

BLACKSHEAR EL
Blackshear Elementary Fine Arts Academy
2021/2022

Together We Educate, Enrich, and Exercise to Excel!

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Date Reviewed:

Date Approved:

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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite parents/families to C.A.T.C.H. Night (and include Whole Child, Every Child activities.) 7 Conditions #2, 4, 5 (Title I SW Elements: 2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CATCH Team, PE Teacher	SY 2021-22		Criteria: Flyers Sign-in Sheets
2. Collaborate with families at the Rosewood Apartments to ensure that they know that they are a vital part of our Blackshear Community. 7 Conditions #4, 5 (Title I SW Elements: 2.1,2.3,2.6,3.1,3.2) (Target Group: ECD) (Strategic Priorities: 4)	Administrators, CIS, Counselor, Teachers	SY 2021-22		Criteria: Agendas Sign-in Sheets
3. Invite community partners like Ballet Austin, Dance Another World, and Toni Bravo to implement movement classes with our students during Fine Arts time. 7 Conditions #1, 2, 4, 5, 6 (Title I SW Elements: 2.3,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Community Partner, Teachers	SY 2021-22		Criteria: Creative Learning Survey at the end of the year.

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

Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: By the end of the SY 2021-22, at least 92% of all students responding to the Student Climate survey will indicate that their classmates treat them with respect.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All grade levels will implement morning meetings. 7 Conditions #1, 2, 4, 5 (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, SEL Committee, Students, Teachers	SY 2021 - 22		Criteria: Schedules, lesson plans, and surveys
2. Hold at least six Social and Emotional Learning Assemblies that will highlight SEL spotlight students and include a performance from the grade level students (K - 5.) 7 Conditions #1, 2, 3, 4, 5 (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Counselor, SEL Committee, Students, Teachers	SY 2021-22		Criteria: Schedules, recordings of Friday SEL assemblies.
3. Promote SEL via all methods of communication: newsletters, phone calls, ClassDojo, emails, and assemblies. 7 Conditions #1, 2, 4, 5 (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, CIS, Counselor, SEL Committee, Teachers	SY 2021-22		Criteria: Weekly Buzz Community Edition copies (newsletters)

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Objective 3. (Family Engagement) SMART Goal: By the end of the SY 2021-22, the campus will achieve at least a 70% rating on the Family Engagement portion of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Hold at least 4 parent meetings in each grade level by the end of the school year to celebrate past work and highlight upcoming academic standards. 7 Conditions #2, 3, 4, 5, 6 (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4)</p>	Teachers	SY 21-22		<p>Criteria: These meetings will be held virtually after school hours. Attendance will be maintained through the Zoom Chat function. Teachers will upload the "Chats" from each meeting into the Google Shared Drive for Blackshear Elementary Fine Arts Academy 2021-22.</p>
<p>2. Each classroom will hold at least two "showcase" events to highlight fine arts instruction by the end of the school year 2021-22. 7 Conditions #2, 3, 5, 6 (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)</p>	Administrators, Community Partner, Teachers	SY 2021-22		<p>Criteria: Showcase events will be held in-person in November, December, January, March, and April. If health conditions do not allow for in-person events, we will hold the events virtually.</p>
<p>3. Each family will receive at least 3 electronic messages (through SchoolMessenger) each month in English and Spanish from August, 2021 through May, 2022. 7 Conditions #2, 3, 4, 5 (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4)</p>	Administrators	SY 2021-22		<p>Criteria: SchoolMessenger data will be kept online. ClassDojo will also be utilized to share School Stories. However, ClassDojo will not be the sole means of communication due to some potential accessibility issues.</p>

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Objective 4. (Community Engagement: By the end of the SY 21-22, the campus will participate in at least 2) SMART Goal: By the end of the SY 21-22, the campus will participate in at least 2 events that are open to the public outside of normal school hours.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in the East Austin Studio Tour in November of 2021. 7 Conditions #2, 3, 4, 5 (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Community Partner, PTA, Teachers	November, 2021		Criteria: Blackshear Elementary Fine Arts Academy will work with Austin ISD Operations and the Marketing Department to promote a safe, in-person event. Announcements will be kept as a record of the promotion of the event. A sign-in sheet will be maintained at the front of the school.
2. Invite community members to a showcase event on Martin Luther King, Jr. Day. 7 Conditions #2, 4, 5 (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Community Partner, PTA, Teachers	January, 2022		Criteria: Announcements and sign-in sheets will be kept. This event will take place in the morning, before the annual parade makes it's way to Huston-Tillotson. Student work (academic and fine arts) will be showcased.
3. Celebrate completion of the school yard stage project. 7 Conditions #2, 4, 5, 7 (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Community Partner, PTA, Teachers	SY 21-22		Criteria: This goal is contingent upon Board Approval in November of 2021 and construction timelines. Agenda Flyer

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Goal 2. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) The scope and sequence, units, and assessments will be aligned to the state standards for all tested subjects and grade areas and grades PK - 2nd mathematics and reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly lesson plan meetings for Kindergarten through 5th grade. 7 conditions #1, 3, 4, 6 (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Teachers	SY 2021-22		Criteria: Lesson Plan document in the Google Shared Drive (aligned to the District's Instructional Planning Guides) School Calendar
2. Data meetings will be held weekly for grades 2-5 to determine re-teaching needs and methods. 7 Conditions #1, 2, 3, 4, 6 (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teachers	SY 2021-22		Criteria: School Calendar Progress Monitoring Sheet Data Tracker Student Data Trackers
3. Conduct walk-thru and formal observations per the Austin ISD PPfT Appraisal system standards to ensure high-quality instruction. 7 Conditions #1, 2, 3, 4, 5, 6 (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teachers	Sept, 2021 - Apr. 2022		Criteria: Human Capital Platform reports regarding appraisals
4. Maintain student data trackers for their short-cycle assessments and verification of mastery quizzes. 7 conditions #2, 3, 6 (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4)	Administrators, Students, Teachers	Oct., 2021 - Apr. 2022		Criteria: Student Data Trackers
5. Hold campus verification of master quizzes on Thursdays to ensure that teachers review the formative assessments with students on Fridays. 7 Conditions #3, 6 (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Administrators, Students, Teachers	Oct., 2021 - May, 2022		Criteria: Lesson Plans SchoolCity Reports

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Creative Learning) Throughout the 2021-22 School Year, teachers will incorporate at least two creative teaching strategies (from Lead4ward's Playlist or the Creative Learning Initiative Strategies) into their weekly lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite ZACH Theatre to provide a professional development session for staff related to creative teaching strategies. 7 Conditions #1, 2, 3, 4, 5, 6 (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Community Partner, Teacher Assistants, Teachers	August, 2021		Criteria: Service Agreement Sign-in sheet Staff survey
2. Introduce 2 new creative teaching strategies during the 2nd, 3rd, and 4th nine weeks through staff meetings and weekly communication. 7 Conditions #1, 2, 3, 4, 5, 6 (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, CLI Team	2nd and 3rd 9 weeks		Criteria: Staff Meeting Agendas Lesson Plans Weekly Buzz communication
3. Work with community fine arts providers to deliver fine arts instruction to all students. 7 Conditions #1, 2, 3, 4, 5, 6 (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Community Partner, Teachers	July, 2021 - May, 2022		Criteria: Weekly schedules Service agreements Showcase events

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 307 to 320 by December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold 4 parent tours before December 15. 7 Conditions #4, 5 (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	1st Semester		Criteria: Sign-in sheets will be maintained from each parent tour. Transfer applications in January, 2022
2. Invite prospective families to the East Austin Studio Tour and December showcases. 7 Conditions #2, 4, 5 (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Community Partner, Teachers	1st Semester		Criteria: Attendance at events as measured by sign-in sheets Transfer applications in January, 2022
3. Ensure continued enrollment for students at the housing authority complex that will be renovated in January, 2022. 7 Conditions #4, 5 (Title I SW Elements: 2.2,2.3,2.6,3.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 4)	Administrators, CIS, Community Partner, Parent Engagement Office, Teachers	SY 2021-22		Criteria: Number of families that continue education at Blackshear Elementary for the 2021-22 SY. Number of families that register online for the 2022-23 SY.
4. Communicate with families via email, phone, and flyers to ensure that 85% of current students will be registered for SY 22-23 by June 1, 2022 7 Conditions #5 (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CIS, Counselor, Office Staff, PTA, Registrar	Mar. - May, 2022		Criteria: SchoolMessenger Reports Frontline SiS Reports

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the new marquee for timely announcements and celebrations of student/staff accomplishments. 7 Conditions #2, 5 (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	SY 2021-22		Criteria: Alignment between marquee messages, ClassDojo, and SchoolMessenger.
2. Update campus website bi-weekly. 7 Conditions #2, 5 (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Administrators	SY 2021-22		Criteria: Website changes that are up to date.
3. Utilize ClassDojo to improve communication between teachers and families. 7 Conditions #2, 4, 5 (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parents, Teachers	SY 2021-22		Criteria: ClassDojo data.

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Goal 6. (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 9/17		Criteria: Principal Attestation Form 10/01/21 - 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 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/01/21 - Completed 10/01/21 - 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 9/17		Criteria: Parent/Family School Compact 10/01/21 - 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 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/01/21 - 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 9/17		Criteria: Sample communications in languages other than English 10/01/21 - Completed

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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 9/17		Criteria: Documentation of notice on school letterhead 10/01/21 - 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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/01/21 - 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.				10/01/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/01/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 10/01/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

BLACKSHEAR EL Site Base

Name	Position
Petree, Katherine	Parent PTA President
Hunt, Keely	Parent
Hill, Tika	Parent
Blackwood, Angela	Parent
Oliva, Corinda	Parent
Gilbreath, Christel	Parent, Co-chair
Grape, Roger	Staff, Co-chair
Albrecht, Bailey	Teacher
Franklin, Sharae	Teacher
Riggs, Meredith	Teacher
Worthington, Rosanna	Staff, CIS
Garner, Rick	Principal
Stamnes, Melissa	Teacher, Special Education
Alvarez, Mary	Executive Director

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	74%	33%	60%	73%	100%	75%	100%	71%	50%	75%	100%	81%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Returning to on-campus instruction and being able to hold extra events (CATCH Night, participate in Little EAST, HONK!, fine arts showcases) will help us surpass our goals.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	394	97		3			197		2			73				206		1			
2018-2019	407	108		7			194		11			75				230		7			
**2019-2020	425	107					194					89				237					
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	394	188		4			264		5			62		3							
2018-2019	407	177		11			273		18			63		16							
**2019-2020	425	188					260					56									

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? The majority of our home suspensions reflect our ability to work with two students.

What are the top 3 reasons students get referrals? Fighting/Physical Agression, Profanity/Class Disruption, Rude to Student/Adult

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

SY 20-21 MAP Growth BOY to EOY

	English									Spanish									
Grd	BOY				EOY				Change	BOY				EOY				Change	
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg		Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average		Above Avg
1	65	15%	11%	74%															
2	56	29%	20%	52%	52	60%	17%	23%	-29										
3	58	34%	5%	60%	43	37%	7%	56%	-4										
4	43	37%	23%	40%	34	38%	26%	35%	-5										
5	75	27%	20%	53%	64	33%	22%	45%	-8										
All	297	28%	15%	57%	194	42%	18%	40%	-17										

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages? We had fewer students test at the End of the Year than we did at the Beginning of the Year. We ended up with a negative change overall. Third grade scores were similar at the beginning of the year and end of the year. Second grade displayed the sharpest decrease from BOY to EOY. The District's overall change from BOY to EOY was -13.

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K									
1						57%	29%	43%	57%
2						50%	0%	25%	14%
3						83%	33%	17%	40%
4						17%	17%	67%	
5						17%	0%	67%	0%
All									

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? Our fourth and fifth grade students have a more difficult time showing one-year or more progress on listening, speaking, and writing. However, the fourth and fifth grade students showed a higher rate of progressing one or more years for reading.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	37	67	41	22	11	11	92	9	0	0	11	48	36	9	9	10	71	70	40	10
Math	04	30	61	30	0	0	14	88	21	0	0	12	50	33	0	0	3	50			
Math	05	43	57	47	19	9	15	63	13	0	0	14	41	36	14	7	9	75	100	44	22
Math	All	110	61	40	15	7	40	77	15	0	0	37	46	35	8	5	22	69	77	36	14
Reading	03	39	71	69	49	31	11	92	55	18	9	13	57	62	46	8	10	71	80	70	70
Reading	04	29	59	41	28	10	15	94	40	20	7	10	42	40	30	10	3	50			
Reading	05	44	58	64	48	32	16	67	44	31	13	14	41	57	29	21	9	75	100	100	89
Reading	All	112	62	60	43	26	42	81	45	24	10	37	46	54	35	14	22	69	82	77	73
Writing	04	31	63	26	10	0	14	88	21	14	0	12	50	17	0	0	4	67			
Science	05	40	53	38	20	10	14	58	14	0	0	13	38	38	15	8	9	75	78	56	22
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	17	61	12	0	0	5	71	0	0	0	4	67				3	75			
Math	04	21	58	19	0	0	5	71	40	0	0	8	89	0	0	0	3	100			
Math	05	25	51	24	8	4	5	71	40	0	0	6	67	0	0	0	3	75			
Math	All	63	56	19	3	2	15	71	27	0	0	18	75	0	0	0	9	82	33	11	0
Reading	03	19	68	47	21	11	6	86	50	17	0	4	67				3	75			
Reading	04	21	58	29	14	0	4	57				8	89	13	0	0	3	100			
Reading	05	26	53	46	35	15	5	71	60	40	40	6	67	17	0	0	3	75			
Reading	All	66	58	41	24	9	15	71	60	33	13	18	75	11	0	0	9	82	33	33	22
Writing	04	22	61	14	0	0	4	57				7	78	0	0	0	3	100			
Science	05	24	49	21	8	4	5	71	20	0	0	5	56	20	0	0	3	60			

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)? Our historically underserved students did not have success at the masters, nor at the meets level. Our Hispanic students were more successful than our African American students. Special Education is an opportunity for growth.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	5.68%	7.29%	6.45%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	13.10%	10.71%	11.88%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)? Our counselor and librarian meet with administrative team to make sure that students are clustered together. This is also a topic at the beginning and end of the year when we discuss class make-up and formation with the grade level teams.

How are you communicating with all families about GT and/or advanced learning opportunities? ClassDojo and communication from classroom teachers

How do you support a culture that provides advanced learning opportunities to all students? We make sure to offer varied fine arts instruction to all of our students. We celebrate growth in reading and math through academic assemblies. We also participate in the Martin Luther King, Jr. Oratory competition and the regional science fair.

² Includes African American students who are within the “Two or more races” category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

CAMPUS	R	O	E		E	E	E		E	E	E		E	O	E		E	R	E
<p>KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance</p> <p>If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).</p>																			

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
<p>Special Populations reflection:</p> 				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	44	16	14	9	0	1	0	4	26	5	6	<25	33	11			
Growth Score	47								31%				55%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N								N				N				
Math #PM Tests	43	15	14	9	0	1	0	4	25	5	6	<25	33	10			
Growth Score	22								10				24				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N								N				N				
Total															0	6	0

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)? Our students did not show growth after a year of concurrent teaching.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	378	395	406	372
	Students in enrollment area	203	193	156	152
Transfers	Transfers to other AISD schools	45	55	50	35
TELL Survey	General School Climate	92%	83%	86%	92%
	Managing Student Conduct	83%	60%	70%	83%

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

	Principal Leadership	89%	87%	84%	88%
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Reflection Questions: Why do you think families are transferring to other AISD schools? Pre-K 3 and Dual-Language, close to other area schools, moving to non-Title 1 schools

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? We had been increasing. Factors that play into the current decrease; overall C from 2018-19, lack of recruiting events and showcases during pandemic, and gentrification

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website			X	
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds		X		
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We need to take better care of the Friendly Garden.</p>				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Blackshear Elementary Fine Arts Academy

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

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

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 in PlanWorks)

Blackshear Elem. Fine Arts Rick Jam 9/17/21
Campus Name Academy Principal's Signature Date

BLACKSHEAR EL Site Base

Name	Position
Petree, Katherine	Parent PTA President
Hunt, Keely	Parent
Hill, Tika	Parent
Blackwood, Angela	Parent
Oliva, Corinda	Parent
Gilbreath, Christel	Parent, Co-chair
Grape, Roger	Staff, Co-chair
Albrecht, Bailey	Teacher
Franklin, Sharae	Teacher
Riggs, Meredith	Teacher
Worthington, Rosanna	Staff, CIS
Garner, Rick	Principal
Stamnes, Melissa	Teacher, Special Education
Alvarez, Mary	Executive Director

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf1I7AIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	88%	SCA 1	90%	62%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	45%	SCA 1	60%	36%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	27%	SCA 1	30%	24%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	78%	SCA 1	90%	71%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	44%	SCA 1	60%	53%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	24%	SCA 1	30%	36%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	64%	SCA 1	90%	79%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	30%	SCA 1	60%	45%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	14%	SCA 1	30%	37%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	33%	SCA 1	60%	16%	SCA 2	60%		SCA 3	60%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	27%	SCA 1	60%	27%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	36%
	All	Hispanic	All	Meets	35%	SCA 1	60%	36%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	35%	SCA 1	60%	30%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	37%
	All	Special Education	All	Meets	17%	SCA 1	60%	12%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	29%
	3rd	All	Reading	Meets	60%	SCA 1	60%	21%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	44%	SCA 1	60%	51%	SCA 2	60%		SCA 3	60%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
60	90	A	