

# HART EL

## **Bernice Hart Elementary School**

### **2021/2022**

*Reach for the Moon Land Among the Stars*



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Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

### **Campus Mission**

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

### **Campus Vision**

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

### **Campus Values**

**Responsibility, On task, Cooperative, Kind, Enthusiastic, Team Worker, Success,  
Safety, Equity, Diversity**

### **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](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

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

**Instructions for Campuses**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

# HART 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. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (#5,#6) (Title I SW Elements: 1.1,2.1) (Target Group: All)	CATCH Team, PE Teacher	September 2021		Criteria: Meetings are scheduled within the Master Calendar.  10/28/21 - On Track
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (#5) (Title I SW Elements: 2.1,3.1) (Target Group: All)	Counselor, Parent Support Specialist, PE Teacher, PTA President	September 2021		Criteria: Updated website and school's social media outlet to include information regarding Whole Child, Every Child activities on campus.  10/28/21 - On Track
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (#1, #5) (Target Group: All)	CIS Leader, Counselor, Principal	September-May		Criteria: Faculty meeting agendas, PLC agendas, eCST Meetings to include time for discussion.  10/28/21 - On Track

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: By the end of the SY 21-22, the campus will participate in the implementation of three signature SEL practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage your campus community in No Place for Hate activities annually. (#1, #5, #6) (Title I SW Elements: 1.1,2.5) (Target Group: All)	CIS Leader, Counselor	September-May	(F)Title 1, Part A - \$100	Criteria: Completed activities and submission deadline met.  08/30/21 - Pending
2. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (#5, #7) (Title I SW Elements: 2.5) (Target Group: All)	Parent Support Specialist, Teachers	September		Criteria: Peace areas are labeled, visible, and utilized when needed by students.  PSS places Peace Area connection to home on Parent meeting agenda.
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (#3, #5) (Title I SW Elements: 2.3,2.5) (Target Group: All)	CIS, Counselor	September-May	(F)Title 1, Part A - \$100	Criteria: Updated information on all of the school's social media outlets.

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**Objective 3.** (Family Engagement) SMART Goal: By the end of the SY 21-22, the campus will communicate to 100% of the families in two or more languages the opportunities for family engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for AISD staff on how to engage and communicate with families. (Title I SW Elements: 3.1) (Target Group: All)	Parent Support Specialist	September-April		Criteria: Scheduled PD for family engagement during several faculty meetings/grade-level team meetings.
2. Make Family Engagement an agenda item in all meetings. (Title I SW Elements: 2.2,3.1) (Target Group: All)	Campus Leadership Team	September-May		Criteria: Agenda and minutes for each weekly Leadership meeting.
3. Provide classes for parents to engage in learning activities virtually. (Title I SW Elements: 3.1) (Target Group: All)	Parent Support Specialist	September-May		Criteria: Schedule of classes parents have signed up to attend.

# HART EL

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) By the end of the SY 21-22, 100% of teachers will articulate the compelling and aligned vision, mission, goals, values focused on a safe environment, and high expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. AVID Schoolwide Leadership: The Principal and SLT communicate the school's mission and vision to all stakeholders, including faculty and staff, students, families, and community members. (#3, #6) (Title I SW Elements: 2.3,3.1) (Target Group: All)	Academic Leadership Team, Administrators, AVID Coordinator, AVID Team	September-May		Criteria: Mission, vision, core values are posted in every classroom and common area as well as posted on the school's website.  10/28/21 - On Track
2. Regular campus climate surveys assess and measure progress on student and staff experiences. (#4, #5) (Title I SW Elements: 2.2) (Target Group: All)	Counselor, Principal	September-March		Criteria: Surveys provide responses that measure experiences within the school environment.  10/28/21 - Some Progress 10/28/21 - Some Progress
3. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. (#2, #3, #6) (Target Group: All) (Strategic Priorities: 1)	Academic Leadership Team	September-May		Criteria: Staff articulates and posts mission, vision, and core values to students to make connections to student learning.  10/28/21 - On Track

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**Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (AVID) BY THE END OF THE 2021-2022 SCHOOL year, AVID CAMPUSES WILL FULLY IMPLEMENT AVID'S COLLEGE READINESS FRAMEWORK TO SUPPORT 10% STUDENT GROWTH IN MATH AND LITERACY ASSESSMENTS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The school promotes a college-going culture by displaying college pennants, banners, posters, or other décor in classrooms of AVID Elective and AVID Site Team members and in one or two public spaces on campus. (#2, #3, #7) (Title I SW Elements: 2.3,2.5) (Target Group: All)	AVID Coordinator, Principal	September-October	(L)Campus BTO - \$100	Criteria: College and university pennants, posters, banners are visible in the hallways and teacher's classrooms.  10/28/21 - Completed
2. AVID students receive instruction on learning-through-writing strategies and routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quick writes, annotation, etc.). (#3, #5, #7) (Title I SW Elements: 2.2) (Target Group: All)	Teachers	September		Criteria: Walkthroughs and teacher observations as well as journals, AVID planner and binders utilized by every student.
3. AVID students receive instruction on focused note-taking strategies such as Cornell notes, graphic organizers, two/three column notes) (#1, #3, #6) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	AVID Trained Teachers, Teachers	September-May		Criteria: Students content area journals with proof of graphic organizers and two/three column notes.  10/28/21 - On Track



# HART EL

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

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 94% to 97% by December 15, 2021 (refer to 21-22 projection). 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. Monitor enrollment numbers by week and by student group. (#7) (Title I SW Elements: 2.2,2.6) (Target Group: H,ECD,SPED)	Attendance Clerk, Attendance Committee	September-December		Criteria: The attendance committee established a monitoring form to work with students with high absenteeism.  10/28/21 - Significant Progress
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (#3) (Target Group: All)	Attendance Clerk	September-May		Criteria: Spreadsheet to track the mobility of students.  10/28/21 - On Track 10/28/21 - On Track
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (#3) (Title I SW Elements: 2.2) (Target Group: All)	Attendance Committee, Parent Support Specialist	January-May		Criteria: Benchmarks for registration percentages include spreadsheets for accountability.  10/28/21 - Significant Progress

# HART EL

**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 Developing to Meets Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (#2, #4) (Title I SW Elements: 1.1,2.3) (Target Group: All)	Academic Leadership Team, Counselor, Librarian, Office Staff, Parent Support Specialist, Principal, Teachers	September-May		Criteria: Communication is updated daily and weekly for parents and the community to receive timely school-related information.  10/28/21 - On Track
2. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (#3, #4) (Target Group: All)	Academic Leadership Team, Parent Support Specialist, Principal, Teachers	September-May		Criteria: All staff completes a customer service PD session.  10/28/21 - On Track 10/28/21 - On Track
3. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (#1, #5) (Target Group: All)	Teachers	September-May		Criteria: Teachers and staff utilize language lines for parent-teacher conferences and communication when applicable.  10/28/21 - On Track

# HART EL

**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 #.** No objectives defined.

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

## 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?**

We are on track to achieve our desired annual SMARTIE goals. The reason we are on track is we are familiar and focused on the areas that require progress. We have PLCs that collaborate in order to complete the desired goals.

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.*

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## 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.*

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## 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.*

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### **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.*

# HART EL Site Base

Name	Position
Tosh, Sonia	Principal
Byer, Jennifer	Librarian
Urbano, Alana	PTA President
Gonzalez, Ricardo	Assistant Principal
Martinez, Francisco	Assistant Principal
Trejo, Danielle	Counselor

## 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 - Bernice Hart Elementary

**Instructions for the Comprehensive Needs Assessment (CNA):** Locate the data source for each section and fill in the data. All CNA sections are required.

1. Answer reflection questions associated with each section.
2. 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	68	60	0	67	82	67	94	59	67	63	100	88
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 CSH areas we need to change at Bernice Hart ES are health education(didn't teach due to



**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart 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	762	64	0	1	0	0	606	0	0	0	0	45	0	0	0	0	343	0	0	0	0
2018-2019	712	64	0	2	0	1	569	0	4	0	1	35	0	0	0	0	341	0	2	0	1
**2019-2020	702	54	0	3	1	0	591	0	4	0	1	27	0	0	0	0	351	0	2	0	0
		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	762	419	0	1	0	0	710	0	1	0	0	85	0	1	0	0					
2018-2019	712	371	0	4	0	1	666	0	6	1	2	109	0	2	0	2					
**2019-2020	702	351	0	5	1	1	662	0	7	1	1	113	0	4	1	0					

\*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?

The top three reasons students receive referrals are physical aggression toward other students; rude to adults; physical aggression toward adults. The discipline data counts back to 2018-2019.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart 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	76	45%	13%	42%	79	70%	9%	22%	-20	52	15%	10%	75%	53	42%	17%	42%	-33
2	79	51%	20%	29%	84	70%	14%	15%	-14	57	35%	28%	37%	59	66%	17%	17%	-20
3	92	52%	18%	29%	0	--	--	--	0	56	48%	18%	34%	0	--	--	--	--
4	92	52%	18%	29%	0	--	--	--	--	24	33%	17%	50%	0	--	--	--	--
5	80	54%	21%	25%	0	--	--	--	--	38	47%	16%	37%	0	--	--	--	--
All	378	50%	19%	31%	163	70%	12%	18%	-13									

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

I observe **decreases** in mastery in English and Spanish in grades 1 and 2.

### 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						*			
1						60%	39%	44%	32%
2						71%	46%	29%	48%
3						74%	22%	37%	36%
4						29%	33%	42%	47%
5						57%	28%	57%	40%
All						60%	34%	42%	40%

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

The trend with **Listening** progress is that there are percentage increases in Grades 2-3 and 5. The trend with **Reading** progress is that there are percentage increases in grades 3-5. The trend I see in **Speaking** progress is there is a percentage increase in grades 2 & 4. The trend with Writing progress is that there are percentage increases in grades 2 & 4.

**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart Elementary**

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

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged									
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# 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	88	90	49	14	1	7	78	71	57	<1	76	92	45	8	1	2	*	*	*	*	75	90	45	11	1					
Math	04	71	92	49	30	10	7	78	57	29	14	59	95	47	31	10	4	100	*	*	*	68	92	50	29	10					
Math	05	82	88	48	26	11	6	86	50	33	<1	68	87	47	24	10	6	100	50	33	33	73	89	48	25	11					
Math	All	241	90	49	22	7	20	80	60	40	5	203	91	46	20	7	12	100	58	25	17	216	90	48	21	7					
Reading	03	89	91	56	24	8	7	78	>99	43	29	77	93	52	21	6	2	100	*	*	*	76	92	51	21	7					
Reading	04	69	90	70	32	9	7	78	86	43	14	57	92	67	30	9	4	100	*	*	*	*									
Reading	05	81	87	62	37	21	5	71	60	60	20	68	87	60	35	19	6	100	67	17	17	73	89	64	38	22					
Reading	All	239	89	62	31	13	19	76	84	47	21	202	91	59	28	11	12	100	67	25	8	235	90	62	30	13					
Writing	04	69	91	45	20	1	8	89	63	50	13	57	93	40	18	<1	3	75	*	*	*	66	90	45	21	2					
Science	05	81	87	46	14	4	6	86	50	<1	<1	67	86	45	15	3	6	100	50	17	17	72	88	46	14	3					

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart Elementary

2021 STAAR	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03						69	93	46	7	1	16	70	38	25	<1	11	92	9	<1	<1
Math	04						54	95	54	33	11	14	82	29	29	<1	4	100	*	*	*
Math	05						66	90	45	23	12	19	86	47	21	11	10	100	30	20	<1
Math	All						189	93	48	20	8	49	79	39	24	4	23	100	39	26	<1
Reading	03						70	95	51	23	6	17	74	41	29	6	9	100	33	<1	<1
Reading	04						52	91	69	33	8	12	71	42	33	>1	4	100	*	*	*
Reading	05						65	89	62	35	18	19	86	42	26	11	10	100	50	30	<1
Reading	All						187	92	60	30	11	48	77	42	29	6	23	100	48	17	>1
Writing	04						52	91	46	19	<1	14	82	29	29	<1	4	100	*	*	*
Science	05						72	88	46	14	3	19	86	26	11	<1	10	100	40	<1	<1

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

### Advanced Academics

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

#### Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

When class lists are organized in the Spring we ensure students are cluster with teachers who are GT certified.

How are you communicating with all families about GT and/or advanced learning opportunities?

Our GT advocate and Counselor communicate to parents via social media, school messenger as well as parent meetings.

How do you support a culture that provides advanced learning opportunities to all students?

Through faculty meeting conversations, grade level meetings to discuss the importance of meeting the needs of advanced learning to all students.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart Elementary



<sup>2</sup> 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
<b>CAMPUS</b>	R	O	E		E	E	E		E	E	E		E	E	E		E	E	E	
<p><b>KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance</b>                      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

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% 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><b>Special Populations reflection:</b>                      ***working on retrieving the data***</p>				

### Domain 3 Campus Reports

<b>Growth 50%</b>	All Students	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
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## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart Elementary

College, Career, and Military Readiness Performance (High Schools and K-12)															
	46	5	33	6	0	2	0	0	42	34	11	<25	39	7	
Growth Score	62%		48%						61%	59%			64%		
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%	
Met Target	N		N						N	N			N		
-----															
Math #PM Tests	68	5	55	6	0	2	0	0	60	55	16	<25	59	9	
Growth Score	35%		29%						36%	35%			38%		
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%	
Met Target	N		N						N	N			N		
Total															

\*EL Current and Former

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

There is quiet a learning gap between all students and the Hispanic, ECD and EL learners in both Math and Reading.

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate			93%	96%
	Managing Student Conduct			96%	98%
	Principal Leadership			95%	97%

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

Cost of living increases as well as housing affordability in Austin. Our families tend to move to areas where apartment complexes offer deals on rent.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart Elementary

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?  
**Significant decreases in enrollment since the SY17-18 due to housing affordability, jobs and most recently COVID.**

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>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			<b>X</b>	
Campus Website			<b>X</b>	
Phone/Voicemail/Email Practices			<b>X</b>	
Language Line for Preferred Language			<b>X</b>	
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>X</b>	
Customer service prioritization			<b>X</b>	
<b>Facility &amp; Operations</b>				
Grounds			<b>X</b>	
Safety Protocols				<b>X</b>
Signage			<b>X</b>	
<p><b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?                      We will focus on teachers changing the voicemail greeting on their classroom phone as well as the front office customer service skills.</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.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Hart Elementary

### 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 - Bernice Hart 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

3. 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 6<sup>th</sup> 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 5<sup>th</sup> 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)

Bernice Hart Elementary  
Campus Name

Atosh  
Principal's Signature

9/27/21  
Date

Austin ISD Data Tracker - SY 21-22

**INSTRUCTIONS:**

Campus Name: Hart

	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.	62%	SCA 1	90%	60%	SCA 2			SCA 3			STAAR	90%
	All	All	Reading	Meets	31%	SCA 1	60%	30%	SCA 2			SCA 3			STAAR	60%
	All	All	Reading	Masters	13%	SCA 1	30%	15%	SCA 2			SCA 3			STAAR	30%
	All	All	Math	App.	49%	SCA 1	90%	74%	SCA 2			SCA 3			STAAR	90%
	All	All	Math	Meets	22%	SCA 1	60%	33%	SCA 2			SCA 3			STAAR	60%
	All	All	Math	Masters	7%	SCA 1	30%	24%	SCA 2			SCA 3			STAAR	30%
	All	All	Science	App.	46%	SCA 1	90%	66%	SCA 2			SCA 3			STAAR	90%
	All	All	Science	Meets	14%	SCA 1	60%	24%	SCA 2			SCA 3			STAAR	60%
	All	All	Science	Masters	4%	SCA 1	30%	10%	SCA 2			SCA 3			STAAR	30%
	All	Emer. Bilingual	Reading	Meets	30%	SCA 1	60%	29%	SCA 2			SCA 3			TELPAS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	47%	SCA 1	60%	30%	SCA 2		0%	SCA 3		0%	STAAR	60%
	All	Hispanic	All	Meets	28%	SCA 1	60%	40%	SCA 2		0%	SCA 3		0%	STAAR	60%
	All	Emer. Bilingual	All	Meets	30%	SCA 1	60%	30%	SCA 2		0%	SCA 3		0%	STAAR	60%
	All	Special Education	All	Meets	29%	SCA 1	60%	11%	SCA 2		0%	SCA 3		0%	STAAR	60%
	3rd	All	Reading	Meets	24%	SCA 1	60%	15%	SCA 2			SCA 3			STAAR	60%
3rd	All	Math	Meets	14%	SCA 1	60%	15%	SCA 2			SCA 3			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	