

Blazier Elementary School

Campus Improvement Plan

2020/2021

Blue Jays Dream Big, Soar High!



BLAZIER
ELEMENTARY SCHOOL
AUSTIN Independent School District

Leti Peña

8601 Vertex Blvd. Austin, TX. 78744

512-841-8800

leti.pena-wilk@austinisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 21

Date Approved:

7/12/2021

Campus Mission

Our mission at John C. Blazier Elementary School is to promote academic excellence, while providing the opportunity for ALL students to attain their individual, social, emotional, and physical potential. Our staff is committed to providing quality education through teamwork, cooperation, and setting challenging goals empowering our learners to be creative, critical thinking problem-solvers.

Campus Vision

Vision:

John C. Blazier Elementary School will be recognized as a learning environment where staff, students, parents, and community members invest in guiding children to reach beyond their potential while instilling a passion for life-long learning and being a positive agent of change.

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):

NOTES from PM 11-9-2020

Notes from PM 11-15-2020

Principal Confirmation Page 1 - Each Attachment Statement needs to be checked. Please check each statement on Page 1 of the Compliance Packet and then reload.

Completed PM 11-16-20

Attachment #2 - Parent Engagement Policy - Under Section V. Need to add at least one more meeting time to ensure that parents have multiple opportunities to attend this meeting outside of the 8 a.m. time listed. Upload once revised. **Completed PM 11-16-20**

Attachment #4 - Annual Title I Meeting - Need documentation of who attended this meeting. Upload once documentation is obtained. **Completed PM 11-16-20**

Attachment #7 - Value and Contribution of Parents - Documentation submitted does not fully address this component. What input was rec'd from parents on Training and PD for teachers? Provide that documentation. What training did teachers receive based on the input of parents. Provide documentation of that training and who attended. Or, what suggestions/recommendations have parents given that resulted in a change of practice at Blazier. Provide documentation of this. **Completed PM 11-16-20**

Attachment #9 - Homeless/Foster Care Students form needs to be checked, once completed. Please review form to determine if items need to be checked. **Completed PM 11-16-20**

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

High performance in reading 3-5 STAAR. Closing the gaps and student progress measure.

Student Achievement Weaknesses

Primary Reading Data not consistent with Reading STAAR data. Students percentages are low in Kinder, 1st, and 2nd end of year reading data.

Student Achievement Needs

Increased need for focused interventions and progress monitoring on a weekly basis in primary (K-2) grades.

Student Achievement Summary

Continue to work through PLC and Data Analysis opportunities to disaggregate data. Use of informal, formal, and benchmark assessments. Weekly progress monitoring and response to data.

2020-21 Campus and Targeted Improvement Plan Checklist: Blazier (185)

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	86	93	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	80	89	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	83	91	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	85	90	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	88	98	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	74	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	53	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	68	68	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	65	64	No Data		GPM 1.4	
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	39	47	No Data	49	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	22	No Data	25	
	Hispanic	STAAR	35	47	No Data	49	
	White	STAAR	71	50	No Data	52	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	33	60	No Data	62	
	Special Education	STAAR	21	8	No Data	12	
	Economically Disadvantaged	STAAR	30	44	No Data	46	
	English Learners	STAAR	32	56	No Data	58	
3 rd grade Math % Meets Grade Lvl	All Students	STAAR	51	53	No Data	55	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	58	44	No Data	46	
	Hispanic	STAAR	47	53	No Data	55	
	White	STAAR	76	57	No Data	59	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	33	60	No Data	62	
	Special Education	STAAR	29	29	No Data	32	
	Economically Disadvantaged	STAAR	45	49	No Data	51	
	English Learners	STAAR	43	46	No Data	48	
Domain 3 Reading Academic Achievement targets missed	STAAR	none	none	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and	
Domain 3 Math Academic Achievement targets missed	STAAR	none	none	No Data	none		

2020-21 Campus and Targeted Improvement Plan Checklist: Blazier (185)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	White	none	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	White	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	62	45	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	63	82	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	3.5	2.2	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	4.9	4.9	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	90	88	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	2	7	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: Blazier (185)

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	98	100	100
Principal Leadership (% favorable responses)*	TELL	96	98	98
There is an atmosphere of mutual trust and respect.	TELL	85	82	81
The faculty and leadership have a shared vision.	TELL	92	93	100
Overall, my school is a good place to work and learn.	TELL	100	99	100
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	100
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	97
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	97
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	89
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	90
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	98
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	100
I feel safe at my school.	Student Climate Survey	93	94	93
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	81	86	84
Managing Student Conduct subscale (% favorable responses)*	TELL	95	93	99
Students at this school follow rules of conduct.	TELL	83	99	98
Attendance rate (all students, grades 1-12)	PEIMS	95.7%	96%	As of 3/12/20: 95.3%
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 =-3%, Cardio =1%, Curl Ups =-4%, Push Ups =9%, Sit & Reach =-2%, Trunk Lift =-1%	BMI =0%, Cardio =2%, Curl Ups =5%, Push Ups =1%, Sit & Reach =-6%, Trunk Lift =2%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

According to TELL data our campus demonstrates strengths in response to data, use of social and emotional practices, and relationships with students and families.

School Culture and Climate Weaknesses

Staff TELL data demonstrates a need to apply the same strategies that are successful with our students and community with colleagues in order to grow and maintain positive relationships.

School Culture and Climate Needs

Continue to build relationships and trust among staff members at the campus level.

School Culture and Climate Summary

We will work to build relationships among our staff through the use of SEL strategies, team building, and creating campus culture of trust and teamwork.

Family and Community Involvement

Family and Community Involvement Strengths

Family TELL survey shows strengths in communication, building trust and relationships.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

There is a need to better involve our families and stakeholders in reviewing and creating campus goals.

Family and Community Involvement Needs

There is a need to better involve our families and stakeholders in reviewing and creating campus goals. Provide more opportunities throughout the year to meet this goal.

Family and Community Involvement Summary

Work with parent support specialist and counselors to increase opportunities for families.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$215,350)			

Blazier 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. The administration team consisting of assistant principals, counselors and support staff will meet on a weekly basis to review observation feedback, student data, and to reflect on campus operations. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2)	Administrative Team, Counselor, Instructional Leadership Team	August 2020 - May 2021		Criteria: Administration Team will be able to articulate their responsibilities and campus duties with an understanding of campus goals and student achievement goals. Review data from our weekly meetings. Use of CST watchlist, review CST data. 12/18/20 - Some Progress

Blazier 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
1. Use of consistent data brought to administrative meetings that includes observation notes, feedback, teacher data, and student data in order to inform teacher and grade level needs and support best classroom practices. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrative Team, Administrators, Instructional Leadership Team	August 2020-May 2021	(F)Title 1, Part A	Criteria: Administration Team will bring observation and assessment data to review. Review informal and formal assessment data weekly. Use of CST watchlist, review CST data. Discuss and review coaching strategies to help improve teacher effectiveness. 12/18/20 - Some Progress

Blazier Elementary School

Goal 2. (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 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide increased opportunities for families and the greater community to engage in conversations about culturally responsive restorative practices that supports stronger relationships with students, increased student engagement and student achievement. (Title I SW Elements: 1.1,2.1,2.2,3.1,3.2) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 3,4)	Administrators, Counselor, Cultural Committee, Parent Support Specialist, Parents, Principal, Restorative Committee, Restorative Practice Associate, SEL Committee, Special Education Staff, Teachers	August 2020-May 2021		Criteria: Informal student surveys, end of year student TELL survey, student leadership team survey, data taken from teachers and Restorative Associate, teacher/student/parent/restorative team discussions and feedback. Involve PTA and CAC members to provide feedback and collaborate. 12/18/20 - Significant Progress

Blazier Elementary School

Goal 2. (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. (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
1. Strengthen student to student relationships, student to adult relationships, and student engagement. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2)	Administrative Team, Counselor, Cultural Committee, Instructional Specialists/Coaches, Librarian, Parent Support Specialist, Principal, Restorative Committee, Restorative Practice Associate, SEL Committee, Students, Teachers	August 2020-May 2021		Criteria: Informal student surveys, end of year student TELL survey, student leadership team survey, data taken from SEL lessons, teacher/student discussions and feedback. 12/18/20 - Significant Progress

Blazier Elementary School

Goal 3. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide time for teachers and support staff to share, discuss, and learn about effective SEL best practices used in class and across the campus in an effort to grow and capacity. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2,4)	Administrators, Campus Leadership Team, Counselor, Grade Level Lead, Principal, SEL Campus Coordinator, SEL Committee, Teachers, Team Leaders	August 2020 - May 20201		Criteria: Informal staff surveys, TELL Survey, data taken from SEL lessons, teacher/student discussions and feedback. Review professional development surveys. 12/18/20 - On Track

Blazier Elementary School

Goal 3. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide time and intentional opportunities for teachers and support staff to share, discuss, and learn about effective SEL best practices used in class and across the campus in an effort to grow and capacity. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2,4)	Administrators, Counselor, Leadership Team, Principal, SEL Campus Coordinator, SEL Committee, Teachers, Team Leaders	August 2020 - May 2021		Criteria: Informal staff surveys, TELL Survey, data taken from SEL lessons, teacher/student discussions and feedback, time provided for follow up PD and reflection on SEL implementation, effectiveness, and successes. 12/18/20 - On Track

Blazier Elementary School

Goal 3. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (SEL Critical Practice 4) Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with our SEL leaders to continue to engage in strong SEL practices at high levels that are effective in building trusting relationships, increasing student engagement, and providing authentic learning experiences for all students. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2,4)	Administrators, Campus Leadership Team, Counselor, Principal, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee, Special Education Staff, Teachers, Team Leaders	August 2020 - May 2021		Criteria: Informal staff surveys, TELL Survey, data taken from SEL lessons, teacher/student discussions and feedback, time provided for follow up PD and reflection on SEL implementation, effectiveness, and successes. 12/18/20 - Significant Progress

Blazier Elementary School

Goal 4. (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: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/05/20 - 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 11/05/20 - 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 11/05/20 - 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 11/05/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English

Blazier Elementary School

Goal 4. (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
languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				11/05/20 - 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 11/05/20 - 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 11/05/20 - Completed
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		Criteria: verify attendance of training and submission of Time & Effort Reports 11/05/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Title I SW Elements: 2.6) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/05/20 - 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		Criteria: CIP Developers List 11/05/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Peña, Leti	Principal
Yosef, Seth	Assistant Principal
Saenz, Eliza	Assistant Principal
Franco, Brenda	Counselor
Guerra, Dianira	Counselor
Sanchez, Robin	Reading Specialist
Rivera, Ashley	Special Education Teacher
Estupinan, Audrey	Library Media Specialist
Baird, Christina	Parent
Bocanegra, Michael	Chair/Parent
Guerrero, Amy	Community Partner/EACYMCA
Knight, Nancy	Co-Chair/Parent
Drinks, La Kesha	Principal Supervisor



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.

Blazier Elem.
Campus Name

Letitia
Principal's Signature

10/30/20
Date

