 2 community events hosted on campus per semester open to the entire school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regularly solicit feedback from community members at Principal's feedback meetings to monitor impact and effectiveness of various campus projects, meeting at different time frames and virtually and in-person to provide options to community members. (Condition 5, 7) (Target Group: All)	Principal	Beg. Oct. 22		Criteria: Principal's Coffees Agendas and Sign-ins
2. Establish a Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training and communicate findings to the caregivers of students identified in need of further support. (Condition 3, 4) (Target Group: All)	Crisis Response Team, CST Chair, Leadership Team	School year		Criteria: CST Committee Meeting Notes
3. Invite outside community organizations to partner for after-school activities, whole school assemblies, as well as mentoring/tutoring opportunities. (Condition 6, 7) (Target Group: All)	Leadership Team	School year		Criteria: Catalog of established community partners

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Goal 2. (ESF Lever 3: Positive School Culture) SMART Goal: Students will respond favorably on the AISD Student Climate survey at a rate of 70% or greater on the questions in subset titled "Student Climate".

Objective 1. (ESF Essential Action 3.1) SMART Goal: Students will respond favorably on the AISD Student Climate survey at a rate of 70% or greater on the questions in subset titled "Student Climate".

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regular campus climate surveys assess and measure progress on student and staff experiences. (Condition 4, 5) (Target Group: All)	Leadership Team	School year		Criteria: Weekly staff feedback forms, student panels/forum feedback collected
2. Participate in the Seed Model Campus program by engaging in an intentional, goal-oriented implementation process that elevates SEL and CP&I practices at Lee Elementary. (Condition 5, 6) (Target Group: All)	Leadership Team	School year		Criteria: SEED Model Campus Application and Completion
3. Use tool(s) that communicate the vision for student culture and use common language for in-class and school-wide routines (e.g. school culture rubric/checklist). (Condition 3, 7) (Target Group: All)	Leadership Team	School Year		Criteria: Tier 1 Behavior Support Anchors, Roadrunner Rolemodel Assembly Videos

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) SMART Goal: 75% of teachers will instruct with Creative Teaching strategies throughout the instructional day as measured by Spring announced observation PPfT data

Objective 1. (Creative Learning) SMART Goal: 75% of teachers will instruct with Creative Teaching strategies throughout the instructional day as measured by Spring announced observation PPfT data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Administrators will attend CLI Principal Institute meetings to ensure that program offerings are aligned with campus improvement plans for desired outcomes. (Condition 1, 7) (Target Group: All)	Leadership Team	All school year		Criteria: Attendance records for administrator professional learning related to Creative Learning Initiative.
2. Open all whole staff meetings with a focus on a Creative Learning Strategy, modeling to teachers how to utilize strategy in their own teaching practices. (Condition 1, 2) (Target Group: All)	CLI Team, Leadership Team	All school year		Criteria: Staff meeting agendas with CLI strategy highlighted
3. All instructional staff will develop mastery in the Creative Teaching to learn a cohesive, consistent instructional model that provides a quality baseline of instructional practices for all students that is culturally relevant, provides rigorous instruction and is rooted in relationships. (Condition 4, 6) (Target Group: All)	CLI Team, Leadership Team	All school year		Criteria: PPfT Walkthrough/Announced Observation Data with evidence of CLI strategies being implemented.

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Goal 4. (Increased Enrollment) SMART Goal: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Objective 1. (Increased Enrollment) SMART Goal: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Condition 5, 7) (Target Group: All)	Leadership Team, Registrar	School Year		Criteria: Development of student exit lists with applicable data for where students are enrolling after withdrawal.
2. Monitor enrollment numbers for upcoming 23-24 school year by week and by student group. (Condition 4, 5) (Target Group: All)	Leadership Team, Registrar	Jan 23-June 23		Criteria: Weekly registration numbers status update report for upcoming school year.
3. Provide monthly school tours to bring in community and highlight successes and strengths and drive enrollment for upcoming school year. (Condition 7) (Target Group: All)	Principal	Beginning Oct '22-May '22		Criteria: School tour sign in sheets (monthly beginning Oct. '22)

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Goal 5. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the Russell Lee Elementary will move from Developing to Meets Expectations on the Campus Communication section of the Campus Assessment Rubric.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the Russell Lee Elementary will move from Developing to Meets Expectations on the Campus Communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens, including accessibility of content in languages other than English. (Condition 1, 5) (Target Group: All)	Bookkeeper, Leadership Team, PTA, Registrar	Entire school year		Criteria: ParentSquare communication frequency and reach, reports on engagement across classes and grade levels (via ParentSquare reports)
2. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained. (Condition 7) (Target Group: All)	Leadership Team	School year		Criteria: Campus safety audit data, environmental walkthrough data
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Condition 7) (Target Group: All,EB)	Leadership Team, PTA	School Year		Criteria: Campus website information accuracy checks monthly following full launch in October 2022.

LEE EL Site Base

Name	Position
Sileo, Caitlin	Principal
Rolling, Terri	CAC Co-Chair (Staff)
Pace, Jennifer	Executive Director, Office of School Leadership
Sanchez, Erica	Bookkeeper, Classified Staff Representative
Webb, Dr. Linda	CAC Co-Chair (Non Staff)
Joshi, Raksha	Teacher, CLI Ambassador
Knox, Anni	Assistant Principal
Peckham, Aaron	Counselor

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	93				93
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	90				90
STAAR Performance Meets	70				70
STAAR Performance Masters	51				50
STAAR Performance Raw Score	70				70
STAAR Performance Scaled Score	93				93

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: **Lee**

Campus Number: **227901121**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN

SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				92
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	85				85
Academic Growth Scaled Score	92				92
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	14.8	14.8	14.8	14.8	14.8
Economically Disadvantaged % Grouping	14.1 to 15	14.1 to 15	14.1 to 15	14.1 to 15	14.1 to 15
Relative Performance Raw Score	70				70
Relative Performance Scaled Score	81				81
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				94
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

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

Closing the Gaps Components

Academic Achievement

2022 Values:	13	out of	14
SCA 1:		out of	0
SCA 2:		out of	0
SCA 3:		out of	0
2023 Goals:	13	out of	14

Growth

2022 Values:	6	out of	6
SCA 1:	0	out of	0
SCA 2:	0	out of	0
SCA 3:	0	out of	0
2023 Goals:	6	out of	6

English Language Proficiency

2022 Values:	.	out of	.
SCA 1:	--	out of	1
SCA 2:	--	out of	1
SCA 3:	--	out of	1
2023 Goals:	1	out of	1

Student Success

2022 Values:	8	out of	8
SCA 1:	0	out of	0
SCA 2:	0	out of	0
SCA 3:	0	out of	0
2023 Goals:	8	out of	8