BLAZIER EL

Blazier Elementary Campus Improvement Plan
2021/2022

Dream Big, Soar High!
Fearless Learners, Future Leaders!

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Date Reviewed: Date Approved:

Campus Mission

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

Campus Vision

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

Campus Values

At John C. Blazier Elementary we value…
· Anti-racist leadership and inclusivity;
· Building relationships to foster a safe supportive, and empowering learning environment;
· Addressing barriers to student learning and teaching;
· Equitable access to meaningful learning experiences through rigorous, engaging, and culturally responsive instruction;
· High expectations and equitable outcomes for every student, and;
High expectations and shared accountability for learning/success between administration, counselors, and interventionist/support staff.

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.

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.

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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. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (#1,4) (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, CATCH Team	On going		Criteria: Committee agendas and minutes. Health sign-in sheets. 10/29/21 - On Track
2. Add Whole Child, Every Child updates to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (#1) (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, CATCH Team, Counselor	Ongoing		Criteria: Newsletters, Blazier Bulletins, Social Media, PSS communication, PTA communication. 10/29/21 - On Track
3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 1.1) (Target Group: All)	Administrators, Counselor, Parent Support Specialist	August-May		Criteria: Parent presentations. Parent/Family surveys. Sign in sheets. 10/29/21 - On Track

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Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) By the end of SY 21-22, 100% of our learning environments and common spaces will promote and foster SEL, Culturally Proficient & Inclusive practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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. (#1, 2, 4, 5, 6) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Administrators, Counselor, Librarian, Teachers	On going		10/29/21 - Significant Progress
2. Engage your campus community in No Place for Hate activities annually. (#1, 2, 4, 5, 6) (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Administrators, Counselor, Restorative Practice Associate, SEL Committee, Teachers	On going		Criteria: Lesson Plans, Campus activity log, teacher and student testimonials, observations of lessons and activities. 10/29/21 - On Track 10/29/21 - Some Progress
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (#1, 2, 4, 5, 6) (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor, Parent Support Specialist, Principal, Teachers	Ongoing		Criteria: Collection of newsletters, bulletin boards, announcements, phone calls, calendar, emails, and use of the marquee. 10/29/21 - On Track 10/29/21 - Some Progress
4. Ensure Culturally Responsive Restorative Practices (CRRP) Core Team members engage yearly in multiple anti-racist professional learning sessions offered by Office of Cultural Proficiency; Inclusiveness and engage in ongoing campus-based CRRP professional learning offered by Restorative Practices Associate. (#1) (Title I SW Elements: 1.1) (Target Group: All)	Administrators, Counselor, Restorative Practice Associate, SEL Committee	August-May		Criteria: Book study - "This book is antiracist" Circle templates Staff surveys before and after book study Student surveys 10/29/21 - Some Progress

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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 3. (Community Engagement) By the end of SY 21-22, we will have met the minimum requirement of Campus Advisory Council membership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (#1, 3, 7) (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, CAC Members, Parents	Ongoing		Criteria: Meet all membership requirements, attendance, agendas, minutes. 10/29/21 - On Track 10/29/21 - Some Progress
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (#1, 3, 7) (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Administrators, CAC Members, Parents, Principal	Ongoing		Criteria: CAC minutes available for each meeting held. Make accessible to community members. 10/29/21 - Significant Progress 09/03/21 - Pending
3. Maintain minimum required Campus Advisory Council membership. (Title I SW Elements: 1.1) (Target Group: All)	Administrators, CAC Members, Parent Support Specialist	August-May		Criteria: CAC agendas CAC minutes CAC sign in 10/29/21 - Significant Progress

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Goal 2. (ESF Lever 3: Positive School Culture) SMART GOAL: 100% of the staff will participate in

Objective 1. (3.2 POSITIVE SCHOOL CULTURE) SMARTIE GOAL: By the end of the 21-22 school year, 100% of the staff will be trained in PBIS, TBRI and CP&I.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Positive Behavior and Intervention Campus team to align school-wide and classroom expectations to the campus vision and establish a safe and engaging learning environment. (Title I SW Elements: 1.1) (Target Group: All)	Administrators, Counselor, Restorative Practice Associate	2021-2022		Criteria: Classrooms will utilize Circle Forward and Heart of Hope SEL curriculum. 10/29/21 - Completed
2. All staff and students are taught, practice, and reinforce behavioral expectations with a common language. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Administrators, Counselor, Librarian, Office Staff, Parents, Principal, Restorative Practice Associate, Teacher Assistants, Teachers	Ongoing		Criteria: Use of common language on Blazier Pledges, PBIS expectations developed and posted, Caught Doing Good program, and during School-wide assemblies. 10/29/21 - On Track
3. All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Administrators, Counselor, Principal, Restorative Practice Associate, Students, Teachers	Ongoing		Criteria: Caught Doing Good surveys, Student TELL surveys, analysis of lunch bunches, decrease office referrals, RP associate surveys/analysis, parent TELL surveys, staff TELL surveys. 10/29/21 - On Track
4. Ensure the campus PBIS team meets regularly to develop a school-wide PBIS system and reviews data to ensure fidelity and monitor progress. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Administrators, Counselor, CST Chair, CST Team, Instructional Specialists/Coaches	Ongoing		Criteria: Meet weekly with CST Team and PBIS Team, analysis of PBIS implementation. 10/29/21 - On Track

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

Objective 1. (Increased Enrollment) SMART GOAL: Campus enrollment will increase from 1,064 to 1,100 by December 15, 2021 (refer to 21-22 projection).By 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. (#3) (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Administrators, Counselor, Parent Support Specialist, Teachers	Ongoing		Criteria: Enrollment will be monitored weekly to ensure there is no decrease in enrollment. 10/29/21 - On Track
2. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (#3,5) (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 1)	Administrators, Counselor, Parent Support Specialist, Teachers	Ongoing		Criteria: Student and parent TELL survey. 10/29/21 - On Track
3. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Attendance Clerk, Parent Support Specialist, Registrar	August-May		Criteria: Live googledoc to track information. 10/29/21 - On Track

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

Objective 1. (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communication section (specifically phone, voicemails, emails practices) of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (#3, 4, 7) (Title I SW Elements: 2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 1)	Administrators, Bookkeeper, Cafeteria staff, Counselor, Instructional Specialists/Coaches, Librarian, Nurse, Office Staff, Principal, Special Education Staff, Teacher Assistants, Teachers	Ongoing		Criteria: Regular verification of communication systems. 10/29/21 - On Track
2. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. (#3) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Office Staff	Ongoing		Criteria: CARE survey 10/29/21 - Some Progress 10/29/21 - No Progress 10/29/21 - Pending 10/29/21 - No Progress
3. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (#3,7) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Office Staff, Teachers	Ongoing		Criteria: CARES Survey results. 10/29/21 - Some Progress

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Goal 5. (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
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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Goal 5. (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
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 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 10/29/21 - Some Progress 10/01/21 - No Progress
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.
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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.

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Name	Position
Sanchez, Robin	Instructional Coach
Saenz, Eliza	Administrator
Guerra, Dianira	Counselor
Pena-Wilk, Leti	Principal
Estupinan, Audrey	Teacher
Rodriguez, Tanya	Special Education Teacher

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 - BLAZIER 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	83%	62%	100%	87%	100%	75%	100%	74%	89%	50%	92%	81%
SY 21-22 Goal	70%	70%	100%	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 <u>or</u> Community Engagement.)

Longitudinal Discipline Data Report

School Year	All Students	African American Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Hispanic Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	White Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Female Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	942	73		1	3	2	697		3	6		116			5		444			2	
2018-2019	935	76		1	1		692		5	9		112		2	1		453				
**2019-2020	991	61			2		748			3		115					482				

School Year	All Students	Male Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Economically Disadvantaged Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Special Education Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	942	498		4	12	2	638		4	11	2	97			4	
2018-2019	935	482		8	11		664		7	10		138		3	2	
**2019-2020	991	509			5		709			5		172			2	

*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? Upward trend for our hispanic students and almost twice as many ISS than the other subpopulations. The males are leading the trend in suspension and ISS. The correlation between males and Economically Disadvantaged Males is 1:1 meaning that any male that is suspended or gets ISS will be an Economically Disadvantaged student. Majority of our students with discipline issues are given ISS.

What are the top 3 reasons students get referrals?

Students fighting or hitting each other

Students misbehaving on the bus that leads to issues on campus

Students disrespecting and not following teacher/administration directives

SY 21-22 CIP/TIP Comprehensive Needs Assessment - BLAZIER ELEMENTARY

SY 20-21 MAP Growth BOY to EOY

	English								Change	Spanish								Change
	BOY				EOY					BOY				EOY				
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	105	19%	15%	66%	0	-	-	-		50	0%	6%	94%	1	*	*	*	
2	117	41%	20%	39%	1	*	*	*		36	28%	14%	58%	20	55%	20%	25%	-33
3	122	16%	15%	70%	0	-	-	-		30	23%	13%	63%	0	-	-	-	
4	137	34%	15%	51%	1	*	*	*		2	*	*	*	0	-	-	-	
5	152	39%	25%	36%	0	-	-	-		0	-	-	-	0	-	-	-	
All	633	30%	18%	51%	2	*	*	*		118	15%	11%	74%	21	57%	19%	24%	-50

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?
Bilingual students are out performing English students in 1st and 2nd grade and in 3rd grade it flips.

SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021		2020 to 2021	2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K						-	-	-	-
1						36	32	36	17
2						63	17	35	38
3						89	22	56	-
4						32	13	73	-
5						60	13	75	33
All									

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
Overall progress was highest in Listening and Reading with percentages being as high as 89% progressed and 1+ proficiency level.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - BLAZIER ELEMENTARY

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

2021 STAAR	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
Math	03	63	40	70	29	11	2	22	*	*	*	51	43	65	25	12	5	25	>99	80	20	43	43	6	26	12
Math	04	95	59	63	35	16	3	21	*	*	*	76	66	63	37	18	9	47	78	22	11	5	61	61	32	14
Math	05	86	51	87	57	29	10	71	70	40	20	68	52	90	57	31	3	25	*	*	*	56	50	86	50	25
Math	All	244	50	73	40	19	15	38	70	40	20	195	54	73	40	20	17	32	>89	51	16	104	51	51	36	17
Reading	03	61	39	87	61	33	2	22	*	*	*	49	40	84	55	27	5	25	>99	>99	80	43	43	84	60	35
Reading	04	95	59	74	38	20	3	21	*	*	*	7	66	71	38	21	9	47	89	44	22	59	61	69	36	20
Reading	05	83	50	86	55	37	10	71	80	30	20	66	51	86	58	36	3	25	*	*	*	55	49	87	55	10
Reading	All	239	148	82	51	30	15	38	80	30	20	122	52	80	50	28	17	32	>94	>72	51	157	51	80	50	22
Writing	04	100	62	60	30	6	4	29	*	*	*	80	68	60	30	8	8	42	63	25	<1	62	64	58	32	6
Science	05	84	50	75	37	13	10	71	60	30	10	66	50	76	36	14	3	25	*	*	*	57	50	74	33	9

2021 STAAR	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
Math	03	43	43	6	26	12	27	56	67	22	7	10	31	50	10	10	3	21	*	*	*
Math	04	5	61	61	32	14	33	70	64	39	9	16	53	50	25	>1	8	40	38	13	*
Math	05	56	50	86	50	25	33	57	91	48	21	14	45	79	50	14	11	50	82	45	>1
Math	All	104	51	51	36	17	93	61	74	36	12	40	43	60	28	8	22	37	60	29	<1
Reading	03	43	43	84	60	35	27	56	74	52	44	9	28	44	22	11	3	21	*	*	*
Reading	04	61	69	36	20	20	33	70	73	42	21	16	53	50	25	6	8	40	63	25	<1
Reading	05	49	87	55	10	31	32	55	88	56	81	14	45	64	36	29	11	50	73	27	18
Reading	All	157	66	58	30	29	92	60	78	50	49	39	42	53	28	15	22	37	68	26	>9
Writing	04	62	64	58	32	6	33	70	61	36	6	17	57	35	18	<1	8	40	38	25	<1

Science	05	57	50	74	33	9	31	53	68	29	13	12	39	67	25	<1	12	50	67	17	<1

STAAR/EOC reflection question: What trends do you observe in mastery for your students from <u>historically underserved student groups</u>?
Our gaps are closing across 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[2]	Forecast 5	2.94%	8.62%	5.71%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	5.91%	4.89%	4.94%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
Student placement/scheduling is guided by careful assessment of student whole-student data and progress.

How are you communicating with all families about GT and/or advanced learning opportunities?
Through intentional and differentiated communication (via social media, digital flyers, websites, blogs, etc.) from teachers to families in order to promote GT programs.

How do you support a culture that provides advanced learning opportunities to all students?
Professional development for teachers in the areas of equity in learning for all students, especially those historically excluded from GT programs.

[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	R	O	E		E	E	E		E	E	E		E	O	E		E	E	E	

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.			
% 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			

Special Populations reflection:

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	125	12	96	9	0	6	0	2	87	38	22	<25	94	31			
Growth Score	62%		60%						59%	58%			57%	76%			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N	N			N	Y	1	6	17%
--																	
Math #PM Tests																	
Growth Score	130	12	101	9	0	6	0	2	91	44	22	<25	98	32			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N	N			N	Y	1	6	17%
Total															2	12	**17%**

*EL Current and Former

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

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	858	864	914	1060
	Students in enrollment area				
Transfers	Transfers to other AISD schools			250 sts	226 sts.
TELL Survey	General School Climate			88%	91%
	Managing Student Conduct			95%	95%
	Principal Leadership			98%	93%

Reflection Questions: Why do you think families are transferring to other AISD schools?
- Closer school location to work.
- Desire to attend a campus that is not over-enrolled.
- Desire to attend a smaller campus community.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?
- Despite our transfer numbers, enrollment and transfers into Blazier continues to increase.

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.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
Campus Communication Goals & Practices				
Campus Communication Strategies				4
Campus Website				4
Phone/Voicemail/Email Practices			3	
Language Line for Preferred Language			3	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals				4
Customer service prioritization			3	
Facility & Operations				
Grounds				4
Safety Protocols			3	
Signage			3	
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 our phone/email communication systems. Specifically on having updated voicemails and email signatures.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the underlined 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 <u>or</u> Community Engagement

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

Increased Enrollment

Exemplary Customer Service

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 <u>PARENT/FAMILY ENGAGEMENT POLICY</u> 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 <u>PARENT/FAMILY/SCHOOL COMPACTS</u> 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 <u>ANNUAL PARENT/FAMILY MEETING</u> 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 <u>Right to Know Teacher Qualifications</u>. (Attach d*ocumentation 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)

Blazier Elementary   _____   **9/17/21**
Campus Name   **Principal's Signature**   **Date**

Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name __Blazier Elem__ Org# __185__

Instructions: List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name First name	Position (teacher, parent, community member, principal, student, etc.)
1. Peña , Leti	Principal
2. Saenz, Eliza	AP
3. Brown , Lynsey	AP
4. Torres, Jerry	AP
5. Franco, Brenda	Counselor
6. Guerra, Mindy	Counselor
7. Sanchez, Robin	Specialist/Coach
8. Rodriguez, Maria	Parent Support Sp.
9.	
10.	
Leti Peña _____ Printed name Leti Peña _____ Signature	9/17/21 Date

08/10/2021

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/1bjf1I7AIllUThSiVMVvMUSVH4m33E6sV
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/1FB0cZKWlAE4RD5XPZsmSECgYu091gY0T

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.	82%	SCA 1	85%	59%	SCA 2	88%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	51%	SCA 1	55%	28%	SCA 2	58%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	30%	SCA 1	30%	17%	SCA 2	35%		SCA 3	35%		STAAR	30%
	All	All	Math	App.	73%	SCA 1	75%	67%	SCA 2	80%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	40%	SCA 1	45%	34%	SCA 2	50%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	19%	SCA 1	25%	20%	SCA 2	28%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	75%	SCA 1	80%	41%	SCA 2	82%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	37%	SCA 1	40%	13%	SCA 2	45%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	13%	SCA 1	15%	2%	SCA 2	18%		SCA 3	20%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	78%	SCA 1	80%	27%	SCA 2	82%		SCA 3	90%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	26%	SCA 1	30%	23%	SCA 2	35%	0%	SCA 3	45%	0%	STAAR	36%
	All	Hispanic	All	Meets	40%	SCA 1	45%	28%	SCA 2	50%	0%	SCA 3	60%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	39%	SCA 1	42%	28%	SCA 2	45%	0%	SCA 3	60%	0%	STAAR	37%
	All	Special Education	All	Meets	30%	SCA 1	30%	10%	SCA 2	35%	0%	SCA 3	40%	0%	STAAR	29%
	3rd	All	Reading	Meets	61%	SCA 1	62%	14%	SCA 2	65%		SCA 3	65%		STAAR	60%
	3rd	All	Math	Meets	29%	SCA 1	30%	52%	SCA 2	40%		SCA 3	50%		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