

SUMMITT EL

Summitt ES

2022/2023

Campus Motto
We are Summitt Strong!



SUMMITT
ELEMENTARY SCHOOL
AUSTIN Independent School District

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SUMMITT EL

Mission

Texas Public Education Mission Statement

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. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

SUMMITT 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.

SUMMITT EL

Vision

Campus Mission:

At Summitt Elementary our mission is to create a diverse, equitable, inclusive and supportive learning community where everyone can SOAR TO EXCELLENCE!

Campus Vision: Proudly preparing Summitt Eagles to be life-long learners who will make the world a better place.

Campus Values:

I am a Summitt Eagle. I am Kind.

I am Courageous.

I am Collaborative.

I am Innovative.

I am Tenacious.

I am Summitt Strong.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

We have a wide range of demographics and different cultures on our campus. We are the home of the Vietnamese Dual Language Program. This past year we grew exponentially in all areas and achieved three out of 6 distinctions.

Demographics Weaknesses

List areas you would like to grow here:

We need to continue to close the achievement gap for our special education students and continue to hit our meets target for our Asian Population.

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, ____% of the students within the African American/ Black population had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

2.) In 2021-22, ____% of the students receiving Special Education services had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

We will continue to use Restorative Practices and SEL practices to create proactive strategies and supports to ensure that our students, especially among our AA population are set up for success.

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

We make an effort to provide one on one check ins with our special education students who need extra support. Behavior support plans are also in place that identify clear expectations for the students so they know what is expected and what logical consequences are in place if the plan is not followed. We also are intentional about providing

Comprehensive Needs Assessment

Demographics Summary (Continued)

mentoring opportunities for these students to help provide positive supports as well.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Our campus made significant growth through student progress measures this past year.

Student Achievement Weaknesses

List areas you would like to grow here: We need to continue to close the achievement gaps for our EL and SPED students across all content areas.

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)

MAP GROWTH: Our students performed lower in Math than in Reading on MAP Growth. Our Emergent Bil. student groups performed similarly to one another in both Math and Reading. Special Education students were the lowest performing student groups in both Reading and Math.

STAAR: We out performed our 2019 data instead of our Hispanic sub group in Math for 2022. There were increases in all areas across the board in Reading.

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

MAP GROWTH: Special Education in Reading: 28% meets, Math: 29%. Eco Dis student groups was also low performing: Reading, 42%, Math 34%.

STAAR: The Hispanic sub group in math was lowest performing at 44% meetings. Our Eco Dis and SPED sub groups were also the lowest, which is consistent with our MAP

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Growth results.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Our reading MAP Growth scores increased in all sub groups between the BOY and EOY.

Use STAAR Projected Proficiency Report

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

56% of our students progressed a proficiency level on the 2022 TELPAS. This was an 8 percent increase from the year prior. We need to continue to monitor the progression of students moving from each component to the other.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here: Community Engagement and Mental Health Services and supports are two areas of strengths.

School Culture and Climate Weaknesses

List areas you would like to grow here: Health Education and Food Services are both growth areas. With the new essential area schedule we are able to incorporate Health Education into our daily/weekly curriculum.

School Culture and Climate Summary

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

Coordinated School Health Areas:
- CSH Implementation

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- 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, 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%?

Health Education and Food Services are two areas that we scored a zero in, and can easily implement this upcoming year. I am not sure why SEL resulted in a 0% because SEL is a huge part of our work here at Summitt. I will be sure to dive deeper into how and why that occurred.

(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:

Belonging and School Leadership were the highest rated areas of the Panorama Survey.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

District Support and Coaching and Feedback were the lowest areas ranked on the Panorama Staff Survey. Coaching and Feedback is an area that we continue to grow in to improve the outcomes of both our students and teachers.

Comprehensive Needs Assessment

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?

Professional Learning is one area I am trying to be more intentional about and using our faculty meeting times to engage in actual professional development and sharing. Coaching and Feedback is another area that we need to continue to strengthen according to the results.

2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices

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

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability? **We will continue to be mindful of our families and their individual needs as they enter our building and call our school. Customer service continues to be at the forefront in all of our interactions with families and students.**

2.) What are your customer service celebrations/strengths? **Since I have started here our front office customer services have been improved greatly. My team is friendly and welcomed with a smile. We have continued to work hard to help families find answers even if we don't have an immediate response.**

3.) What are your areas of growth? **As a team we need to continue to work with our families that speak an language other than English in the same way in which we serve our fluent English speaking families. We have gotten better at this, but there is always room to improve to ensure ALL families feel welcome.**

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

4.) What will be your priority for customer service this year? **We will continue to work on being customer first and working with families to follow up on information even if we can't give them an immediate response. We are also keeping the office open later in the afternoon. I would love to have our voicemail also recorded in Vietnamese as well.**

Having all of our communications translated in Vietnamese continues to be a challenge and a need for our campus.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here: We met all areas of compliance last school year in the Advanced Academics Areas of Compliance. We work hard to ensure that students are grouped accordingly for class placements. Our VNDL program continues to thrive and improve each year as our program and community grows.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: We hope to continue to meet all 5 criteria again this school year with GT compliance. We will continue to provide different strategies, accommodations and engaging teaching strategies to support our Emerging Bilingual Students.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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 _____ of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? **This is a process we audit and evaluate closely when creating classes each year. Just like placing our special education students and students with dyslexia programming, GT students are placed with the same consideration and weight.**

2.) How are you communicating with all families about GT and/or advanced learning opportunities? **It will be included in the Principal's Monthly Talon Talk, and individual school messenger and then teachers will send the information out to their individual classrooms via their BLOOMZ and other communication methods.**

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

We support our staff by supporting small group instruction on our master schedule to allow for differentiation and small group opportunities.

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? **Checklists are used through our LPAC to identify individual student needs and accommodations. Las Links and Pre Las tests are given to determine proficiency levels.**

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? **We have our Vietnamese Dual Language Program that supports our Vietnamese DL students and our Bilingual Interventionist that also supports our Emerging Bilingual students in Vietnamese.**

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. **We conduct TELPAS in the spring. Teachers also teach Vietnamese Language Arts and are able to monitor their language proficiency during that time.**

4.) How does the campus welcome families and students that are new to the country? **By VNDL team is very welcoming and communicative with our families. The Asia Foundation, a non profit that is supported by my bilingual team helps support families and new staff. My PTA is also very involved in my DL program and supports as needed.**

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) **My librarian works closely with community arts partners to provide experiences for our students-authors, illustrators, Austin Jazz workshop and other partners.**
- 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.) **Students attend PE every day and participate in a variety of activities daily-drum fit, and other curriculum based resources.**

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here: We are so lucky to have a community that is supportive, engaged and involved. Our PTA and WATCH DOG programs are incredibly supportive and bring our community together to support our students, teachers and greater community throughout the year.

Family and Community Involvement Weaknesses

List areas you would like to grow here: I would like for us to continue building community partners to support our campus and continue to build our mentoring program.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: <https://austinisd.co1.qualtrics.com/reporting>

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

-dashboard/##/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)? **we have a lot of family involvement on my campus and we will continue to bring in outside community members and entities in to support our campus.**
- 2.) Why did you select this/these area(s)? **Now that we are getting back to more of a normal school setting, I feel like we can get back to connecting with our community partners and inviting them back into our schools.**

SUMMITT 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) 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. Implement and follow Crisis Response protocols in the event of a campus crisis event. Debrief after critical incidents and develop prevention and response plans. (Conditions 4 and 5) (Target Group: All) (ESF: 1,3,3.1,3.2,3.3)	Administrators, Campus Leadership Team, Counselor(s), Office Staff, Teacher(s)	August-May ongoing		Criteria: Crisis response protocols, meeting agendas where protocols were reviewed.
2. Increase staff awareness of creating Trauma Informed Classrooms through a minimum of 3 Professional Development Opportunities. (Conditions 1, 3, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,2,3,5.4)	Campus Leadership Team, Counselor(s), MTSS, Parents, Teacher(s)	ongoing August-May		Criteria: faculty meeting agendas, copies of resources and observations in teachers classrooms.
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Conditions 1, 2, 3, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,3,5)	Counselor(s), Leadership Team, Teachers	August-May ongoing		Criteria: Agendas

SUMMITT EL

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Objective 2. (Social and Emotional School Climate) During the 21-22 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices to improve the average of from the Student Survey results of School Belonging from 66% to 70% by the end of the 22-23 school year.(Condition 2, 5, 6, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 22-23 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices (K-12). (Condition 2, 5, 6, 7) (Target Group: All) (ESF: 1,3,5)	Assistant Principal(s), Counselor(s), Leadership Team, SEL Campus Coordinator, Teacher(s)	ongoing August-May		Criteria: SEL lessons for morning meeting, observations of morning meetings, the use of Peace Areas in classrooms and the implementation of Mindful Moments by campus leadership.
2. Implement at least 3 campus wide House Meetings a month for all students and staff in grades PK-5, to connect and build relationships, where students feel safe, included and connected. (Condition 2, 4, 5, 6, 7) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,3,3.1,3.3)	Campus Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Meeting agendas, observations, photos
3. Establish buddy classes across campus that meet at least once a month within the students' House. (Condition 2,4,5,6,7) (Target Group: All) (ESF: 1,2,3,5)	Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Buddy meetings monthly, observations, pictures of activities, and House bulletin boards.

SUMMITT EL

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Objective 3. (Family Engagement) Incorporate Parent Engagement opportunities through the PTA, newsletters, website, WATCH DOGS and family nights to increase the average of Barriers to Engagement from 84% to 89% by the end of the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate a monthly Caregiving Series from professional advocates and therapists. (Conditions 5, 6, 7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)	Community Partner, Parents, PTA	September 2022-June 2023		Criteria: Virtual Presentations and agendas,
2. Hold monthly PTA general meetings and CAC meetings to allow collaboration with family and community members. (Conditions 2, 4, 5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.3,3.4)	Administrators, Parents, PTA, Teacher(s)	August-May		Criteria: PTA and CAC meeting agendas and minutes
3. Systematically provide clear and ongoing communication to staff, families, and community members including parent newsletter and staff newsletter at least 6 times a year. (Conditions 2, 3, 4, 5) (Target Group: All) (ESF: 1,2,3,5.1)	Campus Leadership Team, Counselor(s)	ongoing August-May		Criteria: Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL

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. (Data-driven instruction (ESF Essential Action 5.3)) By end of May 2023, all K-5th grade teachers will participate in 30 out of 32 data meetings and 30 out of 32 PLC meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will use Data Meeting protocol to look at common assessment data of students performing at 80% or higher, 79%-70% and 69% or lower and identify trends of students that are not meeting standard at 70% or below. (Conditions: 2, 3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,5)</p>	<p>Academic Leadership Team, PLCs - Grade-level, Teacher(s)</p>	<p>August-May</p>		<p>Criteria: Student work, PLC agendas and common assessment data results</p>
<p>2. Teachers use the Lesson Planning Protocol, in PLC's at least once a week, using their high leverage TEKS, common assessments and exemplars to plan backwards. (Conditions: 3, 4,5) (Target Group: All) (ESF: 1,3,4,5)</p>	<p>Academic Leadership Team, PLC Leaders, PLCs - Instructional, Teachers</p>	<p>August through May</p>		<p>Criteria: PLC agendas, Common Assessment exemplars and high leverage TEKS planning documents</p>
<p>3. Students in grades 3-5 will review their Short Cycle Assessment data results in class. (Teachers will run reports in School City and provide data to students. (Condition 3) (Target Group: All) (ESF: 1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Administrators, Students, Teachers</p>	<p>October, December, March</p>		<p>Criteria: SCA student results and data, student reflection and goals</p>

SUMMITT EL

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: We will work to retain our student enrollment of 761 at or above our projections of 754 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Conditions: 3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,2,3,5)	Attendance Clerk, Campus Leadership Team	August-May		Criteria: Campus based student enrollment spreadsheet
2. Ensure we are constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at our school. (Conditions: 2, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,3,4,5)	Administrators, Campus Leadership Team, PTA, Special Education Staff, Students, Teacher Assistants, Teacher(s)	August-May		Criteria: Student achievement data, BOY, MOY and EOY assessment data, student, parent and staff surveys
3. Discuss enrollment numbers and trends at weekly cabinet meetings. (Condition: 2, 3, 5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1)	Campus Leadership Team	September-May		Criteria: Cabinet agendas and CST notes/documentation

SUMMITT EL

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

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Meets Expectations to Exceeds Expectations on the Campus Communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide office meetings at least four times a year that discusses prioritizing CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Conditions: 4, 5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.3,3.4)	Attendance Clerk, Bookkeeper, Campus Leadership Team	ongoing August-May		Criteria: Family surveys, teacher and community feedback
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Conditions: 1, 4, 6) (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team, LPAC Coordinator, Office Staff, Teacher(s)	August-ongoing		Criteria: Language Line is accessible in the front office, in teacher's classrooms and utilized. Instructions on how to access are in each individual staff member's binder.
3. Systematically provide clear and ongoing communication to staff, families and community members. (Conditions: 2, 3, 4, 5) (Target Group: All)	Campus Leadership Team, Office Staff, Teachers	August-ongoing		Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL Site Base

Name	Position
Greco, Ariel	Principal
Matuke, Lisa	Classified Staff
Brannies, Heather	Teacher and Co chair
Tran, Tracy	Teacher
Banovic, Kristen	Teacher
Wozniak, Pam	Teacher
DaMommio, Tanya	Teacher
Calhoon, Alyssa	Parent Co Chair
Beck, Becca	PTA President/Parent
Guitrau, Nathan	Parent/Community Rep
Valadez, Ashley	Teacher
Giani, Matt	Parent
Avery, Stacy	Community Partner
Pace, Jennifer	Principal Supervisor

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	92				92
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	88				90
STAAR Performance Meets	70				70
STAAR Performance Masters	44				40
STAAR Performance Raw Score	67				67
STAAR Performance Scaled Score	92				92

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: **Summitt**
 Campus Number: **227901138**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	94				95
Academic Growth Scaled Score	97				97
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	31.4	31.4	31.4	31.4	31.4
Economically Disadvantaged % Grouping	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32
Relative Performance Raw Score	67				67
Relative Performance Scaled Score	86				85
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

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

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				96
Grade	A	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	16	out of 18	2022 Values:	14	out of 14
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:	17	out of 18	2023 Goals:	14	out of 14

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	10	out of 11
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:	11	out of 11

Template by Campus & District Accountability

SUMMITT EL

Summitt ES

2022/2023

Campus Motto
We are Summitt Strong!



SUMMITT
ELEMENTARY SCHOOL
AUSTIN Independent School District

Ariel Greco
12207 Brigadoon Ln, Austin, TX 78727
5124144484
ariel.greco@austinisd.org

SUMMITT EL

Mission

Texas Public Education Mission Statement

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. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

SUMMITT 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.

SUMMITT EL

Vision

Campus Mission:

At Summitt Elementary our mission is to create a diverse, equitable, inclusive and supportive learning community where everyone can SOAR TO EXCELLENCE!

Campus Vision: Proudly preparing Summitt Eagles to be life-long learners who will make the world a better place.

Campus Values:

I am a Summitt Eagle. I am Kind.

I am Courageous.

I am Collaborative.

I am Innovative.

I am Tenacious.

I am Summitt Strong.

Nondiscrimination Notice

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

We have a wide range of demographics and different cultures on our campus. We are the home of the Vietnamese Dual Language Program. This past year we grew exponentially in all areas and achieved three out of 6 distinctions.

Demographics Weaknesses

List areas you would like to grow here:

We need to continue to close the achievement gap for our special education students and continue to hit our meets target for our Asian Population.

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, ____% of the students within the African American/ Black population had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

2.) In 2021-22, ____% of the students receiving Special Education services had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

We will continue to use Restorative Practices and SEL practices to create proactive strategies and supports to ensure that our students, especially among our AA population are set up for success.

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

We make an effort to provide one on one check ins with our special education students who need extra support. Behavior support plans are also in place that identify clear expectations for the students so they know what is expected and what logical consequences are in place if the plan is not followed. We also are intentional about providing

Comprehensive Needs Assessment

Demographics Summary (Continued)

mentoring opportunities for these students to help provide positive supports as well.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Our campus made significant growth through student progress measures this past year.

Student Achievement Weaknesses

List areas you would like to grow here: We need to continue to close the achievement gaps for our EL and SPED students across all content areas.

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)

MAP GROWTH: Our students performed lower in Math than in Reading on MAP Growth. Our Emergent Bil. student groups performed similarly to one another in both Math and Reading. Special Education students were the lowest performing student groups in both Reading and Math.

STAAR: We out performed our 2019 data instead of our Hispanic sub group in Math for 2022. There were increases in all areas across the board in Reading.

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

MAP GROWTH: Special Education in Reading: 28% meets, Math: 29%. Eco Dis student groups was also low performing: Reading, 42%, Math 34%.

STAAR: The Hispanic sub group in math was lowest performing at 44% meetings. Our Eco Dis and SPED sub groups were also the lowest, which is consistent with our MAP

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Growth results.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Our reading MAP Growth scores increased in all sub groups between the BOY and EOY.

Use STAAR Projected Proficiency Report

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

56% of our students progressed a proficiency level on the 2022 TELPAS. This was an 8 percent increase from the year prior. We need to continue to monitor the progression of students moving from each component to the other.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here: Community Engagement and Mental Health Services and supports are two areas of strengths.

School Culture and Climate Weaknesses

List areas you would like to grow here: Health Education and Food Services are both growth areas. With the new essential area schedule we are able to incorporate Health Education into our daily/weekly curriculum.

School Culture and Climate Summary

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

Coordinated School Health Areas:
- CSH Implementation

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- 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, 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%?

Health Education and Food Services are two areas that we scored a zero in, and can easily implement this upcoming year. I am not sure why SEL resulted in a 0% because SEL is a huge part of our work here at Summitt. I will be sure to dive deeper into how and why that occurred.

(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:

Belonging and School Leadership were the highest rated areas of the Panorama Survey.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

District Support and Coaching and Feedback were the lowest areas ranked on the Panorama Staff Survey. Coaching and Feedback is an area that we continue to grow in to improve the outcomes of both our students and teachers.

Comprehensive Needs Assessment

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?

Professional Learning is one area I am trying to be more intentional about and using our faculty meeting times to engage in actual professional development and sharing. Coaching and Feedback is another area that we need to continue to strengthen according to the results.

2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices

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

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability? **We will continue to be mindful of our families and their individual needs as they enter our building and call our school. Customer service continues to be at the forefront in all of our interactions with families and students.**

2.) What are your customer service celebrations/strengths? **Since I have started here our front office customer services have been improved greatly. My team is friendly and welcomed with a smile. We have continued to work hard to help families find answers even if we don't have an immediate response.**

3.) What are your areas of growth? **As a team we need to continue to work with our families that speak an language other than English in the same way in which we serve our fluent English speaking families. We have gotten better at this, but there is always room to improve to ensure ALL families feel welcome.**

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

4.) What will be your priority for customer service this year? **We will continue to work on being customer first and working with families to follow up on information even if we can't give them an immediate response. We are also keeping the office open later in the afternoon. I would love to have our voicemail also recorded in Vietnamese as well.**

Having all of our communications translated in Vietnamese continues to be a challenge and a need for our campus.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here: We met all areas of compliance last school year in the Advanced Academics Areas of Compliance. We work hard to ensure that students are grouped accordingly for class placements. Our VNDL program continues to thrive and improve each year as our program and community grows.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: We hope to continue to meet all 5 criteria again this school year with GT compliance. We will continue to provide different strategies, accommodations and engaging teaching strategies to support our Emerging Bilingual Students.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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 _____ of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? **This is a process we audit and evaluate closely when creating classes each year. Just like placing our special education students and students with dyslexia programming, GT students are placed with the same consideration and weight.**

2.) How are you communicating with all families about GT and/or advanced learning opportunities? **It will be included in the Principal's Monthly Talon Talk, and individual school messenger and then teachers will send the information out to their individual classrooms via their BLOOMZ and other communication methods.**

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

We support our staff by supporting small group instruction on our master schedule to allow for differentiation and small group opportunities.

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? **Checklists are used through our LPAC to identify individual student needs and accommodations. Las Links and Pre Las tests are given to determine proficiency levels.**

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? **We have our Vietnamese Dual Language Program that supports our Vietnamese DL students and our Bilingual Interventionist that also supports our Emerging Bilingual students in Vietnamese.**

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. **We conduct TELPAS in the spring. Teachers also teach Vietnamese Language Arts and are able to monitor their language proficiency during that time.**

4.) How does the campus welcome families and students that are new to the country? **By VNDL team is very welcoming and communicative with our families. The Asia Foundation, a non profit that is supported by my bilingual team helps support families and new staff. My PTA is also very involved in my DL program and supports as needed.**

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) **My librarian works closely with community arts partners to provide experiences for our students-authors, illustrators, Austin Jazz workshop and other partners.**
- 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.) **Students attend PE every day and participate in a variety of activities daily-drum fit, and other curriculum based resources.**

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here: We are so lucky to have a community that is supportive, engaged and involved. Our PTA and WATCH DOG programs are incredibly supportive and bring our community together to support our students, teachers and greater community throughout the year.

Family and Community Involvement Weaknesses

List areas you would like to grow here: I would like for us to continue building community partners to support our campus and continue to build our mentoring program.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: <https://austinisd.co1.qualtrics.com/reporting>

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

-dashboard/##/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)? **we have a lot of family involvement on my campus and we will continue to bring in outside community members and entities in to support our campus.**
- 2.) Why did you select this/these area(s)? **Now that we are getting back to more of a normal school setting, I feel like we can get back to connecting with our community partners and inviting them back into our schools.**

SUMMITT 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) 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. Implement and follow Crisis Response protocols in the event of a campus crisis event. Debrief after critical incidents and develop prevention and response plans. (Conditions 4 and 5) (Target Group: All) (ESF: 1,3,3.1,3.2,3.3)	Administrators, Campus Leadership Team, Counselor(s), Office Staff, Teacher(s)	August-May ongoing		Criteria: Crisis response protocols, meeting agendas where protocols were reviewed.
2. Increase staff awareness of creating Trauma Informed Classrooms through a minimum of 3 Professional Development Opportunities. (Conditions 1, 3, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,2,3,5.4)	Campus Leadership Team, Counselor(s), MTSS, Parents, Teacher(s)	ongoing August-May		Criteria: faculty meeting agendas, copies of resources and observations in teachers classrooms.
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Conditions 1, 2, 3, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,3,5)	Counselor(s), Leadership Team, Teachers	August-May ongoing		Criteria: Agendas

SUMMITT EL

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

Objective 2. (Social and Emotional School Climate) During the 21-22 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices to improve the average of from the Student Survey results of School Belonging from 66% to 70% by the end of the 22-23 school year.(Condition 2, 5, 6, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 22-23 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices (K-12). (Condition 2, 5, 6, 7) (Target Group: All) (ESF: 1,3,5)	Assistant Principal(s), Counselor(s), Leadership Team, SEL Campus Coordinator, Teacher(s)	ongoing August-May		Criteria: SEL lessons for morning meeting, observations of morning meetings, the use of Peace Areas in classrooms and the implementation of Mindful Moments by campus leadership.
2. Implement at least 3 campus wide House Meetings a month for all students and staff in grades PK-5, to connect and build relationships, where students feel safe, included and connected. (Condition 2, 4, 5, 6, 7) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,3,3.1,3.3)	Campus Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Meeting agendas, observations, photos
3. Establish buddy classes across campus that meet at least once a month within the students' House. (Condition 2,4,5,6,7) (Target Group: All) (ESF: 1,2,3,5)	Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Buddy meetings monthly, observations, pictures of activities, and House bulletin boards.

SUMMITT 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 3. (Family Engagement) Incorporate Parent Engagement opportunities through the PTA, newsletters, website, WATCH DOGS and family nights to increase the average of Barriers to Engagement from 84% to 89% by the end of the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate a monthly Caregiving Series from professional advocates and therapists. (Conditions 5, 6, 7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3,3.4)	Community Partner, Parents, PTA	September 2022-June 2023		Criteria: Virtual Presentations and agendas,
2. Hold monthly PTA general meetings and CAC meetings to allow collaboration with family and community members. (Conditions 2, 4, 5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.3,3.4)	Administrators, Parents, PTA, Teacher(s)	August-May		Criteria: PTA and CAC meeting agendas and minutes
3. Systematically provide clear and ongoing communication to staff, families, and community members including parent newsletter and staff newsletter at least 6 times a year. (Conditions 2, 3, 4, 5) (Target Group: All) (ESF: 1,2,3,5.1)	Campus Leadership Team, Counselor(s)	ongoing August-May		Criteria: Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL

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. (Data-driven instruction (ESF Essential Action 5.3)) By end of May 2023, all K-5th grade teachers will participate in 30 out of 32 data meetings and 30 out of 32 PLC meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use Data Meeting protocol to look at common assessment data of students performing at 80% or higher, 79%-70% and 69% or lower and identify trends of students that are not meeting standard at 70% or below. (Conditions: 2, 3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,5)	Academic Leadership Team, PLCs - Grade-level, Teacher(s)	August-May		Criteria: Student work, PLC agendas and common assessment data results
2. Teachers use the Lesson Planning Protocol, in PLC's at least once a week, using their high leverage TEKS, common assessments and exemplars to plan backwards. (Conditions: 3, 4,5) (Target Group: All) (ESF: 1,3,4,5)	Academic Leadership Team, PLC Leaders, PLCs - Instructional, Teachers	August through May		Criteria: PLC agendas, Common Assessment exemplars and high leverage TEKS planning documents
3. Students in grades 3-5 will review their Short Cycle Assessment data results in class. (Teachers will run reports in School City and provide data to students. (Condition 3) (Target Group: All) (ESF: 1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Students, Teachers	October, December, March		Criteria: SCA student results and data, student reflection and goals

SUMMITT EL

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: We will work to retain our student enrollment of 761 at or above our projections of 754 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Conditions: 3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,2,3,5)	Attendance Clerk, Campus Leadership Team	August-May		Criteria: Campus based student enrollment spreadsheet
2. Ensure we are constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at our school. (Conditions: 2, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,3,4,5)	Administrators, Campus Leadership Team, PTA, Special Education Staff, Students, Teacher Assistants, Teacher(s)	August-May		Criteria: Student achievement data, BOY, MOY and EOY assessment data, student, parent and staff surveys
3. Discuss enrollment numbers and trends at weekly cabinet meetings. (Condition: 2, 3, 5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1)	Campus Leadership Team	September-May		Criteria: Cabinet agendas and CST notes/documentation

SUMMITT EL

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

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Meets Expectations to Exceeds Expectations on the Campus Communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide office meetings at least four times a year that discusses prioritizing CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Conditions: 4, 5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.3,3.4)	Attendance Clerk, Bookkeeper, Campus Leadership Team	ongoing August-May		Criteria: Family surveys, teacher and community feedback
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Conditions: 1, 4, 6) (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team, LPAC Coordinator, Office Staff, Teacher(s)	August-ongoing		Criteria: Language Line is accessible in the front office, in teacher's classrooms and utilized. Instructions on how to access are in each individual staff member's binder.
3. Systematically provide clear and ongoing communication to staff, families and community members. (Conditions: 2, 3, 4, 5) (Target Group: All)	Campus Leadership Team, Office Staff, Teachers	August-ongoing		Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL Site Base

Name	Position
Greco, Ariel	Principal
Matuke, Lisa	Classified Staff
Brannies, Heather	Teacher and Co chair
Tran, Tracy	Teacher
Banovic, Kristen	Teacher
Wozniak, Pam	Teacher
DaMommio, Tanya	Teacher
Calhoon, Alyssa	Parent Co Chair
Beck, Becca	PTA President/Parent
Guitrau, Nathan	Parent/Community Rep
Valadez, Ashley	Teacher
Giani, Matt	Parent
Avery, Stacy	Community Partner
Pace, Jennifer	Principal Supervisor

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.

SUMMITT EL

Summitt ES

2022/2023

Campus Motto
We are Summitt Strong!



SUMMITT
ELEMENTARY SCHOOL
AUSTIN Independent School District

Ariel Greco
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SUMMITT EL

Mission

Texas Public Education Mission Statement

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. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

SUMMITT 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.

SUMMITT EL

Vision

Campus Mission:

At Summitt Elementary our mission is to create a diverse, equitable, inclusive and supportive learning community where everyone can SOAR TO EXCELLENCE!

Campus Vision: Proudly preparing Summitt Eagles to be life-long learners who will make the world a better place.

Campus Values:

I am a Summitt Eagle. I am Kind.

I am Courageous.

I am Collaborative.

I am Innovative.

I am Tenacious.

I am Summitt Strong.

Nondiscrimination Notice

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

We have a wide range of demographics and different cultures on our campus. We are the home of the Vietnamese Dual Language Program. This past year we grew exponentially in all areas and achieved three out of 6 distinctions.

Demographics Weaknesses

List areas you would like to grow here:

We need to continue to close the achievement gap for our special education students and continue to hit our meets target for our Asian Population.

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, ____% of the students within the African American/ Black population had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

2.) In 2021-22, ____% of the students receiving Special Education services had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

We will continue to use Restorative Practices and SEL practices to create proactive strategies and supports to ensure that our students, especially among our AA population are set up for success.

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

We make an effort to provide one on one check ins with our special education students who need extra support. Behavior support plans are also in place that identify clear expectations for the students so they know what is expected and what logical consequences are in place if the plan is not followed. We also are intentional about providing

Comprehensive Needs Assessment

Demographics Summary (Continued)

mentoring opportunities for these students to help provide positive supports as well.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Student Achievement Weaknesses

List areas you would like to grow here:

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)

MAP GROWTH: Our students performed lower in Math than in Reading on MAP Growth. Our Emergent Bil. student groups performed similarly to one another in both Math and Reading. Special Education students were the lowest performing student groups in both Reading and Math.

STAAR: We out performed our 2019 data instead of our Hispanic sub group in Math for 2022. There were increases in all areas across the board in Reading.

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

MAP GROWTH: Special Education in Reading: 28% meets, Math: 29%. Eco Dis student groups was also low performing: Reading, 42%, Math 34%.

STAAR: The Hispanic sub group in math was lowest performing at 44% meetings. Our Eco Dis and SPED sub groups were also the lowest, which is consistent with our MAP Growth results.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Our reading MAP Growth scores increased in all sub groups between the BOY and EOY.

Use STAAR Projected Proficiency Report

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

56% of our students progressed a proficiency level on the 2022 TELPAS. This was an 8 percent increase from the year prior. We need to continue to monitor the progression of students moving from each component to the other.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

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-dashboards/5ac4ffbc97d6cb000d5e96c2?pagelid=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Employee Wellness
- SEL
- Community Engagement
- 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%?

Health Education and Food Services are two areas that we scored a zero in, and can easily implement this upcoming year. I am not sure why SEL resulted in a 0% because SEL is a huge part of our work here at Summitt. I will be sure to dive deeper into how and why that occurred.

(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:

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

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?

Professional Learning is one area I am trying to be more intentional about and using our faculty meeting times to engage in actual professional development and sharing. Coaching and Feedback is another area that we need to continue to strengthen according to the results.

2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices

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

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability? **We will continue to be mindful of our families and their individual needs as they enter our building and call our school. Customer service continues to be at the forefront in all of our interactions with families and students.**

2.) What are your customer service celebrations/strengths? **Since I have started here our front office customer services have been improved greatly. My team is friendly and welcomed with a smile. We have continued to work hard to help families find answers even if we don't have an immediate response.**

3.) What are your areas of growth? **As a team we need to continue to work with our families that speak an language other than English in the same way in which we serve our fluent English speaking families. We have gotten better at this, but there is always room to improve to ensure ALL families feel welcome.**

4.) What will be your priority for customer service this year? **We will continue to work on being customer first and working with families to follow up on information even**

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

if we can't give them an immediate response. We are also keeping the office open later in the afternoon. I would love to have our voicemail also recorded in Vietnamese as well.

Having all of our communications translated in Vietnamese continues to be a challenge and a need for our campus.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1lJB2glMXy-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 _____ 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)? **This is a process we audit and evaluate closely when creating classes each year. Just like placing our special education students and students with dyslexia programming, GT students are placed with the same consideration and weight.**

2.) How are you communicating with all families about GT and/or advanced learning opportunities? **It will be included in the Principal's Monthly Talon Talk, and individual school messenger and then teachers will send the information out to their individual classrooms via their BLOOMZ and other communication methods.**

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

We support our staff by supporting small group instruction on our master schedule to allow for differentiation and small group opportunities.

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? **Checklists are used through our LPAC to identify individual student needs and accommodations. Las Links and Pre Las tests are given to determine proficiency levels.**

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? **We have our Vietnamese Dual Language Program that supports our Vietnamese DL students and our Bilingual Interventionist that also supports our Emerging Bilingual students in Vietnamese.**

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. **We conduct TELPAS in the spring. Teachers also teach Vietnamese Language Arts and are able to monitor their language proficiency during that time.**

4.) How does the campus welcome families and students that are new to the country? **By VNDL team is very welcoming and communicative with our families. The Asia Foundation, a non profit that is supported by my bilingual team helps support families and new staff. My PTA is also very involved in my DL program and supports as needed.**

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)

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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) **My librarian works closely with community arts partners to provide experiences for our students-authors, illustrators, Austin Jazz workshop and other partners.**

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.) **Students attend PE every day and participate in a variety of activities daily-drum fit, and other curriculum based resources.**

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Family and Community Involvement 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:

- 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)? **we have a lot of family involvement on my campus and we will continue to bring in outside community members and entities in to support our campus.**

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

2.) Why did you select this/these area(s)? **Now that we are getting back to more of a normal school setting, I feel like we can get back to connecting with our community partners and inviting them back into our schools.**

SUMMITT 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) 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. Implement and follow Crisis Response protocols in the event of a campus crisis event. Debrief after critical incidents and develop prevention and response plans. (Conditions 4 and 5) (Target Group: All) (ESF: 1,3,3.1,3.2,3.3)	Administrators, Campus Leadership Team, Counselor(s), Office Staff, Teacher(s)	August-May ongoing		Criteria: Crisis response protocols, meeting agendas where protocols were reviewed.
2. Increase staff awareness of creating Trauma Informed Classrooms through a minimum of 3 Professional Development Opportunities. (Conditions 1, 3, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,2,3,5.4)	Campus Leadership Team, Counselor(s), MTSS, Parents, Teacher(s)	ongoing August-May		Criteria: faculty meeting agendas, copies of resources and observations in teachers classrooms.
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Conditions 1, 2, 3, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,3,5)	Counselor(s), Leadership Team, Teachers	August-May ongoing		Criteria: Agendas

SUMMITT EL

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

Objective 2. (Social and Emotional School Climate) During the 21-22 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices (K-12) (Condition 2, 5, 6, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 22-23 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices (K-12). (Condition 2, 5, 6, 7) (Target Group: All) (ESF: 1,3,5)	Assistant Principal(s), Counselor(s), Leadership Team, SEL Campus Coordinator, Teacher(s)	ongoing August-May		Criteria: SEL lessons for morning meeting, observations of morning meetings, the use of Peace Areas in classrooms and the implementation of Mindful Moments by campus leadership.
2. Implement at least 3 campus wide House Meetings a month for all students and staff in grades PK-5, to connect and build relationships, where students feel safe, included and connected. (Condition 2, 4, 5, 6, 7) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,3,3.1,3.3)	Campus Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Meeting agendas, observations, photos
3. Establish buddy classes across campus that meet at least once a month within the students' House. (Condition 2,4,5,6,7) (Target Group: All) (ESF: 1,2,3,5)	Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Buddy meetings monthly, observations, pictures of activities, and House bulletin boards.

SUMMITT 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 3. (Family Engagement) Incorporate Culturally Inclusive and Responsive pedagogy through the PTA, newsletters, website, and family nights.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate a monthly Caregiving Series from professional advocates and therapists. (Conditions 5, 6, 7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3,3,3.4)	Community Partner, Parents, PTA	September 2022-June 2023		Criteria: Virtual Presentations and agendas,
2. Hold monthly PTA general meetings and CAC meetings to allow collaboration with family and community members. (Conditions 2, 4, 5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.3,3.4)	Administrators, Parents, PTA, Teacher(s)	August-May		Criteria: PTA and CAC meeting agendas and minutes
3. Systematically provide clear and ongoing communication to staff, families, and community members including parent newsletter and staff newsletter at least 6 times a year. (Conditions 2, 3, 4, 5) (ESF: 1,2,3,5.1)	Campus Leadership Team, Counselor(s)	ongoing August-May		Criteria: Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL

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. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 3. (Data-driven instruction (ESF Essential Action 5.3)) By end of May 2023, all K-5th grade teachers will participate in 30 out of 32 data meetings and 30 out of 32 PLC meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use Data Meeting protocol to look at common assessment data of students performing at 80% or higher, 79%-70% and 69% or lower and identify trends of students that are not meeting standard at 70% or below. (Conditions: 2, 3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,5)	Academic Leadership Team, PLCs - Grade-level, Teacher(s)	August-May		Criteria: Student work, PLC agendas and common assessment data results
2. Teachers use the Lesson Planning Protocol, in PLC's at least once a week, using their high leverage TEKS, common assessments and exemplars to plan backwards. (Conditions: 3, 4,5) (Target Group: All) (ESF: 1,3,4,5)	Academic Leadership Team, PLC Leaders, PLCs - Instructional, Teachers	August through May		Criteria: PLC agendas, Common Assessment exemplars and high leverage TEKS planning documents
3. Students in grades 3-5 will review their Short Cycle Assessment data results in class. (Teachers will run reports in School City and provide data to students. (Condition 3) (Target Group: All) (ESF: 1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)		October, December, March		Criteria: SCA student results and data, student reflection and goals

SUMMITT EL

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 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: We will work to retain our student enrollment of 761 at or above our projections of 754 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Conditions: 3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,2,3,5)	Attendance Clerk, Campus Leadership Team	August-May		Criteria: Campus based student enrollment spreadsheet
2. Ensure we are constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at our school. (Conditions: 2, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,3,4,5)	Administrators, Campus Leadership Team, PTA, Special Education Staff, Students, Teacher Assistants, Teacher(s)	August-May		Criteria: Student achievement data, BOY, MOY and EOY assessment data, student, parent and staff surveys
3. Discuss enrollment numbers and trends at weekly cabinet meetings. (Condition: 2, 3, 5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1)	Campus Leadership Team	September-May		Criteria: Cabinet agendas and CST notes/documentation

SUMMITT EL

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

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Meets Expectations to Exceeds Expectations on the Campus Communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide office meetings at least four times a year that discusses prioritizing CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Conditions: 4, 5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.3,3.4)	Attendance Clerk, Bookkeeper, Campus Leadership Team	ongoing August-May		Criteria: Family surveys, teacher and community feedback
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Conditions: 1, 4, 6) (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team, LPAC Coordinator, Office Staff, Teacher(s)	August-ongoing		Criteria: Language Line is accessible in the front office, in teacher's classrooms and utilized. Instructions on how to access are in each individual staff member's binder.
3. Systematically provide clear and ongoing communication to staff, families and community members. (Conditions: 2, 3, 4, 5) (Target Group: All)	Campus Leadership Team, Office Staff, Teachers	August-ongoing		Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL Site Base

Name	Position
Greco, Ariel	Principal
Matuke, Lisa	Classified Staff
Brannies, Heather	Teacher and Co chair
Tran, Tracy	Teacher
Banovic, Kristen	Teacher
Wozniak, Pam	Teacher
DaMommio, Tanya	Teacher
Calhoon, Alyssa	Parent Co Chair
Beck, Becca	PTA President/Parent
Guitrau, Nathan	Parent/Community Rep
Valadez, Ashley	Teacher
Giani, Matt	Parent
Avery, Stacy	Community Partner

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.

SUMMITT EL

Summitt ES

2022/2023

Campus Motto
We are Summitt Strong!



SUMMITT
ELEMENTARY SCHOOL
AUSTIN Independent School District

Ariel Greco
12207 Brigadoon Ln, Austin, TX 78727
5124144484
ariel.greco@austinisd.org

SUMMITT EL

Mission

Texas Public Education Mission Statement

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. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Vision

Campus Vision: Proudly preparing Summitt Eagles to be life-long learners who will make the world

Vision Continued

a better place.

Campus Values:

I am a Summitt Eagle. I am Kind.

I am Courageous.

I am Collaborative.

I am Innovative.

I am Tenacious.

I am Summitt Strong.

Nondiscrimination Notice

SUMMITT 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 a wide range of demographics and different cultures on our campus. We are the home of the Vietnamese Dual Language Program. This past year we grew exponentially in all areas and achieved three out of 6 distinctions.

Demographics Weaknesses

List areas you would like to grow here:

We need to continue to close the achievement gap for our special education students and continue to hit our meets target for our Asian Population.

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, ____% of the students within the African American/ Black population had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

2.) In 2021-22, ____% of the students receiving Special Education services had one or more discipline events.

This data is not accessible at this time. Only the current year is reflected.

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

We will continue to use Restorative Practices and SEL practices to create proactive strategies and supports to ensure that our students, especially among our AA population are set up for success.

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

We make an effort to provide one on one check ins with our special education students who need extra support. Behavior support plans are also in place that identify clear expectations for the students so they know what is expected and what logical consequences are in place if the plan is not followed. We also are intentional about providing

Comprehensive Needs Assessment

Demographics Summary (Continued)

mentoring opportunities for these students to help provide positive supports as well.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Student Achievement Weaknesses

List areas you would like to grow here:

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)

MAP GROWTH: Our students performed lower in Math than in Reading on MAP Growth. Our Emergent Bil. student groups performed similarly to one another in both Math and Reading. Special Education students were the lowest performing student groups in both Reading and Math.

STAAR: We out performed our 2019 data instead of our Hispanic sub group in Math for 2022. There were increases in all areas across the board in Reading.

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

MAP GROWTH: Special Education in Reading: 28% meets, Math: 29%. Eco Dis student groups was also low performing: Reading, 42%, Math 34%.

STAAR: The Hispanic sub group in math was lowest performing at 44% meetings. Our Eco Dis and SPED sub groups were also the lowest, which is consistent with our MAP Growth results.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Our reading MAP Growth scores increased in all sub groups between the BOY and EOY.

Use STAAR Projected Proficiency Report

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

56% of our students progressed a proficiency level on the 2022 TELPAS. This was an 8 percent increase from the year prior. We need to continue to monitor the progression of students moving from each component to the other.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

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

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Employee Wellness
- SEL
- Community Engagement
- 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%?

Health Education and Food Services are two areas that we scored a zero in, and can easily implement this upcoming year. I am not sure why SEL resulted in a 0% because SEL is a huge part of our work here at Summitt. I will be sure to dive deeper into how and why that occurred.

(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:

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

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?

Professional Learning is one area I am trying to be more intentional about and using our faculty meeting times to engage in actual professional development and sharing. Coaching and Feedback is another area that we need to continue to strengthen according to the results.

2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices

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

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability? **We will continue to be mindful of our families and their individual needs as they enter our building and call our school. Customer service continues to be at the forefront in all of our interactions with families and students.**

2.) What are your customer service celebrations/strengths? **Since I have started here our front office customer services have been improved greatly. My team is friendly and welcomed with a smile. We have continued to work hard to help families find answers even if we don't have an immediate response.**

3.) What are your areas of growth? **As a team we need to continue to work with our families that speak an language other than English in the same way in which we serve our fluent English speaking families. We have gotten better at this, but there is always room to improve to ensure ALL families feel welcome.**

4.) What will be your priority for customer service this year? **We will continue to work on being customer first and working with families to follow up on information even**

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

if we can't give them an immediate response. We are also keeping the office open later in the afternoon. I would love to have our voicemail also recorded in Vietnamese as well.

Having all of our communications translated in Vietnamese continues to be a challenge and a need for our campus.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJIIFMxuP6L7HY2A1IJB2glMXy-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 _____ 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)? **This is a process we audit and evaluate closely when creating classes each year. Just like placing our special education students and students with dyslexia programming, GT students are placed with the same consideration and weight.**

2.) How are you communicating with all families about GT and/or advanced learning opportunities? **It will be included in the Principal's Monthly Talon Talk, and individual school messenger and then teachers will send the information out to their individual classrooms via their BLOOMZ and other communication methods.**

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

We support our staff by supporting small group instruction on our master schedule to allow for differentiation and small group opportunities.

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? **Checklists are used through our LPAC to identify individual student needs and accommodations. Las Links and Pre Las tests are given to determine proficiency levels.**

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? **We have our Vietnamese Dual Language Program that supports our Vietnamese DL students and our Bilingual Interventionist that also supports our Emerging Bilingual students in Vietnamese.**

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. **We conduct TELPAS in the spring. Teachers also teach Vietnamese Language Arts and are able to monitor their language proficiency during that time.**

4.) How does the campus welcome families and students that are new to the country? **By VNDL team is very welcoming and communicative with our families. The Asia Foundation, a non profit that is supported by my bilingual team helps support families and new staff. My PTA is also very involved in my DL program and supports as needed.**

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)

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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) **My librarian works closely with community arts partners to provide experiences for our students-authors, illustrators, Austin Jazz workshop and other partners.**

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.) **Students attend PE every day and participate in a variety of activities daily-drum fit, and other curriculum based resources.**

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Family and Community Involvement Weaknesses

List areas you would like to grow here:

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)? **we have a lot of family involvement on my campus and we will continue to bring in outside community members and entities in to support our campus.**

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

2.) Why did you select this/these area(s)? **Now that we are getting back to more of a normal school setting, I feel like we can get back to connecting with our community partners and inviting them back into our schools.**

SUMMITT 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) 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. Implement and follow Crisis Response protocols in the event of a campus crisis event. Debrief after critical incidents and develop prevention and response plans. (Conditions 4 and 5) (Target Group: All) (ESF: 1,3,3.1,3.2,3.3)	Administrators, Campus Leadership Team, Counselor(s), Office Staff, Teacher(s)	August-May ongoing		Criteria: Crisis response protocols, meeting agendas where protocols were reviewed.
2. Increase staff awareness of creating Trauma Informed Classrooms through a minimum of 3 Professional Development Opportunities. (Conditions 1, 3, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,2,3,5.4)	Campus Leadership Team, Counselor(s), MTSS, Parents, Teacher(s)	ongoing August-May		Criteria: faculty meeting agendas, copies of resources and observations in teachers classrooms.
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Conditions 1, 2, 3, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,3,5)	Counselor(s), Leadership Team, Teachers	August-May ongoing		Criteria: Agendas

SUMMITT EL

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

Objective 2. (Social and Emotional School Climate) During the 21-22 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices (K-12) (Condition 2, 5, 6, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 22-23 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices (K-12). (Condition 2, 5, 6, 7) (Target Group: All) (ESF: 1,3,5)	Assistant Principal(s), Counselor(s), Leadership Team, SEL Campus Coordinator, Teacher(s)	ongoing August-May		Criteria: SEL lessons for morning meeting, observations of morning meetings, the use of Peace Areas in classrooms and the implementation of Mindful Moments by campus leadership.
2. Implement at least 3 campus wide House Meetings a month for all students and staff in grades PK-5, to connect and build relationships, where students feel safe, included and connected. (Condition 2, 4, 5, 6, 7) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,3,3.1,3.3)	Campus Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Meeting agendas, observations, photos
3. Establish buddy classes across campus that meet at least once a month within the students' House. (Condition 2,4,5,6,7) (Target Group: All) (ESF: 1,2,3,5)	Leadership Team, Students, Teacher(s)	ongoing August-May		Criteria: House Buddy meetings monthly, observations, pictures of activities, and House bulletin boards.

SUMMITT 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 3. (Family Engagement) Incorporate Culturally Inclusive and Responsive pedagogy through the PTA, newsletters, website, and family nights.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate a monthly Caregiving Series from professional advocates and therapists. (Conditions 5, 6, 7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3,3,3.4)	Community Partner, Parents, PTA	September 2022-June 2023		Criteria: Virtual Presentations and agendas,
2. Hold monthly PTA general meetings and CAC meetings to allow collaboration with family and community members. (Conditions 2, 4, 5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.3,3.4)	Administrators, Parents, PTA, Teacher(s)	August-May		Criteria: PTA and CAC meeting agendas and minutes
3. Systematically provide clear and ongoing communication to staff, families, and community members including parent newsletter and staff newsletter at least 6 times a year. (Conditions 2, 3, 4, 5) (ESF: 1,2,3,5.1)	Campus Leadership Team, Counselor(s)	ongoing August-May		Criteria: Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL

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. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 3. (Data-driven instruction (ESF Essential Action 5.3)) By end of May 2023, all K-5th grade teachers will participate in 30 out of 32 data meetings and 30 out of 32 PLC meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use Data Meeting protocol to look at common assessment data of students performing at 80% or higher, 79%-70% and 69% or lower and identify trends of students that are not meeting standard at 70% or below. (Conditions: 2, 3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.3,4,5)	Academic Leadership Team, PLCs - Grade-level, Teacher(s)	August-May		Criteria: Student work, PLC agendas and common assessment data results
2. Teachers use the Lesson Planning Protocol, in PLC's at least once a week, using their high leverage TEKS, common assessments and exemplars to plan backwards. (Conditions: 3, 4,5) (Target Group: All) (ESF: 1,3,4,5)	Academic Leadership Team, PLC Leaders, PLCs - Instructional, Teachers	August through May		Criteria: PLC agendas, Common Assessment exemplars and high leverage TEKS planning documents
3. Students in grades 3-5 will review their Short Cycle Assessment data results in class. (Teachers will run reports in School City and provide data to students. (Condition 3) (Target Group: All) (ESF: 1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)		October, December, March		Criteria: SCA student results and data, student reflection and goals

SUMMITT EL

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 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SUMMITT EL

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: We will work to retain retain our student enrollment of 761 at or above our projections of 754 by December 15, 2022.SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Conditions: 3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,2,3,5)	Attendance Clerk, Campus Leadership Team	August-May		Criteria: Campus based student enrollment spreadsheet
2. Ensure we are constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at our school. (Conditions: 2, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,3,4,5)	Administrators, Campus Leadership Team, PTA, Special Education Staff, Students, Teacher Assistants, Teacher(s)	August-May		Criteria: Student achievement data, BOY, MOY and EOY assessment data, student, parent and staff surveys
3. Discuss enrollment numbers and trends at weekly cabinet meetings. (Condition: 2, 3, 5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1)	Campus Leadership Team	September-May		Criteria: Cabinet agendas and CST notes/documentation

SUMMITT EL

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

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Meets Expectations to Exceeds Expectations on the Campus Communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide office meetings at least four times a year that discusses prioritizing CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Conditions: 4, 5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.3,3.4)	Attendance Clerk, Bookkeeper, Campus Leadership Team	ongoing August-May		Criteria: Family surveys, teacher and community feedback
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Conditions: 1, 4, 6) (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team, LPAC Coordinator, Office Staff, Teacher(s)	August-ongoing		Criteria: Language Line is accessible in the front office, in teacher's classrooms and utilized. Instructions on how to access are in each individual staff member's binder.
3. Systematically provide clear and ongoing communication to staff, families and community members. (Conditions: 2, 3, 4, 5) (Target Group: All)	Campus Leadership Team, Office Staff, Teachers	August-ongoing		Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats

SUMMITT EL Site Base

Name	Position
Greco, Ariel	Principal
Matuke, Lisa	Classified Staff
Brannies, Heather	Teacher and Co chair
Tran, Tracy	Teacher
Banovic, Kristen	Teacher
Wozniak, Pam	Teacher
DaMommio, Tanya	Teacher
Calhoon, Alyssa	Parent Co Chair
Beck, Becca	PTA President/Parent
Guitrau, Nathan	Parent/Community Rep
Valadez, Ashley	Teacher
Giani, Matt	Parent
Avery, Stacy	Community Partner

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	92				96
Grade	A	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				96
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	88				90
STAAR Performance Meets	70				70
STAAR Performance Masters	44				95
STAAR Performance Raw Score	67				85
STAAR Performance Scaled Score	92				96

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	94				95
Academic Growth Scaled Score	97				97
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	31.4	31.4	31.4	31.4	31.4
Economically Disadvantaged % Grouping	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32
Relative Performance Raw Score	67				85
Relative Performance Scaled Score	86				95
Relative Performance Grade	B	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	16	out of 18	2022 Values:	14	out of 14
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:	17	out of 18	2023 Goals:	14	out of 14

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	96				97
Grade	A	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	10	out of 11
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:	11	out of 11

Campus Name: **Summitt**
 Campus Number: **227901138**

Template by Campus & District Accountability

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	92				92
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	88				90
STAAR Performance Meets	70				70
STAAR Performance Masters	44				40
STAAR Performance Raw Score	67				67
STAAR Performance Scaled Score	92				92

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: **Summitt**
 Campus Number: **227901138**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	94				95
Academic Growth Scaled Score	97				97
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	31.4	31.4	31.4	31.4	31.4
Economically Disadvantaged % Grouping	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32
Relative Performance Raw Score	67				67
Relative Performance Scaled Score	86				85
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

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

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				96
Grade	A	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	16	out of 18	2022 Values:	14	out of 14
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:	17	out of 18	2023 Goals:	14	out of 14

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	10	out of 11
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:	11	out of 11

Template by Campus & District Accountability