

BLACKSHEAR EL

Blackshear Fine Arts Academy 2022/2023

Learning with Creativity



BLACKSHEAR ELEMENTARY
AUSTIN Independent School District

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BLACKSHEAR EL

Mission

Campus Mission: To integrate and expose students to a multitude of fine arts in a learner-centered community of problem solvers, information seekers, and creative thinkers. Together we will provide a safe, successful learning environment with respect for individual needs. Together We Educate, Enrich, and Exercise to Excel.

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)

Vision

Mission:

Vision Continued

Together We Educate, Enrich, and Exercise to Excel!

Mindset:

We will employ and embrace a growth mindset. All students can learn and be successful. All means All - all students deserve equitable access to an exemplary education!

Method:

The fine arts and Creative Learning Initiative not only enrich our students, they provide an access point to the curriculum. We embrace Social and Emotional Learning. We believe in educating the whole child. We believe in preparing students by ensuring that foundational skills are mastered. Practice makes permanent. We will monitor our progress towards our goals so that ALL students can be successful!

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Nondiscrimination Notice

BLACKSHEAR 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 Data Sources

Coordinated School Health ratings

Demographics Strengths

We have a diverse population:

African American 25.6%

Hispanic 43.8%

White 21.1%

Two or More Races 8.3%

Economically Disadvantaged 57.2%

English Language Learners 10.2%

Special Education 14.1%

Enrollment: 258

Demographics Weaknesses

Enrollment has been declining over the past four school years. Enrollment was 313 in the 20-21 school year, and current enrollment is 258.

Demographics Needs

We would like to increase our enrollment to 350 over the next two school years.

Comprehensive Needs Assessment

Demographics Summary

- 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.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
In an effort to keep students engaged in class we are increasing differentiation and engagement to student interests in this demographic
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
Ensuring students are receiving their accommodations in class and being supported properly.

Student Achievement

Student Achievement Strengths

4th Reading 86|65|49
5th Reading 77|44|29
4th Math 73|45|31

**We thrive because of our diversity in our students and staff.
We focus on the growth of our students and staff.**

Student Achievement Weaknesses

We would like to grow our students in the following areas:
3rd Math 57|29|14
5th Math 67|19|1
5th Science 52|25|15

Limited access to fine arts in the school day.

Comprehensive Needs Assessment

Student Achievement Needs

To incorporate hands on learning in math and reading and incorporate fine arts into the curriculum.

To increase the use of stations to create a small group experience for our learners that is differentiated to their needs.

Student Achievement Summary

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Our historically underserved communities are as follows: african american 11%, hispanic 16%, emergent bilingual 11% and special education 4%

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? Our two lowest performing student groups are special education 11% and economic disadvantaged 23%.

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? We are a ESL late exit campus all of our student groups steadily improved over the year in map growth.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?We do not have a large emergent bilingual population, one trend observed is that less than half of them are progressing at least one proficiency level last year. Monitoring student progress will be crucial.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Health Education

Food Services

SEL

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

List areas you would like to grow here:
Family Engagment 0.72

School Culture and Climate Summary

Reflection Questions:

1.) In 2021-22, using the CSH list, _____1_____ 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%?
Physical enviroment is at 0.68, the campus could use updates in safety and aesthtics of the campus.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All general education positions have been filled.

Staff Quality, Recruitment and Retention Weaknesses

Campus still has teacher assistant vacancies.

Staff Quality, Recruitment and Retention Needs

Campus has submitted a RFE for a PE teacher assistant and a special education one one one.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus): 79-83%
- Austin ISD Custom Content: 82-91%
- Belonging: 54-73%
- School Leadership: 42-81%
- School Climate: 52-81%
- Professional Learning: 40-78%
- Feedback and Coaching: 37-73%
- District Support: 22-44%

Staff Climate Reflection Questions:

1.) This year we will focus on improving school climate.

2.) School climate impacts all areas of the staff climate survey as well as people feeling satisfied with their job in general. The campus has new administration this year, so we want to focus on working together with the staff to create a positive place for teachers and students.

Campus Communication Goals & Practices

- Campus Communication Strategies: Principal sends a weekly newsletter to staff and families, daily reminders, notifications, and unplanned announcements are shared through School Messenger and Class Dojo.
- Campus Website: Campus website has not been maintained in past years. New staff will be trained this year to manage the district preferred site.
- Phone/Voicemail/Email Practices: Voicemail and email messages are checked daily and are typically responded to in a 24-hour period per AISD policy.
- Language Line for Preferred Language: Used as needed for customer service.

Campus Culture of Respect Goals

- Campus culture of respect practices and goals: Campus has a Culture & Climate plan in place and will focus on improving all aspects of School Climate this year.
- Customer service prioritization: Family survey scores range from 67 - 86% on various components. Customer service will be a component of our focus on improving the overall School Climate.

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? We will include staff in the identification of focus areas to improve our overall school climate and in the development of strategies to improve our overall school climate. We will use informal surveys to progress monitor our school climate throughout the year.

2.) What are your customer service celebrations/strengths? We had strong parent and staff participation in the principal selection process, and we continue to maintain and develop fine arts partnerships.

3.) What are your areas of growth? We want to improve our overall school climate, as evidenced on student, staff, and family surveys.

4.) What will be your priority for customer service this year? Our priority for customer service is to promptly and positively resolve parent and staff concerns at the campus level.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Service Design

Curriculum and Instruction

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Student assesment

Curriculum, Instruction and Assessment Summary

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)? We have cluster grouped our GT students and we are working with teachers in project based learning professional developments for GT

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

3.) How do you support a culture that provides advanced learning opportunities to all students? School Messenger, School newsletter and parent meetings

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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

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) Students learn through creative teaching each week, staff has professional learning with CLI on 10/14, SEI morning meetings are a campus requirement.
- 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)Our students meet with Fine Arts providers from the community twice a week for Fine Arts.
- 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.) Music and Art and built into each grade levels schedule.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

- School safety
- Austin ISD custom content

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

School Fit

Family Support

Family and Community Involvement Summary

Family and Community Engagement- AISD

Reflection Questions:

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

Community Engagement

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

Our campus is 40% hispanic but it is not reflected in our PTA,CAC, or after school campus activities.

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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) By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on physical environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite peas to work in our garden with our classes. 7 Conditions #2,4,5,7 (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Administrators, Campus Leadership Team	08/2023		
2. Plan with PTA on updating signage around campus to reflect campus goals and vision. 7 conditions #3,7 (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.4)	Academic Leadership Team, Community Partner			
3. Work with PTA and community stakeholders to update the front of our school. 7 conditions #5,7 (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Academic Leadership Team, Community Partner	08/2022		

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Objective 2. (Social and Emotional School Climate) Morning meetings will be implemented campus wide 90% of the school year, and will be monitored by the counselor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Morning Meeting training during teacher welcome back week. 7 conditions #3,5,6 (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,3.1,3.3)		10/2023		
2. Each week we will share the SEL theme with slides and activities to the staff. 7 conditions #3,5,6 (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.3)		08/2023		
3. Counselor will monitor implementation of morning meeting in classrooms to ensure we have 90%of classrooms engaged in morning meeting by May. 7 conditions #3,5,6 (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Academic Leadership Team, Counselor	08/2023		Criteria: I have attached an example of the morning meeting lesson plan we share with teachers weekly.

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Objective 3. (Family Engagement) Increase campus volunteers by 20% before May 2023 as measured by the number of volunteers in APIE.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite stakeholders to assist with brighter bites on campus. 7 conditions #2,5 (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)		09/2022		Criteria: In the attachments I have added a campus newsletter asking the community to volunteer with brighter bites.
2. Our community will volunteer to dance and walk in the Viva la Vida parade. 7 conditions #1,4,5 (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)		10/2023		Criteria: I have included in the attachments a past smore asking for parents to come to campus and volunteer for multiple programs.
3. Our campus will be a stop in the Little East art exhibit, this exhibit brings famalies from across the city to view east austin art. Allowing us to showcase our students work and our campus community with the activites, perfomances and games. 7 conditions #2,4,5 (Title I SW Elements: 2.3,3.1,3.2) (Strategic Priorities: 1) (ESF: 3.1,3.4)	Academic Leadership Team, Community Partner	11/2023		

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- Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 1.** (ESF Essential Action 3.1) To create a collaborative and positive school culture. As measured by the panorama survey by the question " how positive is the working enviornment at your school?" The goal is to increase from 75% to 80%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Trained staff on CHAMPS as a campus wide classroom expectation to share a common language and behavioral expectations. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.2)		08/2022		Criteria: Sign in sheet for professional development.
2. Walkthrough classroom to observe visual aids for CHAMPS and verbal instructions used for transitions in the classroom. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.2)		10/2023		Criteria: use walk through form and relay feedback to staff
3. Each month share a climate survey with staff and famalies and meet with the leadership team to review the data and adress concerns within our control. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.2,3.3,3.4)		08/2023		Criteria: Temperture check responses from the staff and follow up from any concerns.

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 257 to 265 by May 2023. 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
1. Increase enrollment from 257 to 265 by May 2023 (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.4)		06/2023		Criteria: Track enrollment throughout the school year.
2. Attend Viva la Vida community parade, to increase the exposure of the school to the community in our area. Since the parade is in east austin. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.4)		10/2023		Criteria: Campus staff and families will walk in parade with school banner to increase our exposure.
3. Join neighborhood associations and share with them events to share in our neighborhood. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)		12/2022		Criteria: Look for increased turnout from our neighborhood.

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

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move to meets expectations on the customer service section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with parents through weekly newsletters (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)		08/2022		
2. Hold weekly morning announcements on zoom so that parents and stakeholders can attend. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)		08/2022		
3. Share surveys with stakeholders to evaluate how we are responding to their needs. (Title I SW Elements: 2.1,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3,3.4)		10/2023		

BLACKSHEAR EL Site Base

Name	Position
Bell, Tiona	Principal
Worthington, Rosanna	CIS
Lopez-Gomez, Julissa	Counselor
Grape, Roger	Librarian
Moriarty, Kirsten	Parent
Stringer, Lindsey	Parent
Gilbreath, Christel	Parent
Albrecht, Bailey	Teacher
Caudle, CY	community member

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	74				77
Grade	C	--	--	--	C

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	71				75
STAAR Performance Meets	40				45
STAAR Performance Masters	27				30
STAAR Performance Raw Score	46				50
STAAR Performance Scaled Score	74				77

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: **Blackshear**

Campus Number: **227901105**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	92				93
Academic Growth Scaled Score	96				96
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	56.4	56.4	56.4	56.4	56.4
Economically Disadvantaged % Grouping	56.1 to 57	56.1 to 57	56.1 to 57	56.1 to 57	56.1 to 57
Relative Performance Raw Score	46				50
Relative Performance Scaled Score	73				79
Relative Performance Grade	C	--	--	--	C

OVERALL

SCORE AND GRADE

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

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				77
Grade	C	--	--	--	C

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	5	out of 14	2022 Values:	6	out of 6
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:	5	out of 14	2023 Goals:	6	out of 6

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	3	out of 10
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:	4	out of 10

Timestamp	How are you feeling	What do you feel are the things these any other way I can support you?	Name	Back to school right feed? Would you like to do a wa	Have you had a chance to review student accommodations, if not do you want special education support at a conference this week?
8/20/2022 16:00:08	Doing good	Tell Banton to fill in the sub's slot and that in the meantime while we finalize the AP that she has to listen to me (not buts or excuses). Kahaha. D.J. Bye			
8/21/2022 11:56:23	Doing good	Thanks for meeting Friday! I'm doing good and feeling really positive about the school year. Feeling in the weeds on the to do list. But I'm hopeful I'll get over a hump in the next few weeks.			
8/22/2022 9:56:40	Doing good	Organization			
8/22/2022 12:12:22	Need some support	Classroom Management			
8/23/2022 12:42:02	Had a great week	Organization	na		
9/4/2022 17:28:25					
9/5/2022 11:59:16	Doing good	Time management	Geni Dodsworth	Successful in the future it would be nice to funnel p	Yes
9/5/2022 11:27:31	Doing good	Time management	bobby abrecht	turnout was low maybe 8	Yes Monthly
9/5/2022 13:46:19	Okay		Meredith Riggs	It was great from my point	Yes Monthly
9/5/2022 15:03:02	Need some support	Time management	Sharon Franklin	Helpful/reflective ideas th	Yes Monthly
9/7/2022 11:48:51	Okay		Richard O'Neill	Yes Bi-weekly	No, I would like to meet with a special education teacher?
9/8/2022 17:02:53	Okay	A full time TA	Welcome	Yes Monthly	Yes
9/8/2022 17:03:27	Doing good	Organization	Cheylin Ruoh	Finding a way to reach th	Yes Bi-weekly
9/8/2022 17:22:23	Doing good	Organization	Noorie Han	It was great meeting th	Yes Monthly
9/8/2022 17:27:59	Had a great week	Organization	Beverly Houston	It was good	Yes weekly
9/8/2022 18:39:26	Need some support	Classroom Management	Chase Mason	Doing a presentation was	Yes Bi-weekly
9/8/2022 20:16:43	Okay	Time management	Wilder	N/A	No
9/8/2022 20:25:07	Okay		Hanky	It was nice to chat with	Yes Bi-weekly
9/8/2022 20:42:44	Okay	Classroom Environment checklist	Imena Gonzalez	Yes weekly	Where do I find it
9/8/2022 21:11:48	Doing good	Classroom Environment	Erin MAMurrie	3 longer rotations rather	No
9/9/2022 7:36:56	Doing good	need access to info to better assist students	William Marshall	Yes weekly	I would like to meet with a special education teacher?

Morning Message: Today is _____. Today we learned about more about our classroom community. I am excited to learn more about you every day. You each have something special to contribute to our learning community.

Hoy es _____. Hoy aprendimos más sobre nuestra comunidad. Tengo muchas ganas para aprender más sobre ustedes cada día. Cada uno de ustedes tiene algo especial para compartir a nuestra comunidad de aprendizaje.

Monday

Greeting: Good Morning Greeting
Sharing: How are we doing with our agreements?
Group Activity: A Warm Wind Blows

Directions:

Good Morning Greeting: The teacher starts by modeling. The teacher says, "My name is ____". Students respond in unison, "Good Morning _____!" Continue around the circle until everyone has been greeted.
A Warm Wind Blows: As a group, brainstorm categories (ie. has a pet, has a sibling, etc.) Teacher models saying, "A warm wind blows for anyone who _____ (insert a category)". If this statement is true, those students will move their arms like the wind. The teacher can continue leading the prompt with a new category or can invite a student to lead a round of A Warm Wind Blows.

Tuesday

Greeting: Spanish Greeting
Sharing: Who or what makes you laugh?
Group Activity: Go Noodle, [Respiración de Arcoiris/Rainbow Breath](#)

Spanish Greeting: This week, we will greet each other in Spanish. Teacher models, "Buenos días, _____ (insert name of neighbor in the circle)". Student responds, "Buenos días, _____." Greeting continues around the circle until everyone has been greeted.

Go Noodle: This exercise will teach you how to raise your energy, and get ready for your day.

Wednesday

Greeting: Butterfly greeting
Sharing: What is something we have done together so far that you have enjoyed?
Group Activity: Wiggle Cool Down

Butterfly Greeting: Show students how to hook their thumbs together to form a butterfly. They will flutter their butterfly while greeting and the class will flutter their butterflies in response.

Wiggle Cool Down: Each student choose a spot that is at least two arms link away from others.. Say: "We are going to count down from 10 to 1, making motions that help us release extra energy to get our bodies and brain calm, focused, and ready to learn.

Wiggle, wiggle, wiggle for 10, 9, 8... (Everyone should be standing, wiggling their whole bodies, and making silly noises.)

...at 7 and 6 we are getting quiet... (Lower your voice to a whisper as you say this.)

...at 5 and 4 our bodies sit silently...

...at 3 we take a deep breath and roll our shoulders back...at 2 we take a deep breath and close our eyes or gaze down...and 1 and 0 have students open their eyes or look up.

Thursday

Greeting: Silly Voice Greeting
Sharing: Who is someone that makes you feel special or loved?
Group Activity: Hopes and Dreams

Silly Voice Greeting: The teacher says, "My name is ____" in a silly voice (ie. squeaky mouse voice, low tone, whisper etc.). Students respond in unison, "Good Morning _____!" in the same silly voice. Continue around the circle until everyone has been greeted.

Hopes and Dreams: Have students move around the room (i.e. slow motion, tiptoe, hop, etc.) to a partner and share a hope and/or dream you have for the year. Repeat 3 times so that students will share with 3 classmates. Afterwards, create a whole class chart of some of the hopes and dreams in the room. **[**Check out this article on how to differentiate this activity across grade levels**](#)**

Friday

Greeting: Adjective Greeting
Sharing: What is something you are looking forward to?
Group Activity: One Thing You Like to Do

Adjective Greeting: Each student chooses an adjective that begins with the same sound as their first name. Going around the circle, students introduce themselves by saying, "Hello, my name is [adjective] [first name]." For example, "Hello, my name is Clever Celeste!" Classmates respond, "Hello, Clever Celeste!"

One Thing You Like to Do: Each student is going to pantomime a favorite activity. Teacher models an example for the students. Give students time to think of an activity and a movement they can do to represent that activity (i.e., pretending to swing a baseball bat). Each student does their moves around the circle, and classmates guess the activity.



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach Principal Attestation 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 copy of the Parent/Family Engagement 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 meeting notice, agenda, sign in sheets, and meeting notes, 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 of at least 2 sample communications in 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 and/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 and Foster Care Documentation (Attach completed Attachment #9; 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 and/or entered in PlanWorks)
- By signing this form, I am confirming that these Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)**

Blackshear Fine Arts

_____ Campus

Name Principal's Signature Date

Department of State, Federal, & Private Accountability 2022-2023

Attachment #1:

Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals.

Attach copies of the following documentation:

- ✓ Sign and attach the following Principal Attestation Form
**Title I Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals**

Name of Campus: Org # 105 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 2022-2023.

YES NO

<input checked="" type="checkbox"/>	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 with technology; (4) conduct family engagement 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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.