

BECKER EL
Herman Becker Elementary
2022/2023

Joyful, Inclusive, Bilingual



BECKER
ELEMENTARY SCHOOL
AUSTIN Independent School District

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BECKER EL

Mission

Campus Mission

Becker Elementary exists to create and engage a joyful, bilingual, and inclusive learning community.

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.

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

Mission Continued

community leaders to prepare our students for college, career and life.

Vision

Our mission is to continuously cultivate an equitable environment that meets social and emotional needs, fosters creative and enthusiastic individuals, and motivates all students to collectively contribute in building a better world.

Campus Values:

- 1. All children can achieve their full potential when provided with a supportive environment, clear expectations, differentiated instruction and the right resources.*
- 2. Children are most successful when given the opportunity to develop all parts of themselves: social, emotional, physical, creative, and intellectual.*
- 3. Children develop curiosity and inspiration from varied and rich experiences inside and outside of the classroom.*
- 4. Every child can become bi-literate, a key to higher student achievement.*
- 5. A collaborative learning environment fosters success by supporting students to engage as leaders and participants.*
- 6. Professional development supports educators to learn cutting edge educational strategies that match the needs of the community.*

Vision Continued

- 7. A successful school depends upon parents, faculty, staff and students working together to communicate openly and build community.*
- 8. Students succeed in an environment that supports emotional well-being and a sense of safety. Behavior issues can and should be addressed as opportunities to develop and practice new skills.*
- 9. A positive school culture depends upon every person treating every other person with respect.*

Nondiscrimination Notice

BECKER EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

Becker is seeing very strong enrollment, we currently have 508 students enrolled. We have a strong dual-language program supported by a diverse staff. All of our classroom teachers are Spanish/English bilingual, as well as our admin team and many of our support staff. We have a very engaged and supportive community and PTA who actively support campus events and initiatives. Our campus has a strong foundation in Culturally Responsive Restorative Practices and Social and Emotional Learning. Becker prides itself in being a Joyful, Inclusive, Bilingual school.

Demographics Weaknesses

List areas you would like to grow here:

This year, Becker has a large number of new staff. We have four new visiting teachers from Spain, two experienced teachers who are new to Becker, and 8 teachers who are in their first year of teaching. Growing and supporting these teachers are a top priority at Becker.

Demographics Needs

The new staff at Becker will benefit greatly from additional coaching and support in the areas of classroom management, routines and procedures, instructional strategies, biliteracy strategies, and lesson planning.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 0% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 0% of the students receiving Special Education services had one or more discipline events.

Comprehensive Needs Assessment

Demographics Summary (Continued)

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

At Becker, we view challenging behaviors as a student's expression of a need that is not being met. We have a strong foundation in Culturally Responsive Restorative Practices and work hard to proactively build strong relationships with students and strong supportive classroom cultures amongst students. When challenges arise in the classroom, we use these opportunities to teach students how to express their needs in ways that don't disrupt the learning environment or harm students' relationships with their peers.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

At Becker, we view challenging behaviors as a student's expression of a need that is not being met. We have a strong foundation in Culturally Responsive Restorative Practices and work hard to proactively build strong relationships with students and strong supportive classroom cultures amongst students. When challenges arise in the classroom, we use these opportunities to teach students how to express their needs in ways that don't disrupt the learning environment or harm students' relationships with their peers.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Becker received an A rating based on our state accountability system. Specifically, we received a score of 95. We received distinctions in ELA/Reading and Comparative Academic Growth. We accomplished this with 100% of our students participating in 2-way Dual-language.

Student Achievement Weaknesses

List areas you would like to grow here:

We did not perform as strongly as we would have like in Math and Science on the STAAR test.

Student Achievement Needs

Comprehensive Needs Assessment

Instruction support, as well as coaching and feedback will be a priority for new staff. Continued support for math and science instruction will be important across the campus.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

On all STAAR assessments, our Hispanic and African American students did not achieve at the same level as our All students group or White students.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

Students receiving Special Education services and students identified as Economically Disadvantaged

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

In English Reading, our MAP data shows steady improvement as students progress from 2nd to 5th Grade. This is expected, as we are a 90/10 dual-language campus. Students receive more Spanish language instruction than English instruction up to 2nd grade. In 3rd-5th the split is 50/50. Based on Fall 22 results, 62.5% of our 5th graders are at the mastery level in the projected proficiency report. SLA is significantly lower with about 12% of our students scoring at the mastery level. In math our fall 22 results show 22.5% of our students in grades 3-5 scoring at the mastery level, while 83.7% are scoring at least at the approaches level.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

In Kinder, 75% of our Emergent Bilingual students are scoring in the beginning/intermediate categories on TELPAS, 31% and 44% respectively. These numbers steadily transition towards Advanced and Advanced High, In 5th grade 0% are scoring at Beginner, and only 10% scoring at Intermediate. 30% are achieving at Advanced, while 60% are achieving at Advanced High.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Our campus has a very strong culture and climate. According to the 21-22 Staff Climate Survey via Panorama, 81% of questions in

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

this category received a positive response. This is 23% higher than the district average of 58%

School Culture and Climate Weaknesses

List areas you would like to grow here:

Areas needing improvement, according to the Panorama survey are "How positive are the attitudes of your colleagues?" and "Overall, how positive is the working environment at your school?"

School Culture and Climate Needs

Continued emphasis on supporting staff and teachers, particularly new staff.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/5ac4ffbc97d6cb000d5e96c2?pagelid=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

1.) In 2021-22, using the CSH list, 3 of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? CSH Implementation, Employee Wellness, and Family Engagement

(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.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

We have several veteran teachers who are very strong dual-language teachers and leaders on our campus. Our staff is very diverse and all of our teachers are Spanish/English bilingual.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

We have many new teachers this year. Five of our new teachers are brand new and are not certified teachers. We have an additional 3 teachers who are in their first year teaching. We also have 9 teachers who are new to AISD/Becker.

Staff Quality, Recruitment and Retention Needs

Teacher development is needed in the areas of classroom management, routines and procedures, teaching for biliteracy, and lesson planning, particularly for new staff.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

Our focus will be centered on Professional Learning and Coaching and Feedback.

2.) Why did you select this/these area(s)?

With a large number of new and/or novice teachers, developing our instructional staff will be our priority.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Our Primary focus will be to provide frequent coaching and feedback to teachers. Experiencing success and accomplishment are crucial for staff to continue in this work.

2.) What are your customer service celebrations/strengths?

We have a highly organized, streamlined weekly newsletter for our families. Based on feedback from parents, we combined all of our communications in one easy to find Smore newsletter-The Becker Paw Prints.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

3.) What are your areas of growth?

We will continue to work to be responsive to parent questions and concerns.

4.) What will be your priority for customer service this year?

Prompt and clear communication with families and caregivers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

At Becker, our teachers implement high leverage instructional strategies, based in teaching for biliteracy, to support our dual -language program. The biliteracy strategies we use benefit all students, not just language learners. Our veteran staff supports new staff in planning and using high leverage instructional strategies.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

We have a lot of new teachers at Becker this year, so new teacher development is a priority.

Curriculum, Instruction and Assessment Needs

Our new staff need ongoing professional development and coaching and feedback.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1IJB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 0 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

Students will be rostered to a GT certified teacher.

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

Our campus GT contact holds information sessions with families, contributes to the GT section of our weekly newsletter, and communicates information about GT qualification and programming.

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

Our staff are required to plan extension activities for every lesson taught. We have a common lesson planning template across the campus, and extension activities are a required component.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

At Becker, all students participate in 2 way dual-language. The biliteracy instructional strategies we use are successful in supporting language learners. These strategies (TPR, CLI, QSSSA, etc.) also benefit students receiving special education services or 504 services. All students benefit from these instructional strategies.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

The biliteracy instructional strategies we use benefit all students in our 2 way dual-language program.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

Our students take MAP Growth in both English and Spanish. Additionally, we monitor students language development in both languages with SCAs, and formative and summative assessments.

4.) How does the campus welcome families and students that are new to the country?

All families are welcomed to Becker with a tour. New students and their families are introduced to their teacher and shown the classroom. Teachers share information families need to know regarding arrival, dismissal, daily schedules, and communication.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

At Becker, we have a common lesson planning format, a required component of lesson planning is CLI strategies. We also showcase CLI strategies on a monthly basis on our CLI bulletin board. Our staff newsletter includes CLI strategies to be implemented in the classroom.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

We provide several opportunities for our students to participate in arts partnerships both on and off campus.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Our students receive more than the minimum number of state-mandated minutes of instruction in the visual arts and music in art and music. Additionally, CLI is a primary campus initiative, so students gain additional exposure to the arts in the core-content instruction in the homeroom.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

List your campus strengths here:

Becker has a very strong and supportive PTA. Our CAC is similarly strong and meeting attendance is high. In partnership with our PTA, CAC, and parents/caregivers as a whole, we are able to provide a wide variety of events and resources to our students, staff, and campus.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Our families identified as economically disadvantaged aren't represented equitably in our PTA, CAC, and in campus activities.

Family and Community Involvement Needs

We need to provide more opportunities to engage our families that have been identified as economically disadvantaged.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinsd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

Family Engagement

2.) Why did you select this/these area(s)?

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

We have very supportive and involved parents at Becker. Receiving a 67% on Family Engagement in 21-22 signals the need for more communication to parents and caregivers regarding CSH, as well as providing more opportunities for families to participate in school events.

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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 22-23 school year, 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. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. Condition #2, 4, 5, 6 (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Administrators, Counselor	Weekly Staff Meetings		Criteria: Staff meeting agendas will document current and continuous emphasis on Whole Child/Every Child. Artifacts: Coordinated School Health Survey, Staff Meeting Agendas 09/19/22 - On Track
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. Condition #1, 2, 4, 5, 6 (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Administrators, Counselor, Teachers	Weekly communications		Criteria: Community and Staff newsletter and PTA meeting agendas will document an emphasis on Whole Child/Every Child. Artifacts: Coordinated School Health Survey, Community and Staff Newsletters and PTA Meeting Agendas.
3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. Condition #2, 4, 5, 6 (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Administrators, Counselor, Teachers	Fall Semester		Criteria: Artifacts: Agenda and activities will be documented for the campus' Whole Child/Every Child Night. Coordinated School Health Survey

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Objective 2. (Social and Emotional School Climate) By May 2023, using individual, small group and classroom counselor lessons, teacher instructional strategies and school-wide assemblies, 70% of students will be able to use self-regulation coping strategies when experiencing emotional dysregulation measured by beginning, middle, and end of year student and staff surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Engage the Becker community in three No Place for Hate activities throughout the school year determined by a No Place for Hate coalition of at least eight 5th grade students. No Place for Hate committee members will also assist at school wide assemblies with modeling regulation strategies for the student body at least twice per semester. Conditions 1, 4, 5 (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Administrators, Counselor, Students, Teachers</p>	<p>Fall/Spring Semester</p>		<p>Criteria: We will recruit an 8 member NPFH coalition with representatives from 5th grade by October 1st. The full team (at least six members present) will meet 6 times throughout the school year and will maintain a record of meetings and action steps to determine at least 3 school wide activities to build a learning community of inclusivity, respect and equity.</p>
<p>2. Implement "Peace Areas" throughout the campus and construct a model in the Brain Lab to share what is being used in the classroom and can be used at home. Students will be provided with instruction, modeling, and practice to utilize the Peace Areas to self-regulate their emotions. Conditions 4, 5 (Title I SW Elements: 1.1,2.5) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Administrators, Counselor, Teachers</p>	<p>October 1st, 2022</p>		<p>Criteria: By October 1st, all classroom environments will include a Peace Area for students to use when they need a private, safe place for emotional regulation. In the meantime, the Becker Brain Lab will be available to all students who need a safe place to regulate, reflect, or process their feelings. The Becker Brain Lab will also be available to caregivers who would like to learn regulation strategies to use at home.</p>
<p>3. SEL Committee will engage the staff in a book study using Connections Over Compliance. Staff will be provided the books in September and will participate in community</p>	<p>Administrators, Campus Leadership Team, Counselor, Teachers</p>	<p>Fall Semester</p>		<p>Criteria: All Teachers, administrators, and student support staff will complete the book study of "Connections over</p>

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Objective 2. (Social and Emotional School Climate) By May 2023, using individual, small group and classroom counselor lessons, teacher instructional strategies and school-wide assemblies, 70% of students will be able to use self-regulation coping strategies when experiencing emotional dysregulation measured by beginning, middle, and end of year student and staff surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>circles 4 times throughout the year to discuss the reading and how the strategies outlined in the book can improve student emotional self-regulation. The book study will conclude in January. Conditions 1, 4 (Target Group: All) (ESF: 3,3.1,3.2,3.3)</p>				<p>Compliance". Sign in logs will be collected from staff participating in each of the 4 community circles, and agendas/circle prompts will be documented.</p>
<p>4. Our needs assessment and committee data determine that emotional regulation is a priority at our campus. In response, our counseling team will implement effective strategies that support students with their self-regulation needs. The counseling team will visit each classroom to provide self-regulation/brain lessons to students in grades K-5th. During beginning of the year minute meetings, data will be collected on the number of coping strategies that students can identify and we will compare the data to the end of year minute meetings. We will provide 2 Emotional Regulation lessons (MindUp Curriculum) per semester for each K-5 class, for a total of at least 4 lessons. We will begin these lessons in October 2022 and will conclude in May 2023. Conditions 3, 4, 5 (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.3)</p>	Counselor	October 2022-May 2023	(O)Other - \$0	<p>Criteria: Student survey data will determine that each student will be able to identify at least 3-4 self-regulation coping strategies that can be independently used when they feel dysregulated by May 2023. Teacher survey data will determine whether students are consistently using self-regulation strategies and coping skills when in the classroom.</p> <p>09/14/22 - Pending</p>

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Objective 3. (Family Engagement) SMART Goal: SMART Goal: By the end of SY 22-23, we will achieve at least a 70% on the Family Engagement component of Coordinated School Health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All) (ESF: 3,3.4)	Administrators, CAC Members	Monthly		Criteria: All 8 CAC meetings will take place. Evidence: CAC Meeting Minutes Tuesday, October 4, 2022 Tuesday, November 1, 2022 Tuesday, December 6, 2022 Tuesday, January 10, 2023 Monday, February 7, 2023 Monday, March 7, 2023 Monday, April 4, 2023 Monday, May 2, 2023
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All)	Administrators, CAC Members	Updated Monthly		Criteria: CAC Meeting Agendas and Minutes will be kept in Binders in the main office. Tuesday, October 4, 2022 Tuesday, November 1, 2022 Tuesday, December 6, 2022 Tuesday, January 10, 2023 Monday, February 7, 2023 Monday, March 7, 2023 Monday, April 4, 2023 Monday, May 2, 2023
3. Establish a Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. (Note: The Child Study Team meets regularly (weekly-biweekly) to provide and track interventions for students with academic and social-emotional needs). Conditions 1, 2, 3, 4,	Administrators, CIS	9/5/22-5/19/23		Criteria: CST meeting will take place bi-monthly and members will include grade-level teachers, admin, counselor, and other support staff as appropriate. Evidence: CST Meeting notes and documentation in eCST.

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Objective 3. (Family Engagement) SMART Goal: SMART Goal: By the end of SY 22-23, we will achieve at least a 70% on the Family Engagement component of Coordinated School Health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5, 6 (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.2,3.3)				

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Goal 2. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.77% of teachers will respond favorably in the Coaching and Feedback section of the SY 22-23 Panorama staff survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. Conditions 1, 3, 4, 6 (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5,5.1,5.2)	Administrators	9/5/22-5/19/23		Criteria: 77% of teachers will respond favorably in the Coaching and Feedback section of the Panorama staff survey. Artifacts: Documentation of debrief conversations will be collected, Panorama Survey Results.
2. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. Conditions 1, 3, 4, 6 (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,3,3.3,5,5.1,5.2,5.3)	Administrators	9/5/22-5/19/23		Criteria: 77% of teachers will respond favorably in the Coaching and Feedback section of the Panorama staff survey. Artifacts: Documentation of follow up observations will be collected, Panorama Survey results.
3. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. Conditions 1, 3, 4, 6 (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,5,5.1,5.2)	Administrators	September 2022		Criteria: 77% of teachers will respond favorably in the Coaching and Feedback section of the Panorama staff survey. Artifacts: Documentation of planned/tiered observations will be collected, Panorama Survey results.

BECKER EL

- Goal 3.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will remain above 500 students for the 22-23 school year. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023.
- Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will remain above 500 students for the 22-23 school year. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. Condition 5 (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1)</p>	<p>Administrators, Attendance Clerk</p>	<p>Spring 2023</p>		<p>Criteria: SMART Goal Semester 1: Campus enrollment will remain above 500 students for the 22-23 school year. Artifacts: Enrollment Reports from Frontline SIS.</p> <p>SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023. Artifacts: Registration Reports from Frontline SIS.</p>
<p>2. Include registration goals and updates in the campus newsletter beginning in the Spring of 2023 to provide regular communication to campus communities. Condition 5 (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1)</p>	<p>Administrative Assistant, Administrators, Attendance Clerk</p>	<p>Spring 2023</p>		<p>Criteria: SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023. Artifacts: Community Newsletter, Registration Reports from Frontline SIS.</p>
<p>3. Ensure you're constantly working on building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. Condition 1, 2, 3, 4, 5, 6, 7 (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.2,2.1,3,3.1,3.2,3.3,3.4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Administrative Assistant, Administrators, Bookkeeper, CAC Members, Campus Leadership Team, Counselor, Leadership Team, PTA</p>	<p>8/1/22-5/26/22</p>		<p>Criteria: SMART Goal Semester 1: Campus enrollment will remain above 500 students for the 22-23 school year. Artifacts: Enrollment Reports from Frontline SIS.</p> <p>SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023. Artifacts: Registration Reports from Frontline SIS.</p>

BECKER EL

Goal 4. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on all sections of the Campus Assessment Rubric.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on all sections of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Migrate campus website from PTA supported sight to AISD supported site. Ensure the campus website is systematically reviewed and actively maintained with accurate information. Condition: 5 (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.4)</p>	<p>Administrators, Attendance Clerk, Bookkeeper</p>	<p>Fall 2022</p>		<p>Criteria: SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on all sections of the Campus Assessment Rubric. Artifacts: Campus Assessment Rubric.</p>
<p>2. Becker leadership team will conduct a campus Customer Cares self-audit to identify areas of strength and areas of growth. Team leaders will communicate growth areas to their teams and ensure they are addressed. Condition: 4, 5 (Title I SW Elements: 1.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.1,3.4)</p>	<p>Administrators, Attendance Clerk, Bookkeeper, Campus Leadership Team</p>	<p>Fall 2022</p>		<p>Criteria: SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on all sections of the Campus Assessment Rubric. Artifacts: Campus Assessment Rubric.</p>
<p>3. Systematically provide clear and ongoing communication to staff, families, and community members. Condition: 4, 5 (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (ESF: 3,3.1,3.4)</p>	<p>Administrators, Assistant Principal, Bookkeeper, Leadership Team</p>	<p>8/8/22-5/26/23</p>		<p>Criteria: SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on all sections of the Campus Assessment Rubric. Artifacts: Campus Assessment Rubric.</p>

BECKER EL

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
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
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
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
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

BECKER EL

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
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
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.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
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

BECKER EL Site Base

Name	Position
Barrett, Travis	Campus Administrator
Alvarez, Mary	District User
Navarro, Elaine	Campus Administrator
Maldonado, Saray	Teacher Co-Chair
Bernal, Gustavo	Parent Co-Chair
Bassett-Wells, Amy	Counselor
Rockwood, Ashley	Counselor
Vasquez, Megan	Teacher

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.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				90
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	87				90
STAAR Performance Meets	67				60
STAAR Performance Masters	42				30
STAAR Performance Raw Score	65				60
STAAR Performance Scaled Score	91				90

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Becker**
 Campus Number: **227901104**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	90				90
Academic Growth Scaled Score	94				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	17	17	17	17	17
Economically Disadvantaged % Grouping	16.1 to 17	16.1 to 17	16.1 to 17	16.1 to 17	16.1 to 17
Relative Performance Raw Score	65				60
Relative Performance Scaled Score	75				69
Relative Performance Grade	C	--	--	--	D

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	95				96
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				100
Grade	A	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	11	out of 12	2022 Values:	8	out of 8
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	12	out of 12	2023 Goals:	8	out of 8

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	7	out of 7
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	7	out of 7

Template by Campus & District Accountability



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Documents uploaded in PlanWorks no later than November 4, 2022

- ✓ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals*. *(Sign and attach the form)*
- ✓ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*
- ✓ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- ✓ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- ✓ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- ✓ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- ✓ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- ✓ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ✓ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ✓ Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. *(Upload ALL documents in PlanWorks)*

Becker Elementary
Campus Name


Principal's Signature

11/3/22
Date

Attachment #1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Title I Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: Becker Elementary Org # 104

Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2021-2022.

YES NO

<u>X</u> ____	1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
<u>X</u> ____	2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
<u>X</u> ____	3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
<u>X</u> ____	4. A list of Homeless and Foster care Students and Services is maintained and updated quarterly. ALL Title I School campuses are now required to post information on their website regarding local services and program that assist homeless students. (Contact Project HELP for assistance – 512-414-3690.)

<u> X </u>	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) Time and Effort Reports to the State & Federal Office.
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YES NO

<input checked="" type="checkbox"/> <u>X</u> <input type="checkbox"/>	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2022.
<input checked="" type="checkbox"/> <u>X</u> <input type="checkbox"/>	7. Copies of this Attestation are available at the campus in one location and State & Federal Accountability District Office and will be made available to the general public upon request. <u>The campus maintains the files for five years.</u>

Printed Name of Campus: Herman Becker Elementary



Signature of Principal

11/3/22

Date

Travis Barrett
Typed/Printed Name of Campus Principal

SAFA Initials & Date

Becker Elementary School

Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of the Herman Becker Elementary School shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan.

- I. The Family/Parental Engagement Policy will be distributed during the first semester of the school year.
- II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren's) academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.
- III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.
- IV. Becker Elementary School's annual Title I meeting for parents and community will be held on Monday, November 7, 2022 at 5:00 p.m. Included in the conversation will be information regarding the school's curriculum and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.
- V. Monthly Campus Advisory Council (CAC) meetings will be held the first Tuesday of every month from 3:30-5:00, with the exception of the January meeting which will be held on January 10th. Monthly Parent-Teacher Association (PTA) Meetings will be held on Sept. 1, Oct. 6, Nov. 10, Dec 16, Jan. 19, Feb. 9, Mar. 2, April 13, and May 15. Coffee with the Principal will be announced in the weekly campus newsletter. All meeting dates, times, and locations will be confirmed in our weekly campus newsletter.
- VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Campus Advisory Council, or any other scheduled parent meetings.
- VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.

Escuela Herman Becker Elementary

Norma sobre la participación de los padres y las familias

El personal docente, los padres, el personal y los miembros de la comunidad de la escuela primaria Becker deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres y las familias durante el desarrollo y repaso del plan de mejoramiento del plantel.

- I. La Norma de participación de los padres será distribuida durante las primeras nueve semanas del año escolar.
- II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.
- III. La escuela hará lo posible por comunicarse con los padres en un idioma que sea entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.
- IV. La escuela Primaria Herman Becker llevo a cabo la junta anual de Título I el 7 de noviembre del 2022 a las 5:00 p.m. para discutir los programas de escuela.
- V. Las reuniones mensuales del Comité Asesor de la escuela (CAC) se llevarán a cabo el primer martes de cada mes de 3:30 a 5:00, con la excepción de la reunión de enero que se llevará a cabo el 10 de enero. Las reuniones mensuales de la Asociación de Padres y Maestros (PTA) se llevarán a cabo el 1 de septiembre, 6 de octubre, 10 de noviembre, 16 de diciembre, 19 de enero, 9 de febrero, 2 de marzo, 13 de abril y 15 de mayo. El café con el director se anunciará en el boletín semanal de la escuela. Todas las fechas, horas y lugares de las reuniones se confirmará en el boletín semanal de la escuela.
- VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, CAC, o en las juntas para padres.



- VII. Durante las primeras nueve semanas de clase los padres recibirán información sobre el currículo (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante. VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres y las familias sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.

Herman Becker Elementary

School Compact

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades and test scores are higher and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social, emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers, and students need to work together. We ask that you agree to do this by signing and returning this agreement.

Parent Agreement

As a parent(s), I will help my child meet his/her responsibilities. I will be responsible for:

- ✓ Sending my child to school on time each and everyday
- ✓ Sending my child to school prepared and ready to learn
- ✓ Reading to and with my child
- ✓ Establishing a time for homework and reviewing it regularly
- ✓ Participating, as appropriate, in decisions related to my child's education and the positive use of extracurricular time
- ✓ Supporting the school in its effort to maintain proper discipline
- ✓ Supporting the classroom teacher by volunteering if work schedule permits

Date _____

Parent Signature _____

Student Agreement

As a student, I understand that I need my education in order to become a productive citizen. I will be responsible for:

- ✓ Attending school everyday and being on time
- ✓ Completing and returning homework assignments in a timely manner
- ✓ Following the school rules and being responsible for my behavior
- ✓ Reading everyday

Date _____

Student Signature _____

Teacher Agreement

As a teacher, I want all of my students to succeed academically. I will be responsible for:

- ✓ Providing instruction in a way that will motivate and encourage my students
- ✓ Providing homework assignments for students
- ✓ Providing a positive and safe atmosphere for learning
- ✓ Keeping students and parents informed of student progress on a regular basis
- ✓ Communicating with parents via parent conferences as needed
- ✓ Being available for parents to contact me when not teaching classes

Date _____

Teacher Signature _____



Herman Becker Elementary

Acuerdos Escolares

Investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan más académicamente, su asistencia es mejor, los resultados de los exámenes mejoran, la tasa de graduación aumenta y es más probable que alcancen su máximo potencial de crecimiento intelectual, social y físico. La participación familiar en la educación es crítica para el éxito de los estudiantes; para lograrlo, los padres, maestros y estudiantes necesitan colaborar juntos. Les pedimos que firmen y devuelvan este contrato si están de acuerdo con lo anterior.

Acuerdo de los padres y las familias

Como padre, ayudaré a mi hijo a cumplir con sus responsabilidades. Seré responsable de:

- ✓ enviar a mi hijo(a) a la escuela a tiempo todos los días
- ✓ enviar a mi hijo(a) a la escuela preparado y listo para aprender
- ✓ leerle a mi hijo(a) y leer con él/ ella
- ✓ establecer un horario para la tarea y revisarla regularmente
- ✓ participar en forma apropiada en las relaciones positivas con la educación de mi hijo(a) y con el uso positivo de tiempo extracurricular
- ✓ apoyar a la escuela en sus esfuerzos por mantener la disciplina debida
- ✓ apoyar al maestro(a) titular, ofreciendo servicios positivos si lo permite el horario de mi trabajo

Fecha: _____

Firma del padre/madre: _____

Acuerdo del estudiante

Como estudiante, entiendo que necesito mi educación para ser un ciudadano productivo. Seré responsable de:

- ✓ asistir a la escuela todos los días y llegar a tiempo
- ✓ hacer y devolver mi tarea puntualmente
- ✓ seguir las reglas de la escuela y ser responsable de mi comportamiento
- ✓ leer todos los días

Fecha: _____

Firma del estudiante: _____

Contrato del maestro(a)

Como maestro(a), quiero que todos mis estudiantes tengan éxito académico. Seré responsable de:

- ✓ Instrucción positiva de modo que motive y anime a mis estudiantes
- ✓ asignar tarea a los estudiantes
- ✓ procurarles una atmósfera positiva y segura para el aprendizaje
- ✓ mantener a los estudiantes y a sus padres y familias informados con regularidad del progreso de sus hijos
- ✓ comunicarme con los padres y familia mediante conferencias según sea necesario
- ✓ estar disponible para que los padres hagan contacto conmigo cuando no esté dando clases



TITLE I COMPLIANCE

ANNUAL FAMILY/PARENT MEETING

Attachment #4. An ANNUAL FAMILY/PARENT MEETING has been held informing parents of the following:

- I. School status as TITLE I, PART A, explaining Title I, Part A requirements
- II. Title I Allocation and Budget
- III. Parent Allocation and Plan
- IV. Family/Parent Engagement Policy
- V. Parent Compact
- VI. Academic progress/ratings for the campus
- VII. Initiatives unique to campus
- VIII. Parent's right to be involved.

DOCUMENTATION to be attached:

- A. AGENDA (listing each of the above topics addressed)**
- B. SIGN IN SHEETS**
- C. MEETING NOTICE**
- D. MEETING MINUTES/NOTES.**

A SEPARATE MEETING MUST BE HELD FROM OPEN HOUSE OR BACK-TO-SCHOOL NIGHT.

TITLE I COMPLIANCE

NOTICE OF ANNUAL FAMILY/PARENT MEETING

11/7/22 @ 5:00

Join Zoom Meeting

<https://austinisd->

[org.zoom.us/j/91784990436?pwd=Wm51SVNFCGpvOHRbjJKdTcrRXVNQT09](https://austinisd-)

Meeting ID: 917 8499 0436

Passcode: 8nFkjk

Agenda:

- I. School status as TITLE I, PART A, explaining Title I, Part A requirements
- II. Title I Allocation and Budget
- III. Parent Allocation and Plan
- IV. Family/Parent Engagement Policy
- V. Parent Compact
- VI. Academic progress/ratings for the campus
- VII. Initiatives unique to campus
- VIII. Parent's right to be involved.
- IX. Q&A

TITLE I COMPLIANCE

ANNUAL FAMILY/PARENT MEETING 11/7/22

Sign in:

The screenshot shows a Google Forms interface with the title "Title 1 Family/Parent Meeting and Collaboration". The "Responses" tab is active, showing 17 responses. The "Accepting responses" toggle is turned on. The "Summary" view is selected, displaying a list of names: Prabhakar Gopalan, Rosina Castellanos, Elissa Underwood Marek, Jennifer Garcia, Anna Hoge, Becky Shaheen, Fiona Wycoff, Barbara Galletly passmore, and LeAnn Loyola. The question text reads: "Please enter your name if you attended today's Title 1 parent meeting. Thank you".

The screenshot shows a Google Sheets spreadsheet with the following data:

Timestamp	Please enter your name if you attended today's Title 1 parent meeting. Thank you
10/4/2021 14:01:26	Prabhakar Gopalan
10/4/2021 14:01:37	Elissa Underwood Marek
10/4/2021 14:01:53	Rosina Castellanos
10/4/2021 14:02:46	Tamara Waddell
10/4/2021 14:04:37	Jennifer Garcia
10/4/2021 14:05:03	LeAnn Loyola
10/4/2021 14:08:49	Anna Hoge
10/4/2021 14:35:03	Milay Vicedo-Duncan
10/4/2021 14:35:18	Andrea Marsh
10/4/2021 14:49:05	
10/4/2021 14:49:15	Fiona Wycoff
10/4/2021 15:02:50	Yubelly Perez
10/4/2021 15:46:17	Mark Williams
10/4/2021 16:36:04	Elizabeth Pearson
10/4/2021 16:59:09	Lynnette Cen
10/4/2021 19:24:37	Becky Shaheen
10/5/2021 12:22:52	Barbara Galletly passmore

COMMUNICATION

Attachment # 5. Communications are sent home in a LANGUAGE that a parent understands.

ATTACH A MINIMUM OF 2 SAMPLES, IN LANGUAGES OTHER THAN ENGLISH.

Transcript of Parent Communication 1:

Hola padres y cuidadores de Becker,

Por favor, encuentre la Carta Compacta del Título 1, la Política de Participación de los Padres/Familias, y la Carta de Calificaciones Profesionales para la Escuela Primaria Becker. Las copias de papel de la carta del acuerdo serán enviadas a casa con los estudiantes hoy. Por favor, firmar y devolver tan pronto como sea posible. Además, por favor contribuya a esta forma de Google para proporcionar la entrada del cuidador para las oportunidades de desarrollo profesional que proporcionamos a nuestro personal a través del año escolar. Es importante que respondamos a las prioridades de nuestra comunidad para el desarrollo del personal.

El lunes, 7 de noviembre a las 5:00 PM, seré el anfitrión de la reunión anual del Título 1 de Becker para los padres y cuidadores. Esta reunión y estos documentos son requeridos para que nos mantengamos en cumplimiento y buena posición con respecto a Becker recibiendo fondos del Título 1. Espero compartir información con ustedes acerca de nuestra programación y cómo nuestros fondos de Título 1 se están utilizando para apoyar a nuestros estudiantes.

Tema: Café de Travis Barrett con el Director Reunión de Zoom

Únase a la reunión de Zoom

<https://austinisd-org.zoom.us/j/91784990436?pwd=Wm51SVNFCGpvOHRjbjJKdTcrRXVNQT09>

ID de la reunión: 917 8499 0436

Código de acceso: 8nFkjk

Que tengas un buen fin de semana,

Travis Barrett

Becker Parent Compact 22-23.pdf

Becker Política de Participación Familiar de los Padres 22-23.pdf

Becker Calificaciones profesionales.pdf

Transcript of Parent Communication 2:

¡Hola Becker Familia!

El almuerzo de Acción de Gracias con sus estudiantes será el jueves 11/17. Estamos muy contentos de darle la bienvenida a disfrutar de esta tradición Becker con sus estudiantes. Por favor traiga su identificación ya que tendrá que firmar antes de reunirse con su estudiante en la cafetería. Con el fin de asegurar que se prepare suficiente comida necesitamos que llene este documento de google indicando si planea venir y quién es el maestro de su estudiante. Si usted planea asistir a varios almuerzos que está perfectamente bien, sólo asegúrese de documentar que en la hoja de registro.

Fiesta de otoño

Nuestro gerente de la cafetería, Tony, también necesita algo de apoyo para hacer de este sueño una realidad. Por favor, considere inscribirse como voluntario para ayudarlo un poco durante este día, ya sea antes o después del período de almuerzo de sus estudiantes. Estoy adjuntando la hoja de inscripción a continuación.

Voluntarios de la fiesta de otoño

Por último, aquí está esta semana Smore

<https://www.smores.com/gwp98-the-becker-paw-prints-one-stop-shop>

Apreciamos todo su apoyo para esto y todo lo que hacen.

!!!Viva Becker!!!

AUSTIN INDEPENDENT SCHOOL DISTRICT

Herman Becker Elementary
906 W. Milton St.

512-414-2019



11/3/22

As a parent of a student at Herman Becker Elementary, you have the right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teaching staff:

- Whether the State of Texas has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether State of Texas has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please call Travis Barrett at 512-414-2019.

11/3/22

Como padre de un estudiante de la escuela Herman Becker Elementary usted tiene derecho de saber acerca de las credenciales profesionales de los maestros y asistentes de maestros que instruyen a su hijo(a). La ley federal le permite solicitar cierta información acerca de los maestros de su hijo(a), y requiere que nosotros le proporcionemos dicha información en un tiempo razonable, si usted la solicita. Específicamente, usted tiene derecho de solicitar la siguiente información acerca del personal docente en el salón de clases de su hijo(a):

- Si el estado de Texas ha otorgado una licencia o calificado a un maestro(a) para los grados y materias que imparte
- Si el estado de Texas ha decidido que el maestro(a) puede enseñar en un salón de clases sin haber obtenido una licencia o haber sido calificado según las regulaciones estatales debido a circunstancias especiales
- La especialidad universitaria del maestro(a); si el maestro(a) tiene estudios superiores, de ser así, la materia de los títulos
- Si asistentes de maestro(a) o paraprofesionales similares proporcionan servicios a su hijo(a), y de ser así, conocer sus credenciales profesionales

Si desea recibir alguna de esta información, por favor llame al director(a) Travis Barrett al 512-414-2019.

TITLE I COMPLIANCE

PARENT COLLABORATION

Attachment # 7. Parents collaborated and coordinated with staff to **design** staff development for school staff related to the VALUE AND CONTRIBUTIONS OF PARENTS.

ATTACHED DOCUMENTATION INCLUDES:

- I. MEETING NOTICE(S)
- II. SIGN IN SHEET(S)
- III. MEETING MINUTES/ NOTES WITH SUMMARY OF TOPICS
- IV. FACULTY/STAFF MEETING AGENDA

¡Muy buenas dias familia Becker!

Today, Coffee with the Principal will start at 12:00. I will be sharing just a few brief updates, but plan to spend most of our time hearing from you (questions, concerns, feedback, celebrations). Also, please take a few minutes to complete this [parent survey](#). As we plan to provide professional learning opportunities for our staff, we would like gather input from our Becker families.

Thanks, and see you soon!

Join Zoom Meeting

<https://austinisd-org.zoom.us/j/91784990436?pwd=Wm51SVNFCGpvOHRjbjJKdTcrRXVNQT09>

Meeting ID: 917 8499 0436

Passcode: 8nFkjk

Travis Barrett

Meeting Notes from Parent Collaboration Meeting-Professional Learning

November 7, 2022

- I. Welcome
- II. Purpose of Meeting was discussed
- III. Explanation of various Professional Learning Options being Considered
 - a. Dual-language/biliteracy Instructional Strategies
 - b. Culturally Relevant Restorative Practices
 - c. Neurosequential Model in Education
 - d. Social and Emotional Learning
 - e. Accelerated Learning-Closing Academic Gaps
 - f. Advanced Academics/Gifted and Talented
 - g. Creative Learning Initiative
- IV. Survey was administered

Attachment #8

AUSTIN INDEPENDENT SCHOOL DISTRICT

State and Federal Accountability
4000 S. I-H 35 Frontage Rd., Austin, TX 78704

Phone: 512/414-3280



TO: Ashley Rockwood

FROM: Mary Thomas, Ed.D., Executive Director

DATE: 2022-2023 School Year

RE: Time & Effort Requirements

Because your position is split-funded between federal funds and state/local funds, you are required to complete a monthly time and effort report reflecting the percentage of time spent meeting the intents/purposes of the funding programs. The report is required in order to comply with federal regulations. All such employees are to register in HCP and attend a Time and Effort training. A blank form showing funding percentages for your position will be included and reviewed during the training.

Annually, internal and external auditors review these reports in their audit process. An audit finding such as not maintaining time and effort reports can result in a negative report and corrective actions. Your role toward ensuring the district meets all requirements is essential and your cooperation is deeply appreciated.

These reports are due via email (SAFA-Time-Effort@austinisd.org) by the 5th of each month (i.e., August 2021 reports are due September 5, 2021.) The 2021-2022 Time and Effort training schedule will be available on our online library. Review our website for updated information, instructions and dates.

Be sure to:

- Sign form
- Attain supervisor's approval by signature
- **Make a copy for your files**
- Send via email (SAFA-Time-Effort@austinisd.org) by the 5th of the next month.

If you need assistance, contact Timika Mitchell at **512-414-9963** or Timika.mitchell@austinisd.org

Title I Compliance

HOMELESS/FOSTER CARE STUDENTS

Attachment #9. *Homeless and Foster Student Documentation.*
(See attached page #9A.)

Homeless

Check Once Completed

- ✓ **A poster (for homeless students) must be displayed in visible area.**
Display posters (which notify the public of the educational rights for homeless students) where children and youth receive services under are required by this Act. Posters and other materials regarding homeless students are available from Project HELP @ 512-414-3690.
- ✓ **Complete and maintain the Homeless Services Provided worksheet – and REGULARLY UPDATE**

TEC 33.906 (HB 1559) All schools that maintain a website must post information on their websites about local programs and services available to assist homeless students.

- This information may include charitable programs and services and organizations providing food, clothing, shelter, counseling, medical services, and other interventions for homeless students and families.
 - Schools must compile and post the resources and information in a format and style that is easily understandable by students or parents.
 - Additional information regarding local services and program that assist homeless students is available: <http://www.theotx.org/resource/texas-hb-1559/>
- ✓ **A campus website must list services available to assist homeless and foster care students.**

Foster Care


- ✓ Either the [DFPS Form 2085](#) (in any form); **OR a court order** naming a DFPS Temporary Managing Conservator (TMC) or a **Permanent Managing Conservator (PMC)** been completed for each identified student in foster care.
<https://www.austinisd.org/foster-care/resources-registrar>

Attachment #10

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

Campus Name Becker Elementary Org# 104

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. Barrett, Travis		Principal
2. Navarro, Elaine		Assistant Principal
3. Bassett-Wells, Amy		Counselor
4. Rockwood, Ashley		Counselor
5. Vasquez, Megan		Teacher
6. Maldonado, Saray		Teacher/CAC Co-Chair
7. Bernal, Gustavo		Parent/CAC Co-Chair
8. Alvarez, Mary		DCSI
9.		
10.		
Travis Barrett <hr/> Printed name  <hr/> Signature		11/3/22 <hr/> Date

