

Blackshear Elementary School

Campus Improvement Plan - Blackshear Elementary Fine Arts Academy 2020/2021

Together We Educate, Enrich, and Exercise to Excel!



BLACKSHEAR
ELEMENTARY SCHOOL
AUSTIN Independent School District

Rick Garner
1712 E. 11th St.
(512) 414-2021
rick.garner@austinisd.org

Date Reviewed:

Date Approved:

Campus Mission

Together We Educate, Enrich, and Exercise to Excel!

Mindset

We will employ and embrace a growth mindset. All students can learn and be successful. All means All - all students deserve equitable access to an exemplary education!

Method

The fine arts and Creative Learning Initiative not only enrich our students, they provide an access point to the curriculum. We embrace Social and Emotional Learning. We believe in educating the whole child. We believe in preparing students by ensuring that foundational skills are mastered. Practice makes permanent. We will monitor our progress towards our goals so that ALL students can be successful!

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.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2020-21 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP 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

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#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)

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

District Family Survey results
longitudinal actual/projected campus enrollment
Staff (TELL) Survey results

Demographics Strengths

For the 2019-2020 school year we recorded an enrollment of 406 students. This is an increase from 2018-2019, when we welcomed 387 students.

Just over 50% of our 2019-2020 students attended Blackshear Elementary Fine Arts Academy on a transfer.

School Year Hispanic African American White Total Enrollment EcD.

2013-14	74.1%	25%	0%	220	96.8%
2014-15	64.9%	28.3%	4.3%	276	91.3%
2015-16	57.6%	27.9%	9.7%	290	81.4%
2016-17	55.8%	25%	12.9%	380	70.5%
2017-18	50.3%	23.8%	19%	378	66.4%
2018-19	47.8%	26.3%	18.2%	395	65.1%
2019-20	45.8%	23.9%	21.7%	406	59.6%

Our PTA is active and very supportive of our teachers.

Demographics Weaknesses

While our 2019-2020 Campus Teachers are diverse, our diversity does not match the campus' student diversity.

Ethnicity Campus Stud. Pop. AISD El. Teacher Pop. Blackshear Tchr. Pop.

African-Am. 24.69% 3.09% 9.09%

Anglo 21.76% 41.38% 45.45%

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

Hispanic 45.23% 35.05% 18.18%
Other 8.31% 20.49% 27.27%

As our Economically Disadvantaged percentage has decreased, we have seen a decrease in Title 1 funding.

We are working on ways to diversify the General PTA membership.

Demographics Needs

We are always striving to create a strong and vibrant community. This is a need due to the large number of transfer students and the gentrification of our attendance zone.

We are always looking for funding sources to maintain the fine arts programming at our school. We will be forced to look at alternative ways to provide fine arts instruction during the uncertain 2020-2021 school year. This may mean a greater devotion to the Creative Learning Initiative in Austin ISD. It also may mean that our fine arts offerings from community vendors are refined and focused while searching for new delivery models.

Staff recruitment of a diverse and talented staff is always a high need.

Due to our diversity and our school's history, it is imperative that anti-racist education is at the forefront of our staff's conversations and practices.

Demographics Summary

Blackshear Elementary Fine Arts Academy is a school that has experienced changes over the recent years, as evidenced by our demographic and enrollment numbers. While there have been changes, there is also a strong base/foundation to build upon. The large number of transfer families bring an invigorating enthusiasm to the campus. The overwhelming majority of our transfer families make the decision so that they can add to our community.

Student Achievement

Student Achievement Data Sources

Comprehensive Needs Assessment

Short Cycle Assessments disaggregated by stud. grp
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

5th Grade Math - STAAR Released (3/10/2020): 91 % Approaches, 52% Meets, and 27% Masters

5th Grade Reading - 2nd 9 Weeks Assessment 2019-20 AISD: 93% Approaches, 73% Meets, and 50% Masters

3rd Grade Reading - 2nd 9 Weeks Assessment 2019-20 AISD: 93% Approaches, 78% Meets, and 59% Masters

Student Achievement Weaknesses

4th Grade Writing

1st 9 Weeks 19-20 AISD: 78% Approaches, 43% Meets, and 19% Masters

2nd 9 Weeks 19-20 AISD: 61% Approaches, 33% Meets, and 21% Masters

Writing 4 - MOY 2019-20 AISD: 39% Approaches, 12% Meets, and 1% Masters

4th STAAR Released Writing: 65% Approaches, 38% Meets, and 19% Masters

Black or African American: 60% Approaches, 30% Meets, and 15% Masters

Hispanic: 46% Approaches, 27% Meets, and 12% Masters

White: 100% Approaches, 81% Meets, and 45% Masters

Classes were self-contained in the fourth grade for 2019-2020. Scores for the "benchmark" assessments listed above and weekly checks indicated that some classes outpaced the others in reading, math, and writing. The scores were not consistent across the grade level.

Student Achievement Needs

Comprehensive Needs Assessment

We need to ensure that all groups are achieving at a high level in reading, math, writing, and science. The white students scored higher than other groups in benchmark assessments.

An emphasis needs to be placed on writing throughout the curriculum and throughout the grade levels.

Staffing assignments need to be enacted to make sure that all staff members are in positions where they can utilize their strengths.

Student Achievement Summary

Student achievement in 2019-2020 was trending in the right direction. While we did feel confident that we would improve our overall school rating, the data did not suggest that we were on track to receive an "A."

Closing the Gaps will be a priority in the upcoming school year.

2020-21 Campus and Targeted Improvement Plan Checklist: Blackshear (105)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
2019 State Accountability Ratings							
State Overall Scaled Score	TEA	82	77	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	82	75	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	62	74	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	86	79	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	74	72	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	60	73	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	51	63	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	61	75	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	57	63	No Data		GPM 1.4	
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	51	60	No Data	62	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	50	35	No Data	38	
	Hispanic	STAAR	41	56	No Data	58	
	White	STAAR	*	91	No Data	91	
	Asian	STAAR	-	*	No Data	N/A	
	Two or More Races	STAAR	50	100	No Data	99	
	Special Education	STAAR	33	29	No Data	32	
	Economically Disadvantaged	STAAR	45	48	No Data	50	
3 rd grade Math % Meets Grade Lvl	All Students	STAAR	47	44	No Data	46	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	33	30	No Data	33	
	Hispanic	STAAR	45	28	No Data	31	
	White	STAAR	*	91	No Data	91	
	Asian	STAAR	-	*	No Data	N/A	
	Two or More Races	STAAR	50	60	No Data	62	
	Special Education	STAAR	67	14	No Data	18	
	Economically Disadvantaged	STAAR	37	23	No Data	26	
English Learners	STAAR	50	0	No Data	5		
Domain 3 Reading Academic Achievement targets missed	STAAR	none	AA, SpEd	No Data	none		

2020-21 Campus and Targeted Improvement Plan Checklist: Blackshear (105)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Math Academic Achievement targets missed	STAAR	none	All, Hisp, ECD	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and Not Continuously Enrolled student groups.
Domain 3 Reading Growth targets missed	STAAR	All, AA, Hisp, ECD, EL	none	No Data	none	
Domain 3 Math Growth targets missed	STAAR	All, Hisp	All, Hisp, ECD	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	57	46	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	66	63	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	3.9	4.7	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	8.6	7.7	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	79	75	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	5	18	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	NA	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

2020-21 Campus and Targeted Improvement Plan Checklist: Blackshear (105)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	85	67	73
Principal Leadership (% favorable responses)*	TELL	89	87	84
There is an atmosphere of mutual trust and respect.	TELL	84	76	89
The faculty and leadership have a shared vision.	TELL	90	75	88
Overall, my school is a good place to work and learn.	TELL	97	85	92
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	96
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	84
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	72
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	68
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	50
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	85
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	81
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	93
I feel safe at my school.	Student Climate Survey	80	89	85
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	79	80	73
Managing Student Conduct subscale (% favorable responses)*	TELL	89	93	82
Students at this school follow rules of conduct.	TELL	92	68	83
Attendance rate (all students, grades 1-12)	PEIMS	95.2%	95.5%	As of 3/12/20: 95.2%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =5%, Cardio =-2%, Curl Ups =-3%, Push Ups =9%, Sit & Reach =3%, Trunk Lift =5%	BMI =1%, Cardio =17%, Curl Ups =-2%, Push Ups =-4%, Sit & Reach =-3%, Trunk Lift =0%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

District Family Survey results
Staff (TELL) Survey results

School Culture and Climate Strengths

Zero suspensions were recorded for the 2019-2020 school year.

Teaching, Empowering, Leading, and Learning (TELL) AISD Survey: Results for 2019-2020

92% - Overall, my school is a good place to work and learn.

The school leadership makes a sustained effort to address teacher concerns about:

93% - Community support and involvement

93% - Professional development

93% - My principal encourages cooperation among faculty and staff toward improving student performance

96% - My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.

93% - Teachers are encouraged to participate in school leadership roles.

97% - Teachers are encouraged to reflect on their own practice.

96% - I participate with a group of my colleagues to analyze student performance data.

92% - I participate with a group of my colleagues to discuss ways to meet objectives for specific students.

100% - Parents/guardians know what is going on in this school.

100% - The community we serve is supportive of this school.

100% - This school does a good job of encouraging parent/guardian involvement.

Family Survey Results: Campus Report 2020 (113 respondents out of 406 student)

97% - My child attends school in a safe learning environment

96% - Our local community supports our school

94% - Our school works hard to engage our local community

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Teaching, Empowering, Leading, and Learning (TELL) AISD Survey: Results for 2019-2020

83% - All campus staff accomplish their jobs with enthusiasm.

83% - All campus staff are friendly to each other.

83% - All campus staff interact with one another in a way that models social and emotional competence.

The school leadership makes a sustained effort to address teacher concerns about:

70% - Managing student conduct

Please indicate your level of agreement with each of the following statements about your principal.

73% - Teachers at this school trust the principal to make sound professional decisions about instruction.

70% - The school leadership consistently supports teachers.

69% - School leadership effectively communicates policy.

How often does your department/team:

45% - Provide support for struggling teachers

Family Survey Results: Campus Report 2020 (113 respondents out of 406 student)

My child's school provides my child with opportunities to:

79% - Learn social and emotional skills (e.g. using strategies to calm down when upset)

School Culture and Climate Needs

Teachers and school leadership need to define expectations for teacher support and managing student conduct.

A concerted effort needs to be made so that staff members interact with one another in a way that models social and emotional competence.

Support needs to be provided to struggling staff members, not only by the school leadership, but also through their grade levels and/or departments.

School Culture and Climate Summary

While a restorative approach to student discipline was successful in lowering the number of suspensions and 92% of the staff (that took the TELL Survey) reported that they work in a school environment that is safe, there is work to do with communicating the restorative or corrective approach to discipline.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Data from the TELL survey that indicates that only 83% of the staff feel that the staff interacts with one another in a way that models social and emotional competence needs to be identified and addressed with the new staff.

The data available does not show the possible team building effects of the "bat situation" and the pandemic. In February of 2020, the school dealt with a bat colony that was trying to establish itself in the 200 wing. Through this trying time (approximately two weeks) the staff came together to find solutions and to resolutely let the district administration know that they wanted to continue teaching at Blackshear as opposed to being split onto two other campuses. The pandemic also had the effect of bringing the staff together. Pre-pandemic, 45% of the staff felt that support was provided to struggling teachers frequently or often. This percentage likely would have been higher if the survey had taken place during or after the pandemic.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% teacher turnover
PPFT results for teachers
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Teacher Attrition Rate (10.3%) was below the District Rate (14.4%).

The total years of experience for our campus teachers in 2019-2020 was equal to the district average of 12 years.

9.09% of our campus teacher population was African American compared to 3.09% for the Austin Elementary School Teacher Population.

Staff Quality, Recruitment and Retention Weaknesses

2019-2020 was a difficult year for recruiting . There were two teachers who resigned in August to take positions in other districts. One of the "late hire" teachers resigned for health reasons two weeks into the school year. One teacher started the school year on medical leave and was unable to return to her position. Also, due to the high enrollment

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

for the 2019-2020 school year and the cautionary approach to staffing, two teachers had to be added to the staff after "leveling" in October.

Staff Quality, Recruitment and Retention Needs

Attention to recruitment needs to be a priority for the 2020-2021 school year. The strategy was to recruit a diverse staff that adds to our community through their experience and talents.

Teaching assignments have been adjusted to place teachers in positions to be successful.

Flexibility and determination are high needs this year due to the uncertain effects of the pandemic.

Professional development will be imperative. Concurrent teaching and an increased dependence on technology are new to the staff.

Staff Quality, Recruitment and Retention Summary

The 2020-2021 staff all present unique talents and gifts to offer to our community. Attention to the culture and climate will be the best way to increase teacher retention.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Focus Groups/Interviews

MOY disaggregated by grade, subj., & stud. grp.

TELPAS disaggregated by grade & prof. lvl.

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Blackshear Elementary Fine Arts Academy does a good job of ensuring that students display their thinking when responding to questions.

The campus utilizes community professionals to help deliver the fine arts curriculum (dance, theater, music.)

Title 1 money allows us to supplement the curriculum for specific needs to our campus (Flocabulary, Nearpod, Reflex Math, Learning A to Z, and Heggerty for Phonemic Awareness.)

There is a strong culture of actively assessing students' abilities throughout the school year, monitoring their progress, and providing interventions as needed.

Austin ISD is providing Blueprint lessons in the Learning Management System that teachers can customize.

Curriculum, Instruction and Assessment Weaknesses

Blackshear Elementary Fine Arts Academy was a school that relied on a lot of paper and pencil, essentialist activities. Adjusting to concurrent teaching and a higher dependence on technology is a challenge for some of our staff.

Our traditional means of assessing children have to be adjusted. We no longer see their work on their papers.

Time is always a concern. This is especially true as we look at strategies to maximize effective time use for on-campus and remote-only students.

From the 2019-2020 TELL Survey

73% - Teachers at this school trust the principal to make sound professional decisions about instruction.

Curriculum, Instruction and Assessment Needs

We will need to learn how to effectively utilize MAP Growth assessments and reports from NWEA.

Effectively using programs like IXL (reading, math, and 5th science,) Imagine Learning, Dreambox, and Reflex Math to supplement daily lessons and provide practice review is extremely important.

Customizing student learning is imperative since we have students entering the year at vastly different ability levels.

Communicating student progress and goal setting with students and parents are needed to ensure that the campus meets its' goals.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

In addressing the question from the 2019-2020 TELL Survey response about teachers trusting the principal to make sound decisions about instruction, teachers wrote in a Blackshear TELL Survey - Digging Deeper (in May of 2020):

"I think it's always good let teachers have some creative freedom and to not micromanage how exactly teachers choose to deliver their instruction. But I do think there are times when there is a lack synchronicity with a team and someone needs to just come out and say what needs to happen."

"This will sound contradictory, but give teachers choice in their teaching methods, but not COMPLETE autonomy. As an administrator, you can negotiate with each teacher about how they will run their classroom and instruction, but within choices that you provide them. As we move toward a more blended classroom in terms of technology and hands-on instruction, teachers need to be gently (?) nudged into embracing this new reality."

Curriculum, Instruction and Assessment Summary

While the staff feels more comfortable this year with the Language Arts adoption, there are many new programs for the teachers to learn and implement (MAP Growth and MAP Reading Fluency, Imagine Learning, IXL, Dreambox, and Reflex Math to name a few.) Not only are there new programs to learn, the platforms of BLEND and SeeSaw and the idea of blended learning are practices that are relatively new to the staff.

Intentional scheduling that utilizes student data will be the key to providing a customized experience for our students.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
Staff (TELL) Survey results

Family and Community Involvement Strengths

This school has an active PTA that is very supportive of our teachers.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

2019-2020 TELL Survey Results

- 97% - Community members support teachers, contributing to their success with students
- 100% - Parents/guardians are influential decision makers in this school
- 100% - Parents/guardians know what is going on in this school
- 100% - The community we serve is supportive of this school
- 100% - This school does a good job of encouraging parent/guardian involvement

2019-2020 Family Survey

- 97% - My child attends school in a safe learning environment
- 96% - Our local community supports our school

Family and Community Involvement Weaknesses

2019-2020 Family Survey

- 83% - My child is treated with respect by other students
- 79% - My child's school provides my child with opportunities to learn social and emotional skills
- 67% - My child's school provides me with adequate information about academic programs and services
- 63% - My child's school provides me with adequate information about Gifted and Talented (ST) testing and services
- 88% - I consistently receive good customer service

Family and Community Involvement Needs

Blackshear Elementary Fine Arts Academy needs to do a better job of engaging all parents. Only 28% of families responded to the 2019-2020 Family Survey. Of that 28%, 42 % of the respondents were White and only 11% were Black/African American.

Closing the achievement gaps and focusing on anti-racist education are high needs for our campus due to our student enrollment and our place in our community's history.

Family and Community Involvement Summary

Strong support from our parents/guardians is an aspect that needs to be cultivated and not taken for granted.

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

This school does a good of working with community partners (Ballet Austin, Dance Another World, UT Shakespeare at Windeale, Toni Bravo, IBC Bank, HEB, Neighborhood Longhorn Program, PEAS, Huston-Tillotson University, Holy Cross Catholic Church, Mount Olive Baptist Church, Seedling Mentors, Communities in Schools, and Tarrytown United Methodist Church.)

In general, family and community involvement is a strength for this school.

School Context and Organization

School Context and Organization Strengths

The assistant principal has been accepted to Austin ISD's Principal Preparation Program.

The principal and assistant principal meet with teachers weekly, either one-on-one or as a grade level/department. Lesson plans are discussed during one-on-one meetings.

The number of staff meetings has been increased due to operational changes (COVID-19.) This has allowed for more time for professional development and teacher collaboration. This has also allowed for time to address anti-racist education as a staff in a consistent and continuous manner.

School Context and Organization Weaknesses

Existing data tracking systems from 2019-2020 are not as applicable in 2020-2021.

School Context and Organization Needs

A continued focus on monitoring lesson plans. This is especially true in respect to how the district's blueprint plans are being customized and how we are incorporating the fine arts into our instruction.

The staff, including the administration, are learning to utilize MAP Growth reports to customize instruction, monitor progress, and set goals.

Data currently exists in multiple places. Teachers and students need better ways to bring all of the data to one (or at least fewer) locations in order to synthesize the data. Last year, DMAC was the system used to analyze data from weekly verification of mastery. This year, weekly quizzes live in BLEND. Progress monitoring data resides in IXL,

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

Imagine Learning, Reflex Math, Dreambox, and classroom grades.

Data analysis is part of the one-on-one meetings and grade level planning meetings. There is a need to streamline the collection of data.

Teachers need to receive more written feedback on their lesson plans. There is an over reliance on verbal feedback during the one-on-one meetings.

School Context and Organization Summary

The structures and foundation put in place regarding lesson planning and data use in 2019-2020 are strong. These practices due need to be refined for new curricular programs and an altered instructional delivery (on-campus and remote-only concurrent teaching.)

Technology

Technology Strengths

Student access to technology and staff access to technology at the school are strengths.

Access to a learning management system and programs to support the curriculum are positives.

Technology Weaknesses

Technology skills - there is a wide variance of technological skills between families and teachers.

Instructional time is often used to assist students and families with technology issues.

There are a large number of new programs and concepts to learn.

While many of the programs "talk" to each other, it is difficult to get a one-stop shop to analyze student data to inform instruction.

Technology Needs

Comprehensive Needs Assessment

There is a continued need to assist families with technology and internet access.

Teachers need more technological tools (swiveling cameras, portable microphones and multiple screens for example) in order to be more effective with concurrent teaching.

Professional development for staff members from inside and outside of the staff needs to continue in order for our community to keep growing.

Technology Summary

Blackshear Elementary Fine Arts Academy was ill-prepared for the heavy technological shift that occurred after spring break last year. Growth has been made. The staff has embraced learning new skills. Technology has been purchased and utilized. Ensuring that technology allows all students to access the curriculum is key. Blended learning provides great opportunity for customization. Customization will be important for us to meet the needs of all of our unique students' needs.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$76,230)		Campus BTO - 199-00-0000-00-000-0-00-0-00 (\$36,200)	

Blackshear Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Target feedback to help develop the leadership skills of the assistant principal, counselor, and teacher leaders (instructional specialist and grade level leaders) (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1)</p>	<p>Principal</p>	<p>Throughout the school year</p>		<p>Criteria: Review and analyze Lesson Plan comments (teacher leaders) Chronicle Calendar Meetings for coaching conversations with Assistant Principal and Counselor</p>
<p>2. Implement MAP Growth Reading and Math for grades 3 - 5 two times during the year (Sept. 28 - Nov. 20 and Mar. 1 - Mar. 12.) Administer STAAR Released Assessments. Progress will be recorded on an internal Google Sheet accessible to teachers, support staff and administration. These benchmarks will be used to monitor progress. For the MAP Growth Assessments (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6,3.1) (Strategic Priorities: 1,2)</p>	<p>Assistant Principal, Instructional Specialists/Coaches, Principal, Teachers</p>	<p>Fall, Winter, Spring</p>		<p>Criteria: The Projected Proficiency report from MAP Growth will be utilized to classify student scores as Did Not Meet, Approaches, Meets, or Masters. TEA standards for the STAAR Released Assessments will be used to classify student scores as posted on Lead4ward.com.</p>

Blackshear Elementary School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 2.** (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Grades 3, 4, and 5 will monitor student progress with MAP Growth Reading and Math two times a year, Sept. 28 - Nov. 20 and Mar. 1 - 12. Gr. 4 will monitor student progress in Writing through a STAAR Released assessment in February and second semester quizzes/assessments that will monitor progress in revising, editing, and composition. (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Instructional Specialists/Coaches, Principal, Teachers</p>	<p>9/28 - 11/20 & 3/1 - 3/12</p>		<p>Criteria: NWEA Reports STAAR Released Results Progress Monitoring Google Sheet (internal) - Writing</p>
<p>2. K - 2nd. Gr. will monitor the progress of their students by implementing MAP Growth Reading.</p> <p>Kindergarten will implement the Texas Kindergarten Entry Assessment (Literacy Screener Only.) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Instructional Specialists/Coaches, Principal, Teachers</p>	<p>2-3 times per year</p>		<p>Criteria: Assessment results reported by NWEA and TXKEA. MAP Growth Reading Kindergarten - 3/22 - 4/2 and 5/10 - 5/21 1st Grade - 10/5 - 11/20, 1/11 - 1/22, and 5/10 - 5/21 2nd Grade - 10/5 - 11/20 and 5/10 - 5/21 TX KEA Kindergarten - 9/14 - 11/20</p>

Blackshear Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 3. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

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

Blackshear Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 4. (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

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

Blackshear Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

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

Blackshear Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Feedback will be targeted to help develop the leadership skills of the assistant principal, counselor, and teacher leaders (instructional specialist and grade level leaders) (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Principal	End of each semester		Criteria: --Classroom Visit Schedule and Documentation --Calendar Meetings, Lesson Plan comments --Calendar Meetings for coaching conversations --TELL survey (once a school year)

Blackshear Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Mission - Mindset - Method will be reiterated throughout the school year.</p> <p>Mission: Together We Educate, Enrich, and Exercise to Excel!</p> <p>Mindset: We will employ and embrace a growth mindset. All students can learn and be successful. All means All - all students deserve equitable access to an exemplary education!</p> <p>Method: The fine arts and Creative Learning Initiative not only enrich our students, they provide an access point to the curriculum. We embrace Social and Emotional Learning. We believe in educating the whole child. We believe in preparing students by ensuring that foundational skills are mastered. Practice makes permanent. We will monitor our progress towards our goals so that ALL students can be successful! (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Principal</p>	<p>End of Each Grading Per.</p>		<p>Criteria: --Handbook --Weekly Buzz --Staff Development</p>

Blackshear Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Restorative practices will be highlighted throughout the school year. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Counselor, Principal, Teacher Assistants, Teachers	End of each grading per.		Criteria: 5 or fewer suspensions for the school year TELL survey Student Climate Survey Parent Survey
2. Expectations and systems will be introduced through the Handbook and consistently utilized throughout the school year. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Counselor, Teachers	End of each gr. period		Criteria: Staff Meeting Agendas Professional Dev. Agendas TELL Survey

Blackshear Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Social and Emotional Learning will be implemented consistently throughout the school. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Counselor, Principal, Teacher Assistants, Teachers	End of each grading per.		Criteria: --Morning Meetings (school-wide from 8:00 to 8:15) --SEL Assemblies --No Place for Hate Activities

Blackshear Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Involving families and community

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

Blackshear Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 5. (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

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

Blackshear Elementary School

Goal 4. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the Yearly Planning Guides as the basis for lesson planning and for effective instruction for our students. Teachers will customize lessons from the blueprints provided for blended learning from the District. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Administrators, Teachers	School Year		Criteria: Lesson Plan documents in the Google Drive.

Blackshear Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Refine the lesson planning process to ensure collaboration and differentiation for all students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Administrators, Teachers	School Year		Criteria: Lesson Plan documents through Google Shared Drive

Blackshear Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Creative Learning Strategies or strategies from Lead4ward's Instructional Playlist weekly in each classroom. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Teachers	Sept 2020. Weekly.		Criteria: --Lesson plan documents

Blackshear Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize data to drive instruction and interventions. (Title I SW Elements: 1.1,2,5) (Strategic Priorities: 1,2,4)	Assistant Principal, Instructional Specialists/Coaches, Principal, Teachers	End of each 9-Weeks		Criteria: --Google Sheet, NWEA MAP Growth reports --Data Meeting Agendas --Benchmark assessments (STAAR Released) --Progress as measured by IXL, Imagine Learning, Dreambox, Reflex Math

Blackshear Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 4. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor progress for students demonstrating learning gaps through MAP Growth and MAP Reading Fluency (reading), weekly assessments, and Middle of the Year assessments. Differentiate through small group instruction and provide tutoring opportunities for the identified students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Instructional Specialists/Coaches, Principal, Teachers	School Year		Criteria: --TX KEA report in Fall --NWEA reports --Progress monitoring reports (including Google Sheets) --Interventionist schedule, tutoring list

Blackshear Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 5. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

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

Blackshear Elementary School

Goal 6. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will complete the GT Update ONLINE: Curriculum Options for Advanced Students (K-5.) (Title I SW Elements: 1.1,2.2) (Target Group: GT) (Strategic Priorities: 1,4)	Administrators, Counselor, Teachers	by 2/28/2021		Criteria: Completion report provided by the Human Capital Platform system.

Blackshear Elementary School

Goal 7. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/16/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/16/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/16/20 - Completed 11/16/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/16/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/16/20 - Completed

Blackshear Elementary School

Goal 7. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/16/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: agendas, sign in sheets, minutes or records of meetings 11/16/20 - Significant Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		11/16/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/16/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		11/16/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Bell, Tiona	Assistant Principal
Albrecht, Bailey	Teacher
Caudle, Christine	Community Member
Healey, Elisabeth	Teacher
Medina, Kelly	PTA President
Wendler, Lara	Parent
Forehand, Malina	Teacher
Kirkendall, Mike	Parent
Worthington, Rosanna	Communities in Schools
Tafares, Bianca	Parent
Sahli, Deborah	Teacher
Dodsworth, Genieve	Special Education Teacher
Wallace, Keya	Parent
Stringer, Lindsey	Parent, CAC Co-Chair
Hernandez, Marisleidys	Teacher's Assistant
Grape, Roger	Librarian, CAC Co-Chair
Garner, Rick	Principal
Alvarez, Mary	Executive Director, AISD



TITLE I COMPLIANCE PACKET

2020-2021

Principal Confirmation

Documents due- October 30, 2020

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* (Sign and attach the 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 Parent/Family Involvement 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 copy of Parent/Family School Compact.)
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation **MUST** include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING **MUST BE HELD**; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE **NOT** ACCEPTABLE.)
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.)
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.)
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)
- 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.*
- Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. (Alternatively CIP Developers List in PlanWorks may be used.)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

Blackshear El. Fine Arts Acad.
Campus Name

Rick Garner
Principal's Signature

11/4/2020
Date