

GRAHAM EL
Graham Elementary School
2022/2023

Campus Motto
SHOW UP, WORK HARD, READ



GRAHAM
ELEMENTARY SCHOOL
AUSTIN Independent School District

Bardo A. Montelongo
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GRAHAM EL

Mission

Campus Mission

At Graham Elementary, our mission is to teach, to learn, and to strive for excellence every day.

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.

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

Mission Continued

maximum educational achievement of a child.

Vision

Campus Vision

Every student at Graham Elementary will receive a high quality, rigorous educational experience which inspires them to be responsible community members while preparing to achieve their career and life goals.

Campus Values

We believe that school must provide a safe, nurturing and academically rich environment.

We believe that every student must be given equal and equitable opportunities to learn and be successful academically and socially.

We believe that together teachers, parents and community play vital roles in the academic and social growth of our children.

Show Up! Work Hard! Read!

Nondiscrimination Notice

GRAHAM 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:

Graham Elementary School believes in its framework of the Three R's - right people, right systems, and right resources. Through it and by embracing a hands-on approach to teacher development, it maintains a strong focus on reading, writing, and arithmetic. Thus, ensuring the nationally recognized campus retains its commitment to providing students with the quality instruction and socio-emotional support needed to help them succeed in college, career, and life.

Based on the most recent STAAR Assessment data, its strengths are Reading, student growth, and postsecondary readiness.

Demographics Weaknesses

List areas you would like to grow here:

Graham Elementary School most glaring weaknesses are its Science instruction and its school-wide implementation of the Dual Language Program.

Demographics Needs

Graham Elementary School needs are:

- 1) Improve Science performance outcomes for 5th graders at all three levels of academic proficiency.
- 2) Increase the overall performance of Special Education Students in ELA/SLA and Math across 3rd thru 5th grade.
- 3) Implement consistently the Dual Language Program in PK-2nd grade for the current academic year

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.

Comprehensive Needs Assessment

Demographics Summary (Continued)

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

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
No student, of any demographic or participating in a special program, received a disciplinary referral.
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
No student, of any demographic or participating in a special program, received a disciplinary referral.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Graham Elementary School believes in its framework of the Three R's - right people, right systems, and right resources. Through it and by embracing a hands-on approach to teacher development, it maintains a strong focus on reading, writing, and arithmetic. Thus, ensuring the nationally recognized campus retains its commitment to providing students with the quality instruction and socio-emotional support needed to help them succeed in college, career, and life.

Based on the most recent STAAR Assessment data, its strengths are Reading, student growth, and postsecondary readiness.

Student Achievement Weaknesses

List areas you would like to grow here:

Graham Elementary School's most glaring weaknesses are its Science instruction and its school-wide implementation of the Dual Language Program.

Student Achievement Needs

Comprehensive Needs Assessment

Graham Elementary School needs are:

- 1) Improve Science performance outcomes for 5th graders at all three levels of academic proficiency.
- 2) Increase the overall performance of Special Education Students in ELA/SLA and Math across 3rd thru 5th grade.
- 3) Implement consistently the Dual Language Program in PK-2nd grade for the current academic year

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)
African American students consistently preformed below Whites and Hispanics in Math and Reading.
Hispanics preformed on par with Whites in Reading, but below in Math.
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
Our two lowest performing groups are African American and Hispanic.
- 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report
One of the noticeable trends is that Emergent Bilinguals performed below all students for Math and Reading in both English and Spanish.
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?
One of the noticeable trends is that the percentage of students obtaining Advanced High in their Composite Score takes a significant deep in 4th grade. Comprehensively, the percentage of students growing 1+ Proficiency Level decreased from the previous year by double digits in all grades except 5th. In 2nd grade, the difference was as much as 51 percentage points.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

The campus obtained high marks, above its comparative groups in Feedback and Coaching, School Leadership, and Professional Development in the most recent Panorama Survey.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

List areas you would like to grow here:

In referencing the most recent Panorama Survey, the school scored significant below other elementary groups in the category of belonging and cultural awareness and action.

School Culture and Climate Needs

The areas of need based on 2021-22 Panorama Survey Data:

- 1) Create a campus culture of belonging for all adults and students.
- 2) Cultivate a campus culture of cultural awareness and action.

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
- 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, _____ of the 11 areas did not reach 70% implementation. I did not have access to Qualtrics and Panorama does not track this data.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

I did not have access to Qualtrics and Panorama does not track this data. However, in general, I would say based on qualitative data that community engagement is an area of growth for our school.

(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:

All staff is highly certified in their respective ares, and though we needed to hire over half of the faculty, we did not need to higher any new teachers.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

We still have some vacancies at key spots though filled with loyal, reliable, and capable substitutes.

Staff Quality, Recruitment and Retention Needs

Based on the most resent teacher observation data and our number of teacher vacancies, our biggest areas of growth are:

- 1) Professional development and coaching in the areas of student engagement and student-centered instruction.
- 2) Teacher retention

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

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?

The two areas of focus this school year based on our Panorama data re Belonging and Cultural Awareness and Action.

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

I selected these areas because the Spring Panorama Survey data points to these as the two lowest areas.

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 have implemented avenues for the staff to continuously provide feedback to the administration so we may be aware of our blindspots and have a sense of our overall climate pulse. Also, we are focusing on ensuring the feedback loops are transparent, and there is closure. The reason for this is that a question in the Panorama Survey, which scored amongst the lowest for us, centered on staff feeling as though their opinions matter.

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

We have a positive, friendly and responsive office staff that focuses on the customer first.

3.) What are your areas of growth?

Our areas of growth centered on the inexperience of our office staff which is still learning many of the AISD protocols, procedures, and systems.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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

Our priority this year for improving customer service is doing a better job of providing timely and relevant information to our family members by using various avenues - School Messenger, Newsletter, Class Dojo, social media. Last year, this was the lowest scored area by our family members which they identified as the primary barrier to their engagement with the school.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

We have an experience Arts and Music team that promotes meaningful opportunities for all our students across all grades. Moreover, we have aligned our budget to support this endeavor.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

We were out of compliance in our GT Accountability tracker in the area of Student Assessment.

Curriculum, Instruction and Assessment Needs

Based on the GT Accountability Tracker, one area of need is to ensure we meet all the requirements for Student Assessment.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- 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, 1 of the 5 areas were out of compliance. In 2022-23 1 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)?

With consideration to primary education programming (Bilingual vs General Education), students are grouped and placed with teachers that have completed GT Training (30 hour training or 6 hour update).

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

The GT advocate ensures that communication about testing and learning opportunities is communicated on a regular basis in both languages.

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

All students are provided with opportunities for enrichment through various content areas. Teams plan with specialists in order to ensure alignment across the grade levels with enrichment activities.

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?

The linguistic needs of students are identified through a comprehensive LPAC process that is implemented in complete accordance with AISD policies and procedures and aligned to TEA legal requirement.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Students who are identified as needing additional support are supported by 1 of our 2 bilingual content interventionists.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

This year we are establishing a Bilingual Leadership Team that will be closely monitor SCA and MAP data to identify gaps in student performance by our Emergent Bilinguals. In addition, teachers will receive training in utilizing the ELPS to track student's english language proficiency.

4.) How does the campus welcome families and students that are new to the country?

As a campus, this is an area of growth especially in the increasing our cultural awareness and action. We welcome these families in particular by ensuring all class and school communication is in both languages and that we inclusively celebrate all nationalities not just the most pro dominant.

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)

We have strengthen the partnership with our Essential Areas teachers to promote and track our participation in Creative Teaching opportunities while apportioning a significant amount in our Title 1 funding to support the initiative.

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)

We have apportioned a significant amount in our Title 1 funding to support all our grade-levels participating in meaningful opportunities within and outside of the school.

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.)

The new formulated schedule is conducive to meeting this requirement. Moreover, we have apportioned funding to provide after school programs in Music and Arts.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Based on our 2021-22 Panorama Survey results our strength is family members confidence in the school in regards to student safety.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

List areas you would like to grow here:

Our 2021-22 Panorama Survey results point to the need to provide more activities that interest our student body. Overall, School Fit is an area of growth for us.

Family and Community Involvement Needs

Our area of needs this year are to:

- 1) Improve our parent communication
- 2) Provide more opportunities for parent engagement
- 2) Increase the number of after school activities that appeal to student interests

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinsd.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)?

Based on the 2021-22 Panorama Survey results, we will focus in the areas of Communication.

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

Our 2021-22 Panorama Survey results point to the need to improve our timely communication to parents for this was identified as the primary barrier to their engagement in the school.

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 80% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child to communication opportunities such as morning announcements, weekly staff newsletter, parent newsletter, websites, social media, Class Dojos, and community meetings, such as Coffee with the Principal, PTA meetings, and family nights.[Condition #5] (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3)	Campus Leadership Team	On going		Criteria: Meeting Agenda Newsletters At a Glance Annual Calendar of Events Sign-in sheets 09/17/22 - Pending
2. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. [Condition #2] (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	CATCH Team	By September 30		Criteria: Monthly meeting agendas and meeting minutes with a list of attendees and clear next steps.
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. [Condition #5] (Target Group: All) (Strategic Priorities: 4)	Administrators	On going		Criteria: Faculty Meeting Agendas Presentation Slide Deck

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

Objective 2. (Social and Emotional School Climate) SMART Goal: 100% of teachers will implement SEL practices to promote a welcoming and safe community that optimizes learning and teaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. [Condition #7] (Target Group: All)	Administrators, Counselor, Parent Support Specialist	On going		Criteria: Monthly Parent Newsletters Year At a Glance Calendar Marquee Social Media Postings Website updates
2. Integrate Mindfulness into classrooms, faculty meetings, etc. (K-12). At each faculty meeting, have a teacher model the mindfulness strategies that they're using with students. [Condition #4] (Target Group: All,SPED,AtRisk)	Administrators, Counselor, SEL Committee	2nd 9 weeks; On going		Criteria: Agendas and faculty meeting minutes that reflect mindfulness practices and demonstrations. Morning announcement videos that highlight the weekly strategies
3. Engage your campus community in No Place for Hate activities annually. [Condition #5] (Target Group: All)	Counselor, Principal	Quarterly after Oct. 19		Criteria: Calendar of No Place for Hate Activities Artifacts from each activity

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

Objective 3. (Family Engagement) SMART Goal: Improve by 20 percentage points, the number of parents that see lack of proactive communication as the main barrier to their engagement with the school as measured by Panorama Survey Results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council (CAC) meetings each year. Ensure parent representation on the CAC. Create a Campus Advisory Council webpage (post agendas and minutes, meeting schedule, announcements. etc.). (Target Group: All,SPED,AtRisk)	CAC Members, Parent Support Specialist, Principal	1st 9 weeks; ongoing		Criteria: CAC agendas, membership list, and meeting minutes, School Messenger reports
2. Create Family Academic Engagement Teams. [Condition #3] (Target Group: All,AtRisk)	Campus Leadership Team, Parent Engagement Office, Parent Support Specialist	September 30		Criteria: Membership and meeting minutes from Family Academic Engagement Team.
3. Facilitate two community dinners with families, students, campus staff and community members to invite feedback and collaborative planning for improved student academics, family and community engagement, and culture and climate. [Condition #1] (Target Group: All)	Campus Leadership Team, Community Partner, Parent Support Specialist	2nd 9 weeks		Criteria: Flyers, School Messenger reports, social media posts, Year At A Glance Calendar,

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

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) All self-contained teachers will engaged in weekly grade-level PLC meetings focused on planning for aligned instruction and reviewing student work samples to identify patterns and plan for re-teach lessons leading to an increase in the percentage of students a Meets level in Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish grade-level chairs to lead PLCs at their grade level and provide an initial overview of expectations, processes, and meeting protocols. [Condition #3] (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 1,2)	Assistant Principal, Principal	September 12		Criteria: School-wide PLC Agenda Grade-level Chair Meeting Minutes PLC Planning Guides
2. Provide 3rd-5th Grade teachers half-day planning time to engage in data-analysis of Short-Cycle Assessment 1. [Condition #3] (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 1,2)	Assistant Principal, Instructional Coaches, Principal	October 31	(L)Campus BTO - \$1,000	Criteria: Half-Day Planning Meeting Agenda, reteach lesson plan, artifacts of PLC collaboration
3. Hold monthly after-school meetings with Grade-Level Chairs to engage in professional development, mutual collaboration, and strategic planning aimed at improving the school-wide implementation of PLC meetings. [Condition #6] (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 1,2)	Assistant Principal, Instructional Coaches, Principal	2nd 9 weeks; ongoing	(F)Title 1, Part A - \$1,000	Criteria: Grade-Level Chair Meeting Agenda and Minutes, artifacts of PLC planning

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 457 to 480 by December 15, 2021 (refer to 22-23 projection). SMART Goal Semester 2: 90% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers weekly and by student group. (Target Group: All) (Strategic Priorities: 2)	Bookkeeper, Campus Leadership Team, Parent Support Specialist	Weekly starting Sept. 12		Criteria: Campus Leadership Team's weekly agenda and meeting minutes reflect weekly monitoring of enrollment data.
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All) (Strategic Priorities: 2,4)	Campus Leadership Team	2nd 9 weeks		Criteria: Campus tracking system
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Bookkeeper, Campus Leadership Team, Parent Support Specialist	April - May		Criteria: Spring registration plan and tracking system, CLT weekly meeting agenda and minutes, Staff Meeting Agendas

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. [Condition #7] (Target Group: All,AtRisk) (Strategic Priorities: 2,4)	Office Staff, Parent Support Specialist, Principal	Starting 9/12; ongoing		Criteria: Parent Monthly Newsletter (in English and Spanish); documentation of School Messenger communication; Parent Coffee Monthly, social media posting (English and Spanish)
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. [Condition #1] (Target Group: All,AtRisk) (Strategic Priorities: 4)	Parent Support Specialist, Principal	Starting 9/26; ongoing		Criteria: Teacher self-assessment of communication practices (using CARES Rubric) at start of the school year.
3. Provide Austin ISD CARES family information flyer to all campuses to be included at all family meetings, to send home, and to post on the campus website. [Condition #7] (Target Group: All,AtRisk) (Strategic Priorities: 4)	Office Staff, Parent Support Specialist, Principal	By Sept. 26		Criteria: Screenshot of website with CARES flyer posted; photo of flyers posted around school and in front office

GRAHAM EL Site Base

Name	Position
Montelongo, Bardo	Principal
Troegle, Kristin	Assistant Principal
Hoch, Debra	Counselor
Flood, Jennifer	Parent Support Specialist
Tijerina, Cyrstal	Bookkeeper
Castañon, Rosalinda	Reading/Dyslexia Specialist
Rodriguez, Ivonne	Reading Interventionist
Williams, Valerie	Sp Ed Teacher
Hill, Thomas	3rd Grade Bilingual Teacher
Taylor, Anthony	Parent
Blackshear, Shane	Parent
Jaimes, Lyzet	Parent
Amezquita, Amanda	Parent

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	76				90
Grade	C	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	76				100
Grade	C	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	74				90
STAAR Performance Meets	45				60
STAAR Performance Masters	24				30
STAAR Performance Raw Score	48				60
STAAR Performance Scaled Score	76				90

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	89				90
Academic Growth Scaled Score	94				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	81.7	81.7	81.7	81.7	81.7
Economically Disadvantaged % Grouping	81.1 to 82	81.1 to 82	81.1 to 82	81.1 to 82	81.1 to 82
Relative Performance Raw Score	48				60
Relative Performance Scaled Score	84				91
Relative Performance Grade	B	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	6	out of 12	2022 Values:	10	out of 10
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	12	out of 12	2023 Goals:	10	out of 10

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

Note: NR* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				96
Grade	B	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	0	out of 1	2022 Values:	6	out of 8
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	8	out of 8

Campus Name: **Graham**
 Campus Number: **227901159**



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- ✓ Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation Form)*
- ✓ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach copy of the Parent/Family Engagement Policy on your campus stationary)*
- ✓ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- ✓ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include meeting notice, agenda, sign in sheets, and meeting notes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- ✓ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation of at least 2 sample communications in languages other than English)*
- ✓ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- ✓ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. *(Attach documentation: agendas, sign in sheets, minutes and/or records of meetings)*
- ✓ Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. *(Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ✓ Attachment #9. Homeless and Foster Care Documentation *(Attach completed Attachment #9; Maintain list of Homeless Student Services provided and evidence of provisions)*
- ✓ Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP Developers is completed and/or entered in PlanWorks)*

Gueham Hernandez
Campus Name


Principal's Signature

11/11/22
Date

