

BLANTON EL
Annie Webb Blanton Elementary School
2021/2022

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Campus Mission

At Blanton Elementary we will create a safe and welcoming community that promotes engaging and supportive opportunities for the whole child to be successful!

Campus Vision

Campus Values

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.

BLANTON EL

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. Principal and administrative team will proactively review the CATCH annual evaluation document to ensure that each item is addressed. (Target Group: All) (Strategic Priorities: 1)	Administrators	Monthly		Criteria: Document with notes throughout the year 10/26/21 - On Track 09/03/21 - Pending
2. Wellness/CATCH committee meets monthly during faculty meetings. (Target Group: All)	Campus Committees, CATCH Team	Monthly		Criteria: Meeting minutes stored in folder 10/26/21 - On Track
3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Target Group: All)	Campus Committees, Campus Leadership Team	3rd quarter Family night		Criteria: Planning documents, program, photos 10/26/21 - On Track

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Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: By the end of 21-22, students will engage in daily SEL experiences that result in an increase in the Student Climate Survey for "I use ways to calm myself down" from 77% to 87%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors will conduct ~biweekly lessons in each home room consisting of at least 6 lessons in the first semester and 6 lessons in the second semester. (Target Group: All)	Counselor	By semester		Criteria: Counseling calendar with lessons 10/28/21 - On Track
2. All classrooms will have a daily morning meeting between 7:40 and 7:55am that includes greetings, community building activities, and setting the stage for the day. (7 conditions #1, #4) (Target Group: All)	Academic Leadership Team, Teachers	Daily		Criteria: Admin observations 10/27/21 - On Track
3. All teachers at Blanton are expected to have a clearly identified peace area. Admin will promote use and development of peace areas by having a "make and take" for peace area items/ideas at least once per quarter.	Academic Leadership Team	Quarterly		Criteria: Pictures, observations of peace areas 10/27/21 - Significant Progress

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Objective 3. (Family Engagement) SMART Goal: By the end of 21-22, 70% of parents will mark that they participated in at least one school based event in a principal created survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will conduct quarterly family engagement nights, each with a theme--STEM, Literacy, Whole Child, and Diversity. (7 Conditions #2, #5) (Target Group: All) (Strategic Priorities: 2)	Administrators, Campus Committees, Campus Leadership Team	Quarterly		Criteria: Programs for each evening 10/27/21 - On Track
2. Use School Messenger and PTBoard as primary family communication avenues, taking advantage of built in language capabilities for communication in home languages. (Target Group: All,LEP)	Administrators, PTA President	Year long		Criteria: Communication logs 10/27/21 - On Track
3. Recruit parent/family participants on the SEL/CPI steering committee and the DL steering committee. (Target Group: All)	Administrators, SEL Committee	Monthly meetings		Criteria: Meeting minutes 10/27/21 - Some Progress

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Objective 4. (Objective 4 - Outdoor learning) By the end of 21-22 there will be at least three clearly organized outdoor learning spaces at Blanton

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration will work with leadership team to identify three outdoor learning spaces that need improvement. (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team	November 2021		Criteria: Document of identification 10/28/21 - Completed (S)
2. Leadership team will work with PTA to outfit three outdoor learning areas to increase attractiveness to teachers and students (7 Conditions #7) (Target Group: All)	Campus Leadership Team, PTA President	Year long		Criteria: Photos and evidence of use 10/28/21 - On Track
3. Teachers will share experiences of using the outdoor learning areas to guide future planning. (Target Group: All)	Campus Leadership Team, Teachers	Year long		Criteria: teacher submissions 10/28/21 - On Track

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

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Administration will promote data-driven instruction leading to an increase in the number of students projected to be at Approaches or above (in all grade levels) to at least 75% based on the EOY MAP Growth assessment in both reading and math, using the Projected Proficiency Summary Report.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLCs will meet weekly for meetings focused on achievement data, planning for relevant and inclusive instruction, analyzing student work, and aligning campus initiatives such as objective posters, common problem solving model, and common text processing method. (7 Conditions #3, #6) (Target Group: All) (Strategic Priorities: 2)	Administrators, Teachers	Weekly		Criteria: Meeting evidence 10/27/21 - Significant Progress
2. MAP Growth data will be tracked by administration to ensure meeting operational expectations at BOY, MOY, and EOY. (Target Group: All) (Strategic Priorities: 2)	Administrators	BOY, MOY, EOY		Criteria: Data tracker spreadsheet 10/27/21 - On Track
3. Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team	Quarterly		Criteria: Data spreadsheets 10/27/21 - On Track
4. Teachers will use disaggregated data to guide reteach and intervention planning. (Target Group: All) (Strategic Priorities: 2)	Academic Leadership Team, Teachers	Whole year		Criteria: Groups and plans submitted by teachers 10/27/21 - Significant Progress

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 615 to 630 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. Semester 2: Once registration opens in the spring, the registrar will review and share class registration numbers with teachers and administration. (Target Group: All)	Administrators, Registrar	Spring 2022		Criteria: Emails 10/28/21 - On Track
2. Semester 2: Principal will have an incentive where each class can earn an incentive (tbd with teacher leadership team) if they reach 85% registered for the next year. (Target Group: All)	Principal, Registrar	Spring 2022		Criteria: Organizational sheet demonstrating incentive participation 10/28/21 - On Track
3. Semester 1: Principal will work with MET department, PTA, and community partners to market spaces in PK and K in fall 2021 (Target Group: PRE K,K)	MET Cluster Specialist, Principal, PTA President	Fall 2021		Criteria: Emails, posts, tweets, new registrations 10/28/21 - Completed (S)

BLANTON EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At least 6 campus staff members will have privileges to edit the website. (Target Group: All)	Technology Team, Website Manager	By October		Criteria: Website evidence 10/28/21 - Completed
2. The website team will meet and create a plan for updating the website. (Target Group: All)	Administrators, Website Manager	By October		Criteria: Written plan 10/28/21 - Completed
3. The website calendar will be updated throughout the year with robust information about campus events (Target Group: All)	Technology Team, Website Manager	Verified monthly		Criteria: Calendar 10/28/21 - Pending

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.

BLANTON EL Site Base

Name	Position
O'Neal, Victoria	Principal
Ruiz, Daniela	Assistant Principal
Kenny, Matthew	Assistant Principal
Alvarez, Mary	Principal Supervisor
Gonzalez, Susel	CAC staff cochair
Pry, Rachel	CAC cochair

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

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS: (Hide when downloading PDF)

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 I, L, and O.

2019 or 2021 Results (column F):

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

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.

Downloading PDF of AISD Data Tracker:

Hide instructions row #1

Click File from tool bar above and select download: PDF document

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						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.	72%	SCA 1	75%	-	SCA 2	80%	-	SCA 3	90%	-	STAA D	90%
	All	All	Reading	Meets	51%	SCA 1	55%	-	SCA 2	55%	-	SCA 3	60%	-	STAA D	60%
	All	All	Reading	Masters	33%	SCA 1	35%	-	SCA 2	35%	-	SCA 3	40%	-	STAA D	40%
	All	All	Math	App.	76%	SCA 1	80%	-	SCA 2	85%	-	SCA 3	90%	-	STAA D	90%
	All	All	Math	Meets	61%	SCA 1	61%	-	SCA 2	65%	-	SCA 3	65%	-	STAA D	65%
	All	All	Math	Masters	36%	SCA 1	36%	-	SCA 2	40%	-	SCA 3	40%	-	STAA D	40%
	All	All	Science	App.	77%	SCA 1	80%	-	SCA 2	85%	-	SCA 3	90%	-	STAA D	90%
	All	All	Science	Meets	54%	SCA 1	55%	-	SCA 2	58%	-	SCA 3	60%	-	STAA D	60%
	All	All	Science	Masters	36%	SCA 1	36%	-	SCA 2	40%	-	SCA 3	40%	-	STAA D	40%
	All	Emer. Bilingual	Reading	Meets	34%	SCA 1	40%	-	SCA 2	50%	-	SCA 3	50%	-	TELP AS	50%
Strategic Plan Scorecard Elements	All	African American	All	Meets	57	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAA D	60%
	All	Hispanic	All	Meets	41%	SCA 1	50%	-	SCA 2	55%	-	SCA 3	60%	-	STAA D	60%
	All	Emer. Bilingual	All	Meets	39%	SCA 1	50%	-	SCA 2	55%	-	SCA 3	60%	-	STAA D	60%
	All	Special Education	All	Meets	44%	SCA 1	50%	-	SCA 2	50%	-	SCA 3	50%	-	STAA D	50%
	3rd	All	Reading	Meets	51%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAA D	60%
	3rd	All	Math	Meets	63%	SCA 1	65%	-	SCA 2	65%	-	SCA 3	65%	-	STAA D	65%

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	
64	91	A	

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Annie Webb Blanton Elementary

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	66	24	20	93	91	58	100	56	39	88	84	75
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.)

The low subscores have two origins--#1, the COVID restrictions and changes to required communication and curriculum. #2, in my first year as principal I wasn't aware of some things that were scored on this survey. I have requested a clean copy of the assessment to use as a checklist this year for my own reference.

Our focus for this year is staff wellness/self care and planning for Coordinated School Health.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Annie Webb Blanton Elementary

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	544	64		4	1		362		1		1	103					278		1		
2018-2019	530	49					341					125					275				
**2019-2020	619	46					358					174					321				
		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	544	266		4	1	1	370		5	1	1	61		1							
2018-2019	530	255					342					69									
**2019-2020	619	298					336					64									

*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](#)?

What are the top 3 reasons students get referrals?

- Physical contact/throwing objects
- Inappropriate use of digital resources
- Explosive behavior

We have minimized the use of exclusionary discipline practices.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Annie Webb Blanton Elementary

SY 20-21 MAP Growth BOY to EOY

	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
Grd	# 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	Above Average BOY-EOY
1	120	26	11	63	117	49	18	33	-30	81	35	14	52	79	53	22	25	-27
2	70	30	14	56	72	46	15	39	-17	52	37	12	52	52	60	13	27	.25
3	80	35	9	56	79	39	10	51	-5	47	43	23	34	48	63	8	29	-5
4	58	36	19	45	39	38	23	38	-7	34	71	12	18	39	69	13	18	0
5	62	37	10	53	63	32	19	49	-4	29	48	21	31	32	56	19	25	-6
All	390	32	12	56	370	42	16	41	-15	243	43	16	41	250	59	16	25	-16

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

This is not a pleasant view, but there were so many confounding variables including the setting and who was supervising assessments. MAP growth is a key focus area this year.

SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
Grade	# 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			0			0	0	0	0
1			28			54	43	0	4
2			20			30	5	20	50
3			14			64	43	9	41
4			16			19	31	56	36
5			21			33	43	52	52
All			99			40	33	26	35

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

Needs: 2nd-5th speaking TELPAS assessment, as each year the student under perform teacher predictions, possibly due to technology inexperience. The transition from first to second grade is always challenging because the mode of assessment changes. This year's 4th graders are a challenged group.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Annie Webb Blanton Elementary

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	66	72	52	26	11	4	67	*	*	*	30	65	37	20	10	27	84	74	17	11	
Math	04	41	64	56	35	16	2	40	*	*	*	30	75	47	7	3	6	40	99	99	83	
Math	05	56	75	70	52	34	3	75	*	*	*	34	74	65	44	21	13	68	92	85	85	
Math	All	163	71	59	35	21	9	60	*	*	*	94	71	50	24	12	46	70	83	59	41	
Reading	03	68	74	63	46	26	5	83	*	*	*	3	67	48	32	13	27	84	93	70	44	
Reading	04	42	66	57	40	21	2	40	*	*	*	31	78	48	29	10	6	40	99	99	83	
Reading	05	56	75	68	50	39	3	75	*	*	*	35	76	60	37	26	12	63	92	92	83	
Reading	All	166	63	63	46	30	10	67	30	20	0	97	73	53	33	16	45	68	93	80	60	
Writing	04	39	60	31	21	5	2	40	*	*	*	28	68	14	11	0	6	40	99	67	33	
Science	05	56	76	52	34	20	3	75	*	*	*	34	76	38	18	12	13	68	92	69	54	

	Test Grade	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	24	60	17	4	4	15	60	13	7	7	7	64	43	29	14	9	90	22	22	11	
Math	04	28	70	39	14	14	20	74	35	10	10	3	75	*	*	*	6	75	33	0	0	
Math	05	36	82	56	39	39	23	85	57	30	13	12	75	67	42	17	9	75	67	33	11	
Math	All	88	71	40	22	22	58	73	38	17	10	22	73	64	41	18	24	80	42	21	8	
Reading	03	26	65	27	8	1	16	64	25	19	6	7	64	43	29	14	10	100	50	20	20	
Reading	04	29	73	45	28	7	21	78	43	33	10	3	75	*	*	*	6	75	17	0	0	
Reading	05	35	80	51	29	14	23	85	52	17	13	12	75	58	50	25	9	75	22	0	0	
Reading	All	90	73	42	22	8	60	76	42	23	10	22	71	59	45	23	25	83	32	8	8	
Writing	04	28	68	18	11	20	20	71	15	5	0	3	75	*	*	*	6	75	0	0	0	
Science	05	36	84	31	14	8	22	81	23	0	0	12	75	50	50	8	9	75	11	0	0	

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)? Students from HUSG lag behind white students and non-economically disadvantaged.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Annie Webb Blanton Elementary



Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5			4%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			8%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
 Students are clustered in spring class creation.

How are you communicating with all families about GT and/or advanced learning opportunities?
 Enrichment
 exploration camp
 Teacher directed GT communications
 Advocate communications

How do you support a culture that provides advanced learning opportunities to all students?
 We provide enrichment opportunities to all students. There is a CAC resolution that all enrichment is open to all, not just GT identified students.

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
CAMPUS	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	R	E	E

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KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

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).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			41
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			14
% 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			

Special Populations reflection:

I checked with Gina and this data is very challenging to find.

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	46	0	29	12	1	1	0	3	70	17	10	25	38	8			
Growth Score	80		72										84				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	y		y						y				y				
Math #PM Tests	48	0	30	13	1	1	0	3	30	19	10	25	40	8			
Growth Score	69		62						55				74				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Annie Webb Blanton Elementary

Met Target	n	n						n				y			
Total												5	8	63	

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

We need to maintain reading and improve math.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	505	488	597	607
	Students in enrollment area	512	469	562	526
Transfers	Transfers to other AISD schools	28	52	58	44
TELL Survey	General School Climate			87	81
	Managing Student Conduct			90	93
	Principal Leadership			75	81

Reflection Questions: Why do you think families are transferring to other AISD schools?

Full day PK3
Centralize placements in special education
Perceived peer groups

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Enrollment has been increasing, likely to demographic changes in NE Austin and the strength of the DL program

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>
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SY 21-22 CIP/TIP Comprehensive Needs Assessment - Annie Webb Blanton Elementary

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 will focus on the website--both previous website volunteers moved on so we need to strengthen this system</p>				

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 - Annie Webb Blanton Elementary

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.

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/1bjf117AIIIUThSiVMVvMUSVH4m33E6sV>

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.	72%	SCA 1	75%	22%	SCA 2	80%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	51%	SCA 1	55%	12%	SCA 2	55%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	33%	SCA 1	35%	18%	SCA 2	35%		SCA 3	40%		STAAR	40%
	All	All	Math	App.	76%	SCA 1	80%	73%	SCA 2	85%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	61%	SCA 1	61%	53%	SCA 2	65%		SCA 3	65%		STAAR	65%
	All	All	Math	Masters	36%	SCA 1	36%	43%	SCA 2	40%		SCA 3	40%		STAAR	40%
	All	All	Science	App.	77%	SCA 1	80%	73%	SCA 2	85%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	54%	SCA 1	55%	59%	SCA 2	58%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	36%	SCA 1	36%	45%	SCA 2	40%		SCA 3	40%		STAAR	40%
	All	Emer. Bilingual	Reading	Meets	34%	SCA 1	40%	4%	SCA 2	50%		SCA 3	50%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	57%	SCA 1	60%	28%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	36%
	All	Hispanic	All	Meets	41%	SCA 1	50%	28%	SCA 2	55%	0%	SCA 3	60%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	39%	SCA 1	50%	23%	SCA 2	55%	0%	SCA 3	60%	0%	STAAR	37%
	All	Special Education	All	Meets	44%	SCA 1	50%	12%	SCA 2	50%	0%	SCA 3	50%	0%	STAAR	29%
	3rd	All	Reading	Meets	51%	SCA 1	60%	5%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	63%	SCA 1	65%	52%	SCA 2	65%		SCA 3	65%		STAAR	65%

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	
64	91	A	