

# Hart Elementary School

## Campus Improvement Plan

### 2020/2021



**HART**  
**ELEMENTARY SCHOOL**  
**AUSTIN** Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/12/2021

### **Campus Mission**

To empower and promote the success of every child in our diverse community through quality education.

### **Campus Vision**

To be THE school where students want to learn and teachers want to teach.

### **Campus Values**

Responsibility On Task Cooperative Kindness Enthusiasm Team work Success Diversity Equality Safety

### **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 2019-20 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](http://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 Strengths

Hispanic 85%  
White 4%  
Black or African American 7%  
Two or More Races 1%  
Asian 3%  
American Indian or Alaska Native 0%

Gender Student Count  
M 290  
F 288

### Demographics Weaknesses

Gifted or Talented % of District  
GT 4%  
Non-GT 96%

Attendance Rate: 94.75%

### Demographics Needs

Strategies to boost attendance rates.

Nominate more African American and Hispanics students for GT.

### Demographics Summary

# Comprehensive Needs Assessment

Increase the attendance rate and percentage of students nominated and qualified for GT.

## Student Achievement

### Student Achievement Strengths

#### Closing the Gaps

Academic Achievement: 12 of 14 Targets Met

Growth 7 of 7 Targets Met

ELP 1 of 1 Target Met

### Student Achievement Weaknesses

Not Continuously Enrolled student group missed the Academic Achievement target in Math and Reading as well as the Student Success STAAR Component Score target.

### Student Achievement Needs

Identify Not Continuously Enrolled students and focus on meeting Academic Achievement target in Reading.

### Student Achievement Summary

Focus on meeting the targets for Not Continuously Enrolled students.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

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 91%

Campus rating on the Coordinated School Health (CSH) Survey Exemplary

### School Culture and Climate Weaknesses

Campus' rating on the current year's GT Campus Accountability Monitoring Plan Out of Compliance

### School Culture and Climate Needs

Nominate more African American and Hispanic students for GT program.

Increase the campus rating on the current year's GT Accountability Monitoring Plan.

### School Culture and Climate Summary

Create a plan to nominate more students for GT testing.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

TELL survey 98% of teachers replied 'overall by school is a great place to work'

# Comprehensive Needs Assessment

## **Staff Quality, Recruitment and Retention Weaknesses**

Our campus AA teacher population does not match our campus AA student population.

## **Staff Quality, Recruitment and Retention Needs**

Hire teachers with diverse backgrounds to teach our students with diverse backgrounds.

## **Staff Quality, Recruitment and Retention Summary**

Continue to work on ensuring our school is a great place to work and hire teacher with diverse backgrounds.

# Curriculum, Instruction and Assessment

## **Curriculum, Instruction and Assessment Strengths**

Grade level team planning and sharing is a strong component of the instructional model at our school.

## **Curriculum, Instruction and Assessment Weaknesses**

Don't have access to Spanish language resources.

## **Curriculum, Instruction and Assessment Needs**

More time included throughout the year to build lesson plans which address gaps in learning. Building TEK aligned technology based assessments.

## **Curriculum, Instruction and Assessment Summary**

# Comprehensive Needs Assessment

Need more time for team planning and disaggregation of data to meet the needs of low performing students.

## Family and Community Involvement

### Family and Community Involvement Strengths

Parents have responded positively to meeting the needs of our students.

### Family and Community Involvement Weaknesses

The response rate through online surveys, etc. is lower than paper based surveys.

### Family and Community Involvement Needs

Parents need assistance with technology trouble shooting and technology in general.

### Family and Community Involvement Summary

Need 100% of our families to be involved with students 100% of the time.

## School Context and Organization

### School Context and Organization Strengths

Hart has many systems in place to assist our students and families.

# Comprehensive Needs Assessment

## School Context and Organization Weaknesses

We can also improve!

## School Context and Organization Needs

Hart needs more outdoor learning spaces.

## School Context and Organization Summary

Hart Elementary would like more covered outdoor learning spaces where students can enjoy the environment and fresh air.

# Technology

## Technology Strengths

All students have a device.

## Technology Weaknesses

Not all students have a strong access to WIFI.

## Technology Needs

Several families have up to five students sharing one WIFI hotspot. Families have difficulties setting up their mobile hotspots or the signal is weak and unstable.

## Technology Summary

# Comprehensive Needs Assessment

Hart families need reliable, strong WIFI access to accommodate the number of students in their household.

## Other

## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$543,423)			

# Hart 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
1. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1)	Academic Leadership Team, Administrative Team	ongoing	(O)Other - \$0	Criteria: Schedule of walkthroughs; Increased levels of student achievement on formative assessments.  06/03/21 - Completed 01/21/21 - On Track

# Hart 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.** (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
1. The AVID Site team will meet monthly (or more) to collaborate and plan professional development for faculty; provide monthly professional development in AVID WICOR strategies via a monthly PLC; will develop an articulation plan for the school involving the Organizational Tool, Note-Taking, Agenda/Planner, and Levels of Questions/Thinking. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3)	AVID Team	ongoing	(F)Title 1, Part A - \$3,000	Criteria: Scheduled AVID professional learning throughout the school year.  01/21/21 - Completed

# Hart 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 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
1. Align the School Improvement Plan and Mission Statements to show alignment with AVID's mission and vision for college readiness. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3)	AVID Team	September		Criteria: Alignment of both mission and vision statements.  01/21/21 - Completed

# Hart 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
1. Assist high-performing teachers with support and collaboration to suit their professional learning needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Leadership Team	May 2020	(F)Title 1, Part A - \$3,000	Criteria: Review and discuss individual teacher's Individual Learning Plan within the PPfT Appraisal system; teachers will/may attend virtual professional learning/conferences.  01/21/21 - Completed
2. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Principal	April-June 2021		Criteria: Teachers from diverse backgrounds are hired.  01/21/21 - Completed

# Hart 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. Create and utilize observation feedback protocol. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Leadership Team	November 2020		Criteria: Scheduled feedback meetings with teachers.  01/21/21 - Completed

# Hart 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
1. Provide PD for AVID school wide implementation (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	AVID Team	November 2020		Criteria: Monthly AVID PLC; classroom observations from AVID walk thoughts; AVID PD agendas,AVID Site Team meeting minutes  01/21/21 - Completed

# Hart 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. Alignment of lesson plan format throughout the school (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1,2)	Leadership Team	Weekly - ongoing		Criteria: Review lesson plans frequently for alignment; provide feedback and lesson planning support from instructional leadership team.  01/21/21 - Completed

# Hart 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. All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Instructional Leadership Team	Weekly - ongoing		Criteria: Alignment of lesson plan format throughout the school.  01/21/21 - Completed

# Hart 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. Conduct daily morning meetings with students in the classroom while utilizing SEL and character education lessons. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2,3.3,5.2)	SEL Committee	ongoing		Criteria: Visit and observe classrooms during morning meeting time; provide feedback for implementation.  01/21/21 - Completed

# Hart 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. Use data to drive instruction and intervention; Progress monitoring spreadsheets(data); MOY response plan; minutes, data days agendas; grade-level data spreadsheets. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Teachers	Weekly - ongoing		Criteria: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.  01/21/21 - Completed

# Hart 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. Implement student progress monitoring spreadsheet (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Leadership Team	Weekly - Ongoing		Criteria: Completion of student goal sheet in AVID binder/planner.  01/21/21 - Completed

# Hart Elementary School

**Goal 6.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address character education virtues as well as SEL activities during morning meetings. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 3)	Counselor, SEL Committee	Ongoing	(F)Title 1, Part A - \$500	Criteria: Conduct walkthroughs and participate in morning meetings with students and teachers.  01/21/21 - Completed
2. Create pen-pals with surrounding Nursing homes. (Title I SW Elements: 1.1,3.1) (Target Group: 2nd,3rd) (Strategic Priorities: 2)	CAC Members, Students	November 2020	(F)Title 1, Part A - \$200	Criteria: Bulletin board of students sharing letters with their pen pals; interview students regarding what they learned about their pen pals.  01/21/21 - Discontinued
3. Complete a "Whole Child Passport" passport which includes activities pertaining to STEAM, PE, Literacy. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	CAC Members	Nov 2020(creation of)	(F)Title 1, Part A	Criteria: The Passport of activities.  01/21/21 - Completed
4. Conduct Passport completion ceremony. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	CAC Members, Teachers	May 2020		Criteria: Student list of students receiving certificates of participation.  01/21/21 - Discontinued

# Hart Elementary School

**Goal 6.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 2.** (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete Marathon Kids 1st marathon. (Title I SW Elements: 1.1) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	PE Teacher, Teachers	November-May	(O)Other	Criteria: All students complete 1st marathon; will monitor progress through the online app.  01/21/21 - Completed
2. Participate in a CATCH night (virtually) with students and families. (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 2)	PE Teacher	November	(O)Other - \$100	Criteria: Completion of CATCH night; participation of at least 100 families.  01/21/21 - Discontinued

# Hart Elementary School

**Goal 6.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 3.** (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate the school garden into instructional activities. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Teachers	November-May	(O)Other - \$100	Criteria: Students will use technology to present findings eg what food chains/webs are present in the garden.  01/21/21 - Completed

# Hart Elementary School

**Goal 7.** (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. Increase the percentage of Hispanic and Black students identified as GT. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: H,AA) (Strategic Priorities: 3)	GT Advocate, Principal	May 2020		Criteria: Increase the percentage of H and AA students enrolled in GT program.  06/03/21 - Completed 01/21/21 - Some Progress 10/12/20 - Pending
2. Conduct a GT informational session with staff to go over the qualification of students. (Title I SW Elements: 2.2) (Target Group: All)	GT Advocate	November 2020		Criteria: Teachers understand the process for GT nomination; teachers nominate more students for GT program.  01/21/21 - Completed
3. Conduct an informational session regarding GT nomination process for parents. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Counselor, GT Advocate, Principal	November 2020		Criteria: Parent meeting to discuss the nomination process for GT program.  06/03/21 - Completed
4. Direct each teacher to nominate at least two students for GT. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 2)	Principal	October 2020		Criteria: The number of students nominated for GT increases.  06/03/21 - Completed
5. Publicize the GT nomination process through the school website, media, communications. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2)	Counselor, GT Advocate, Principal	October 2020; January 2020		Criteria: Announcements on school social media sites as well as school messenger and marquee.  06/03/21 - Completed

# Hart Elementary School

**Goal 8.** (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.) (Title I SW Elements: 1.1,2.1) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/04/20 - 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 11/04/20 - 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: 2.1,2.3,3.1) (Target Group: ECD) (Strategic Priorities: 1,2)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/04/20 - 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) (Strategic Priorities: 2)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes  06/03/21 - Completed 12/09/20 - Some Progress
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 2)				11/04/20 - Completed
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 11/04/20 - 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 06/03/21 - Completed 11/16/20 - On Track
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. (Title I SW Elements: 2.1,3.1) (Target Group: ECD) (Strategic Priorities: 1,2)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/04/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 06/03/21 - Completed 12/01/20 - On Track
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.	Principal	Due 10/30/20		Criteria: CIP Developers List 11/04/20 - Completed

# Hart Elementary School

**Goal 8.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Original CIP Developers List may be used & uploaded with packet.) (Title I SW Elements: 2.1) (Target Group: ECD) (Strategic Priorities: 2)				

## SY 20-21 CIP Developers List

Name	Position
Fuentes, Marla	Teacher
Richarte-Gonzales, Rosemary	Teacher
Garcia, Lidia	Staff
Barrow, Olivia	Teacher
Juarez, Cristina	Teacher
Soliz, Diana	Teacher
Lovings, Howard	Teacher
Stroobandt, Rita	Teacher
Urbano, Alana	PTA president
Alvirez, Mary	Executive Director for Elementary Schools