

BLANTON EL

**Annie Webb Blanton Elementary School
2022/2023**

The place to be in 78723



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BLANTON EL

Mission

At Blanton Elementary we will create a safe and welcoming community that promotes engaging

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

BLANTON 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

Blanton is an authentically diverse campus.

American Indian or Alaska Native 0%

Asian 3%

Black or African American 8%

Hispanic 42%

Native Hawaiian or Other Pacific Islander 0%

Two or More Races 6%

White 40%

One demographic that is hidden is our Self-Identified Black or African American. If you look inside the Hispanic and Two or More Races category, we get a total Black student percentage of 14%

By income, last year we were 46% low income. This year's numbers are highly inaccurate because about 1/3 of the income forms are incomplete.

Special education about 10%.

This authentic diversity is a strength because everyone can learn about different cultures and how to work together.

Demographics Weaknesses

The biggest challenge in our demographics is building a campus climate and culture where everyone feels loved, appreciated, and welcome.

Demographics Needs

To address our challenge we need to mindfully address cultural factors and continually improve campus climate and culture.

Demographics Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

At Blanton in 21-22 there were 7 total discipline incidents.

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

Due to the fact that zero Black students and zero special education students had formal discipline incidents, I am unable to answer these questions.

Student Achievement

Student Achievement Strengths

Blanton's strength in Student Achievement is in the growth/progress area. 94% of 4th and 5th graders in 21-22 made their progress points.

Student Achievement Weaknesses

We need to improve 3rd grade achievement in particular, achievement overall, and TELPAS growth throughout the grade levels.

Student Achievement Needs

Increased focus on 3rd grade
Increased focus on TELPAS writing, listening, speaking

Student Achievement Summary

Comprehensive Needs Assessment

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-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)

Reading and Math: Black and Hispanic students lag White students

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

Black and Hispanic

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

Due to the challenges with the EOY testing, the trends are substantially similar between BOY to EOY. Interestingly, they do not reflect actual STAAR results. The actual STAAR results are above the projection of BOY or EOY in all subjects and grades.

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

Overall our greatest need is in the area of Speaking. It is an artificial experience for the students to speak to the computer and this shows in our very low percentage of students at advanced and advanced high.

Overall the language development of our EB students needs to be an area of focus.

School Culture and Climate

School Culture and Climate Strengths

Blanton is a positive campus with a solid school culture and climate. We have systems to promote positivity.

School Culture and Climate Weaknesses

We would like to grow in the area of student voice and input.

Comprehensive Needs Assessment

School Culture and Climate Needs

Implement a student health team.
Implement celebration assemblies quarterly.

School Culture and Climate Summary

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

Coordinated School Health Areas:

- CSH Implementation 57%
- Health Education 60%
- Physical Education/Physical Activity 93%
- Food Services 82%
- Employee Wellness 71%
- SEL 100%
- Physical Environment 85%
- Family Engagement 72%
- Community Engagement 100%
- Counseling/Mental Health/Social Services 89%
- Health Services 88%

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 2 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%?

Health education was unable to be completed due to the HSR suspension.

Our biggest gap in CSH Implementation is the lack of a student CATCH team. This will be a welcome addition this year.

(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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

Blanton is a desirable school for prospective employees. The staff turn over that we have had tends to be whole life changes for teachers such as going to graduate school or moving away from Austin.

Staff Quality, Recruitment and Retention Weaknesses

We can grow in the area of acknowledging master teachers and providing positive coaching feedback to all teachers.

Staff Quality, Recruitment and Retention Needs

Positive teacher acknowledgement
Providing positive feedback to teachers and staff.

Staff Quality, Recruitment and Retention Summary

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?

Belonging. Feeling connected to the campus community promotes staff retention and recruitment.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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

This was the area that stood out as a lower metric and below the district average as well.

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?

Positive notes to teachers to demonstrate our knowledge of their strengths and successes.

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

3.) What are your areas of growth?

Regularly updating the website as an area of communication with the parents and community.

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

We will continue to focus on the website as an area of growth.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

PLC and PPFT implementation are established and in the improvement phase.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Strengthening PLC at the early childhood level. It's challenging to adapt the DDI model.

Curriculum, Instruction and Assessment Needs

PD on PLCs in early childhood.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1lJB2glMXy-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 NA 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 cluster students for GT/TE.

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

GT advocate sends through School messenger and PTA newsletter

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

Ongoing PLC discussion of differentiation and extension

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

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- 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?
Dual language program, ESL certified teachers, conscious pairings in the classroom
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
Small group instruction and mentorship through reading programs
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
MAP assessment in English and Spanish
- 4.) How does the campus welcome families and students that are new to the country?
Hands on support for registration, language line for communications, mindful peer support

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)
This is an area of growth.
- 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)
Using enrichment funding and CLI grant funding
- 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.)
Hired high quality certified and motivated EA team

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Well established and motivated PTA and CAC, quarterly family engagement nights

Family and Community Involvement Weaknesses

Participation by a more diverse group of parents that matches the demographics of our campus

Family and Community Involvement Needs

Engagement strategies to promote greater diversity in family engagement

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.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)?

Diversity in Family Engagement

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

Observations of participants in different 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) SMART Goal: By the end of SY 22-23, Blanton will increase from 57% to at least 70% on the CSH Implementation portion of the Coordinated School Health survey by creating a student CATCH team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CATCH Chair will start a Student CATCH committee. #2, 4, 5 (Target Group: 5th) (ESF: 1,1.1,3,3.3)	CATCH Team	By December 2023		Criteria: CATCH student group roster
2. Student CATCH committee will have at least two activities in the spring semester during school hours. #2,4,5 (Target Group: All,5th) (ESF: 1,1.1,3,3.3)	CATCH Team	January-May 2023		Criteria: Activity photos and documents
3. Student CATCH team will present an activity/booth at Whole Child Night in the Spring. #2, 4,5 (Target Group: All,5th) (ESF: 3,3.3,3.4)	CATCH Team	March 2023		Criteria: Photos and documents pertaining to the event

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Objective 2. (Social and Emotional School Climate) By the end of SY 22-23, on the question of "How positive or negative is the energy of your school" Blanton will increase from 70% to 80% on the Panorama student survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blanton will begin weekly birthday acknowledgements for students with an announcement and a birthday pencil. #4 (Target Group: All) (ESF: 3,3.3)	Administrators	September 2022-May 2023		Criteria: Completion of activity
2. Blanton will hold quarterly SEL assemblies for all students #5 (Target Group: All) (ESF: 3,3.3)	Academic Leadership Team	September 2022-May 2023		Criteria: Photos and documents pertaining to assembly
3. Blanton will create a celebration stream of photos and comments in the front hall by mounting a monitor and creating a slideshow that is updated regularly. #7 (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal	By December 2022		Criteria: Completion of project and updated stream

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Objective 3. (Family Engagement) By the end of 22-23, Blanton will have 4 family engagement events with at least 4 parents participating in the organization/planning/execution of each event.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blanton will hold 2 academic focused family engagement nights--Literacy and STEM. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Academic Leadership Team	By May 2022		Criteria: Documents and photos from the events.
2. Blanton will hold two SEL focused family engagement nights--Whole Child and Multicultural (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Academic Leadership Team	By May 2023		Criteria: Photos and documents from the event.
3. Blanton will partner with parents/caregivers to participate actively in these 4 events by having parent volunteers participate behind the scenes in event organization and leadership. (Target Group: All) (ESF: 3,3.4)	Campus Leadership Team, PTA	By May 2023		Criteria: Photos and documents from the event.

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Objective 4. (Objective 4 - Title 1 Family Engagement) By the end of SY 22-23, Blanton will increase from 84% to 88% positive responses on "feel a sense of belonging with your child's school community" on the family Panorama survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blanton will hire a PSS with district ESSER funds for the 22-23 school year. (Title I SW Elements: 1.1,2.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 1,4) (ESF: 2,3,4)	Administrators	Through May 2023		Criteria: Hiring PSS
2. Blanton administrators, staff, and PTA board will proactively invite under-represented family groups to campus events such as PTA meetings, CAC meetings, and First Friday Coffee. (Title I SW Elements: 2.1,2.2,2.4,3.1,3.2) (Target Group: ECD,EB,AtRisk) (ESF: 3.3,3.4)	Administrators, Office Staff, PTA	Through May 2023		Criteria: Increased attendance at meetings
3. Blanton will use simultaneous interpretation equipment at in person meetings and zoom interpretation at virtual meetings to allow participation by an increased number of families. (Title I SW Elements: 2.1,2.3,2.6,3.1,3.2) (Target Group: ECD,EB,AtRisk) (ESF: 3,3.3,3.4)	Administrators, PTA	Through May 2023		Criteria: Increased participation at meetings.

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

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Blanton's Domain 1 rating will increase from 82 to 85 on the 2023 school report card.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLCs will meet 2x per week focused on achievement data, planning for relevant and inclusive instruction, analyzing student work, and aligning campus initiatives such as objective posters, common problem solving model, and common text processing method. (7 Conditions #3, #6) (Target Group: All) (ESF: 1,1.2,5,5.1,5.3)	Administrators	Through May 2023		Criteria: STAAR data
2. Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. #1 (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.2,5.3)	Academic Leadership Team	Through May 2023		Criteria: Data documents
3. Teachers will use disaggregated data to guide reteach and intervention planning. #3 (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3,5.4)	Teachers	Through May 2023		Criteria: STAAR scores

BLANTON EL

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Objective 2. (Support for Emergent Bilingual students) Blanton's Domain 3 TELPAS rating will meet the state target on the 2023 school report card.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to promote academic oracy and listening skills, teachers in grades 2-5 will include multimedia BLEND assignments across the curriculum so that students have practice and receive feedback on listening and speaking domains. #1, 3, 6 (Target Group: All,EB) (ESF: 1,1.2,4,4.1,5,5.1)	Teachers	Through May 2023		Criteria: Assignments in BLEND
2. Teachers will receive a copy of The Reading Strategies Book by Jennifer Serravello. Campus professional development will focus on strategies that support the reading development of second language learners.#1 (Target Group: All,EB) (Strategic Priorities: 2) (ESF: 1,1.1,5,5.1)	Academic Leadership Team	Through May 2023		Criteria: PD documents
3. Teachers will promote oracy and listening skills through the use of structured conversations and sentence stems. #3 (Target Group: All,EB,SPED,AtRisk,Dys) (Strategic Priorities: 2) (ESF: 5,5.1)	Academic Leadership Team, Teachers	Through May 2023		Criteria: PPFT observations and feedback

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Objective 3. (Objective 3 - RTI support for students at risk) Blanton's rate of approaches grade level on the 2023 STAAR test will increase from 68% to 80%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blanton will hire one part time and two part time interventionists to work in small groups with students at academic risk in reading and math. #1 (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5,5.4)	Administrators, Intervention Staff	Through May 2023		Criteria: Intervention rosters and STAAR scores
2. Teachers will respond to student data through small group tier 2 instruction (reteaching opportunities separate from core instruction.) #3 (Title I SW Elements: 2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Teachers	Through May 2022		Criteria: Small group and intervention plans
3. Blanton will provide after school and Saturday intervention in the spring semester to provide additional learning time for students who are at risk of academic failure in grades 3-5. #3 (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Academic Leadership Team, Teachers	Spring 2023		Criteria: Intervention rosters and plans

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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 633 to 645 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blanton admin will hold 16 prospective family tours on Monday afternoons from October to April. At least one Parent Ambassador will attend each tour. #2, 5 (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,PRE K,K) (ESF: 3,3.4)	Parent Support Specialist, Principal	through April 2023		Criteria: Completion of tours and Spring enrollment numbers
2. Assistant principals will create a student/family incentive system to promote registration in the spring semester #2, 5 (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal	January-June 2023		Criteria: Meeting goal of 85% registered
3. Administration, PSS, and office staff will hold at least 8 in person registration support sessions split between AM and PM in order to provide registration support #2, 5 (Title I SW Elements: 3.1,3.2) (Target Group: All,AtRisk) (ESF: 3,3.3,3.4)	Administrators, Office Staff, Parent Support Specialist	January-May 2023		Criteria: Meeting goal of 85% registered

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ILT will discuss website updates at ILT meeting #4,5 (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.3,3.4)	Administrators	Through May 2023		Criteria: Website announcements and calendar updated regularly
2. Principal will review/update website calendar while preparing the staff newsletter weekly #4,5 (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.3,3.4)	Principal	Through May 2022		Criteria: Calendar updated
3. Staff volunteer webmaster chosen from ILT and meets twice a semester with administration to make major revisions #4,5 (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.3,3.4)	Administrators, Website Manager	Through May 2022		Criteria: Updated website

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Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments. **Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
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

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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. (Target Group: AtRisk)	Administrators			
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

BLANTON EL Site Base

Name	Position
Gonzalez, Susel	CAC staff co-chair
Morthole, Jona	Staff
Laabs, Selandra	Staff
Izquierdo, Yadira	Staff
Belinda, Tucker	Staff
McIlwain, Andrea	Staff
Rodriguez Ramirez, Rosa	Staff
Lund, Kimberly	Special education staff
Smith, Patty	Classified staff
Meier, Esther	PTA president
Peters, Megan	CAC parent co-chair
Pry, Rachel	Business rep
Wallain, Dale	Parent
Wilson, Charles	Parent
Whitehouse, Amy	parent
Bauer, Sharon	Parent
Berger, Benjamin	Parent
Porter, Anders	Parent

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	82				90
Grade	B	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	73				80
STAAR Performance Meets	54				60
STAAR Performance Masters	34				40
STAAR Performance Raw Score	54				60
STAAR Performance Scaled Score	82				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: **Blanton**
 Campus Number: **227901106**
 Template by Campus & District Accountability

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	89				90
Academic Growth Scaled Score	94				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	45	45	45	45	45
Economically Disadvantaged % Grouping	44.1 to 45	44.1 to 45	44.1 to 45	44.1 to 45	44.1 to 45
Relative Performance Raw Score	54				60
Relative Performance Scaled Score	79				85
Relative Performance Grade	C	--	--	--	B

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				96
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				100
Grade	C	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	9	out of 14	2022 Values:	12	out of 12
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:	14	out of 14	2023 Goals:	12	out of 12

English Language Proficiency			Student Success		
2022 Values:	0	out of 1	2022 Values:	5	out of 9
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:	9	out of 9



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)*

B lanton

Campus Name

W. A. New

Principal's Signature

11/18/22

Date

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: Blanton Org # 106

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

✓	—	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.
✓	—	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.
✓	—	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.
✓	—	4. A list of <i>Homeless and Foster care Students and Services</i> is maintained and updated quarterly. ALL Title I School campuses are required to post information on their website regarding local services and program that assist homeless students. (Contact Project HELP for assistance – 512-414-3690.)
✓	—	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.

YES	NO	
✓	—	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 2023.
✓	—	7. Copies of this Attestation are maintained at the campus and will be made available upon request. <u>The campus maintains ALL files for five years.</u>

Printed Name of Campus Blanton EL

Victoria O'Neal
Signature of Principal

11/1/22
Date

Victoria O'Neal
Typed/Printed Name of Principal

SAFA Initials & Date

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 copies of the following documentation:

- ✓ **Your campus Parent/Family Engagement Policy on campus stationary.
(Sample policies attached for your reference.)**



BLANTON ELEMENTARY

AUSTIN Independent School District

Austin I.S.D.
Annie Webb Blanton Elementary
School Compact
2022-2023
Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of Annie Webb Blanton Elementary 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 six weeks 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, electronic mail, texts, newsletters, meetings, etc.

IV. Annie Webb Blanton Elementary will hold an annual Title I meeting for parents and community during the first six weeks to share and discuss the Title I program. 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. 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 Parent Advisory Council, the CAC or any other scheduled parent meetings.

VI. 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.

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



BLANTON ELEMENTARY

AUSTIN Independent School District

Austin ISD

Escuela Primaria Annie Webb Blanton

2022-2023

Política de participación de padres y familias

La facultad, la familia/los padres, el personal y los miembros de la comunidad de la escuela primaria Annie Webb Blanton desarrollarán y acordarán una política escrita para la participación de los padres durante el desarrollo y la revisión de el plan de mejora del campus.

I. La Política de participación de la familia y los padres se distribuirá durante las primeras seis semanas del año escolar.

II. Será responsabilidad del personal de la escuela establecer un proceso de comunicación bidireccional con los padres y las familias con respecto al progreso académico de sus hijos. Esto debe incluir, pero no limitarse a: informes de progreso, boletas de calificaciones, llamadas telefónicas, notas, boletines, etc.

III. La escuela hará todo lo posible para comunicarse con la familia/padres en un idioma que entiendan. La comunicación puede incluir, pero no limitarse a tareas, carpetas, correo electrónico, textos, boletines, reuniones, etc.

IV. La escuela primaria Annie Webb Blanton llevará a cabo una reunión anual de Título I para los padres y la comunidad durante las primeras seis semanas para compartir y discutir el programa de Título I. En la conversación se incluirá información sobre el plan de estudios de la escuela y los tipos de evaluaciones académicas utilizadas para medir los niveles de progreso/competencia de los estudiantes que se espera que alcancen los estudiantes.

V. Los padres tendrán la oportunidad de dar su opinión y hacer recomendaciones sobre el Plan de Mejoramiento del Plantel, el programa Título I, el Pacto de Familia/Padres y la Política de Participación de Familia/Padres a través del Consejo Asesor de Padres, el CAC o cualquier otra reunión de padres programada. .

VI. Para satisfacer las necesidades cambiantes de nuestra escuela, la Política de participación de la familia/padres se revisará/actualizará durante el proceso de revisión anual del Plan de mejora del campus.

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 copies of the following documentation:

- ✓ **Your campus Parent/Family School Compact. (Sample Compacts attached for your reference.)**

Will be sent 28 November 22



BLANTON ELEMENTARY

AUSTIN Independent School District

Austin ISD
Annie Webb Blanton Elementary
School Compact
2021-2022

La investigación muestra que cuando los padres participan en las escuelas, los estudiantes logran más, la asistencia es mejor, las calificaciones y los puntajes de las pruebas son más altos y las tasas de graduación aumentan. Los estudiantes también tienen más probabilidades de alcanzar su máximo potencial de crecimiento intelectual, social, emocional y físico. La participación de la familia en la educación es fundamental para el éxito de los estudiantes. Para lograr esto, los padres, maestros y estudiantes deben trabajar juntos. Le pedimos que acepte hacerlo firmando y devolviendo este acuerdo.

Acuerdo de los padres

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

- ✓ Enviar a mi hijo a la escuela preparado y listo para aprender
- ✓ Leer a y con mi hijo
- ✓ Establecer un tiempo para la tarea y revisarla regularmente, si el maestro de mi hijo asigna tarea
- ✓ Participar, según corresponda, en las decisiones relacionadas con la educación de mi hijo y el uso positivo del tiempo extracurricular
- ✓ Apoyar a la escuela en su esfuerzo por mantener la disciplina adecuada
- ✓ Apoyar a la escuela participando en eventos y actividades escolares, según lo permita mi horario

Fecha _____ Firma del padre _____

Acuerdo del estudiante

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

- ✓ Asistir a la escuela todos los días y llegar a tiempo
- ✓ Completar y devolver las tareas asignadas a tiempo, si mi maestro asigna tareas
- ✓ Seguir las reglas de la escuela y ser responsable de mi comportamiento
- ✓ Leer todos los días

Fecha _____ Firma del estudiante _____

Acuerdo del maestro

Como maestro, quiero que todos mis alumnos tengan éxito académico. Seré responsable de:

- ✓ Brindar instrucción de una manera que motive y anime a mis alumnos
- ✓ Brindar un ambiente positivo y seguro para el aprendizaje
- ✓ Mantener a los alumnos y padres informados sobre el progreso del alumno de forma regular
- ✓ Comunicarme con los padres a través de conferencias con los padres según sea necesario
- ✓ Estar disponible para que los padres se comuniquen conmigo cuando no esté dando clases

Fecha _____ Firma del maestro _____



BLANTON ELEMENTARY

AUSTIN Independent School District

Austin I.S.D.
Annie Webb Blanton Elementary
School Compact
2022-20223

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 every day
- ✓ 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, if my child's teacher assigns homework
- ✓ 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 school by participating in school events and activities, as my 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 every day and being on time
- ✓ Completing and returning homework assignments in a timely manner, if my teacher assigns homework
- ✓ 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 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 _____

Attachment #4:

An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school 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. Parent notification of teacher absences greater than 10 days**
- VIII. Parent notification of temporary teacher certification**
- IX. Initiatives unique to campus**
- X. Parent's right to be involved.**

A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE

Attach copies of the following documentation from the Annual Parent/Family Meeting:

- ✓ Meeting Notice**
- ✓ Agenda (listing each of the above topics addressed)**
- ✓ Sign in Sheets**
- ✓ Meeting Minutes/Notes**

Bobcat news/noticias

Blanton Elementary School <victoria.oneal@austinisd.org>

Mon 10/3/2022 9:30 AM

To: Victoria O'Neal <victoria.oneal@austinisd.org>



BLANTON ELEMENTARY

AUSTIN Independent School District

10/3/22

Bobcat news

Welcome to October!

Dates to remember

10/7 Early dismissal 1:30pm. Buses will run on the same schedule. If your after care program will not be in session, please be sure your teacher knows if your student will be picked up at drive up or walk up.

10/7-10/13 End of Quarter Assessments for grades 3-5

10/13 End of the first quarter

10/14 Student holiday/Teacher work day.

Title 1 parent meeting

This year Blanton is designated as a Title 1 Targeted Support campus. Please join Ms. O'Neal for a Title 1 parent information session.

10/5 8am Blanton Cafeteria

10/7 2:30pm on Zoom <https://austinisd-org.zoom.us/j/97918072199?pwd=dU9aS0E3d2V4czYyWGVmZ1BpZGR4UT09>

Meeting ID: 979 1807 2199

Passcode: 229763

Arrival and dismissal reminders

- Please do not stop or park on Rogge where the car line forms. This causes cars to have to swerve around parked cars, which can end up with a fender bender.
- Drivers should not get out of the car in the car line. If your student needs extra help, a staff member will help them or you may choose to park and walk up.
- Please only make a right turn into the circle drive at arrival and dismissal.

Here's to another great week at Blanton!

This message provided in various languages according to the preferences of the recipient.

Title I 2022-23 Annual Parent Meeting

Blanton Elementary
Victoria O'Neal, Principal

Agenda

What is Title I?
Parent's Rights Under Title I
Parent Involvement Plan
School-Parent Compact
Campus Advisory Council
PTA
Student Achievement Data
Title I Funds

Objetivo

¿Qué es el Título I?
Derechos de los padres bajo el Título I
Plan de participación de los padres
Pacto entre la escuela y los padres
Consejo Asesor del Campus
PTA
Datos de rendimiento estudiantil
Fondos del Título I

Purpose // Objetivo

All Title I schools are required to hold an Annual Title I meeting at the beginning of each school year to....

Inform parents/guardians about Title I programming, and

Share how parents/guardians can become involved and participate in school events and groups.

Se requiere que todas las escuelas de Título I celebren una reunión anual de Título I al comienzo de cada año escolar para....

Informar a los padres/tutores sobre la programación del Título I, y

Comparta cómo los padres/tutores pueden involucrarse y participar en eventos y grupos escolares.

Goals of Title I // Objetivos del Título I

Our goals are...

- to increase academic achievement.
- to provide direct instructional support to students.
- to provide professional development for teachers.
- to promote parent education and involvement

Nuestros objetivos son...

para aumentar el rendimiento académico.
proporcionar apoyo educativo directo a los estudiantes.
para proporcionar desarrollo profesional a los maestros.
para promover la educación y participación de los padres

What is Title I? // ¿Qué es el Título I?

Title I is funding provided by the federal government to support the success of low income and/or at risk students. The funds can be used for:

Salaries for additional staff
Additional materials for learning
Supplemental curricular materials
Professional development for teachers
Parent Support Activities

El Título I es un financiamiento provisto por el gobierno federal para apoyar el éxito de los estudiantes de bajos ingresos y/o en riesgo. Los fondos se pueden utilizar para:

Salarios para personal adicional
Materiales adicionales para el aprendizaje
Materiales curriculares complementarios
Desarrollo profesional para maestros
Actividades de apoyo para padres

Parent's Right to Know // Derecho de los padres a saber

Parents have the right to know about the teaching qualifications of their child's classroom teacher in a school receiving Title I funds

- Whether the teacher is certified for the grade/subject in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether your child is provided services by paraprofessionals and, if so, their qualifications

Los padres tienen derecho a conocer las calificaciones docentes del maestro de clase de su hijo en una escuela que recibe fondos del Título I.

- Si el maestro está certificado para el grado/materia en la que el maestro brinda instrucción;
- Si el maestro está enseñando bajo estado de emergencia u otro estado provisional a través del cual se ha renunciado a los criterios de calificación o licencia del Estado;
- Si su hijo recibe servicios de paraprofesionales y, de ser así, sus calificaciones

Parent Involvement Plan // Plan de participación de los padres

Every Title I school, in collaboration with parents, must develop a school parent involvement plan.

The plan describes how the school will involve the parents in an organized, ongoing, and timely way in the planning, review and improvement of the Title I program at the school.

A copy of the plan can be found on our website.

Cada escuela de Título I, en colaboración con los padres, debe desarrollar un plan de participación de los padres en la escuela.

El plan describe cómo la escuela involucrará a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora del programa Título I en la escuela.

Puede encontrar una copia del plan en nuestro sitio web.

School-Parent Compact // Pacto entre la escuela y los padres

A written agreement that outlines how the parents, the entire staff and the students will share the responsibility for improved student academic achievement, as well as describes how the school and parents will build and develop a partnership that will help children achieve the state's high standards.

Un acuerdo escrito que describe cómo los padres, todo el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes, así como describe cómo la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares del estado.

Campus Advisory Council // El Consejo Asesor del Campus

The Campus Advisory Council (CAC) meets monthly to learn about Blanton initiatives, processes, review the Campus Improvement Plan and annual budget, and advise the principal from the point of view of parents and community members.

While only official members of the CAC may vote on voting items, the meetings are open to all.

This year the CAC meets on zoom on the first thursday of each month at 5pm. Interpretation in Spanish will be provided.

El Consejo Asesor del Campus (CAC) se reúne mensualmente para conocer las iniciativas y procesos de Blanton, revisar el Plan de Mejoramiento del Campus y el presupuesto anual, y asesorar al director desde el punto de vista de los padres y miembros de la comunidad.

Si bien solo los miembros oficiales del CAC pueden votar sobre los temas de votación, las reuniones están abiertas a todos.

Este año, el CAC se reúne por zoom el primer jueves de cada mes a las 5 p. m. Habrá interpretación en español.

PTA

The Blanton PTA supports the work of the school through parent leadership, volunteering, and fundraising.

The Blanton PTA welcomes the participation of all families! Join the PTA, receive the weekly newsletter, and learn about events at <https://ptablanton.ptboard.com/>

No family will be left out due to inability to pay. Sponsored (free) PTA membership and school t-shirt available for anyone who needs it.

La PTA de Blanton apoya el trabajo de la escuela a través del liderazgo de los padres, el voluntariado y la recaudación de fondos.

La PTA de Blanton da la bienvenida a la participación de todas las familias! Únase a la PTA, reciba el boletín semanal y conozca los eventos en <https://ptablanton.ptboard.com/>

Ninguna familia se quedará fuera por no poder pagar. Membresía de la PTA patrocinada (gratis) y camiseta de la escuela disponible para cualquier persona que la necesite.

School Performance Data Datos de rendimiento escolar

Overall Rating

(B)
89 out of 100

Blanton school performance data can be found at

<https://txschools.gov/?view=school&id=227901106&tab=overview&lng=en>

Los datos de rendimiento escolar de Blanton se pueden encontrar en

<https://txschools.gov/?view=school&id=227901106&tab=overview&lng=en>

School Performance Data Datos de rendimiento escolar

Overall Performance Details

Student Achievement

(B)
82 out of 100

Student Achievement measures student performance on the STAAR test. A score of 82 out of 100 indicates that students are performing well.

School Progress

(A)
94 out of 100

School Progress shows how students perform over time and how the school is improving. A score of 94 out of 100 indicates that the school is making good progress.

Closing the Gaps

(C)
77 out of 100

Closing the Gaps is a measure of how well the school is addressing the needs of students who are at risk of not meeting state standards.

Title I Funds in Our School Fondos del Título I en nuestra escuela

Staff

- Content interventionist—Ms. Katie Artuz
- Title I part time tutors—still hiring

Materials

- Reading, math, science curriculum
- Classroom library books
- PE, art, music materials
- Literacy initiatives in the library

Professional development for teachers

Parent support funds

Hiring PSS!

Personal

- Intervencionista de contenido—Sra. Katie Artuz
- Tutores de tiempo parcial del Título I; todavía contratando

Materiales

- Currículo de lectura, matemáticas y ciencias
- Libros de la biblioteca de la clase
- Materiales de educación física, arte, música.
- Iniciativas de alfabetización en la biblioteca

Desarrollo profesional para maestros

Fondos de apoyo para padres

¡Contratación de PSS!

Questions/Preguntas



Thank You For Coming! ¡Gracias por venir!

Thank
You



Title 1 10/5

Name / Nombre

Maribela Mendoza

Maria Diaz

Fabiola Flores

Attachment #5:

Communications are sent home in a LANGUAGE that a parent/family understands.

Attach copies of the following documentation:

- ✓ **At least 2 sample communications in languages other than English**

Estimadas familias,

¡Bienvenidos a agosto y al año escolar 22-23 en Blanton!

Aparta la fecha para

conocer a los maestros. Viernes, 12 de agosto, 4:30-6pm. Viene y va. Deje los útiles en el salón de clases y conozca al maestro. Las mochilas gratuitas estarán disponibles por orden de llegada, si su estudiante necesita una mochila.

¡Primer día de escuela! Lunes 15 de agosto. Apertura de puertas a las 7:25.

Cómo mantenerse en contacto

Número de teléfono de la oficina: 512 414 2026

Sitio web: <http://blanton.austinschools.org/>

PTA: <https://ptablanton.ptboard.com/>, <https://www.facebook.com/PTABlanton>

Blanton Twitter: @BlantonElem

Administradores:

Victoria O'Neal, directora: victoria.oneal@austinisd.org

Daniela Ruiz, subdirectora: daniela.ruiz@austinisd.org

Matthew Kenny, subdirector: matthew.kenny@austinisd.org

Consejeros:

Pat Rios: patricia.rios@austinisd.org

Kyra Cruise: kyra.m.cruise@austinisd.org

Lista de útiles escolares sugeridos

Si no puede obtener todos los artículos de la lista, no se preocupe. Si puede donar algunos extras, les daremos un buen uso.

https://drive.google.com/file/d/1AwJgg7qOn4ONBi_rKasCd1DvavL8UEK1/view?usp=sharing

aceptan donaciones con gratitud

Si puede, hay algunos artículos que comúnmente necesitamos reemplazar durante el año. ¡Esta lista de deseos de Amazon le permitirá enviar donaciones directamente a la oficina!

[2022-2023](#)

Blanton

[familia](#)

Por favor, háganos saber qué preguntas tiene! ¡No puedo esperar a que este año tenga un comienzo increíble!



BLANTON ELEMENTARY

AUSTIN Independent School District

¡Qué esperar para el regreso a clases!

¡Estamos muy contentos de que se una a nosotros aquí en Blanton!

Seguridad

Para la seguridad de la comunidad de Blanton, Blanton ha controlado la entrada durante el día escolar. Las puertas del patio de la escuela están cerradas con llave y todos los visitantes/voluntarios son escaneados a través del sistema raptor y se les otorga una credencial. Las zonas para dejar y recoger estarán en el frente de la escuela.

Es una política de todo el distrito que los padres no pueden ingresar al edificio a la llegada y salida para acompañar a los estudiantes a clase. **Esto incluye el primer día de clases.** Si los padres tienen preguntas para la oficina, podrán ingresar a la oficina.

Favor de dar abrazos y besos en el patio a la llegada. Los miembros del personal están estacionados en todo el edificio para ayudar a los estudiantes a llegar a clase. ¡Por esa razón, alentamos a todas las familias a que vengan a la noche de Conocer al Maestro!

Noche de Conozca al Maestro

12 de agosto de 2022, 4:30-6:00. Esta es una Casa Abierta donde las familias pueden ingresar al edificio, conocer al maestro, visitar el salón de clases, compartir información importante y dejar útiles.

- Comience en las mesas de nivel de grado en la entrada circular delantera.
- Cualquier familia que no esté asignada a un maestro visitará la oficina para resolver cualquier problema de papeleo.
- Habrá mochilas gratis disponibles en la cafetería, por orden de llegada.

Llegada el primer día

Si asististe a Meet the Teacher y sabes quién es tu profesor, ¡no hay necesidad de esperar en la puerta principal! ¡Los estudiantes pueden entrar al edificio y dirigirse a clase!

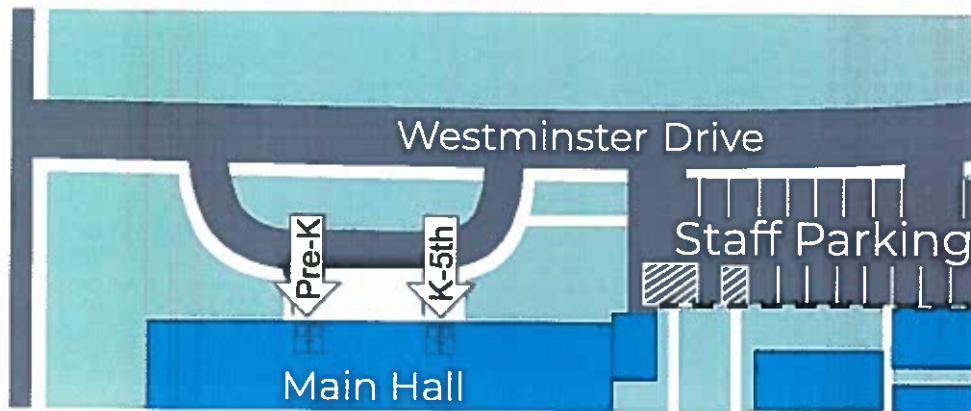
Si no sabe quién es su maestro, deténgase en la mesa del círculo de enfrente.

Recordatorio de que los padres no podrán acompañar a los estudiantes al edificio. ¡La zona de besos y abrazos estará en las puertas de entrada!

Las puertas abren todos los días a las 7:25 am. La campana de tardanza suena a las 7:40 am.

Los estudiantes pueden ser dejados en la línea de carros o por un padre que se acerque caminando. Los estudiantes mayores y sus hermanos pueden llegar solos, a discreción de los padres. **Por favor, no deje a sus estudiantes en la calle o en los estacionamientos de los maestros.** PK3(AM) y PK4 ingresan por las puertas delanteras más cercanas a la marquesina, y K-5th ingresa por las puertas delanteras más cercanas al asta de la bandera (vea el mapa a continuación).

Llegada Mapa



Salida

Todas las salidas se llevarán a cabo en el frente de la escuela a partir de las 3:08.

Los padres pueden informarle al maestro su plan de recogida en Meet the Teacher o los maestros se comunicarán el primer día de clases. Las familias deben elegir un área de recogida. **Tenga en cuenta que la opción Recogida a pie es mucho más rápida que Recogida en coche.**

Cada estudiante recibirá una etiqueta de mochila que está codificada por colores para su ubicación de recogida. Los padres o las personas designadas que recojan en automóvil o en persona deben tener una tarjeta para recoger a Blanton con el nombre y el grado del estudiante. Tendremos tarjetas en blanco disponibles en Meet the Teacher y en la entrega el primer día.

Recogida a pie (flecha verde abajo). Camine hasta la puerta entre el salón principal y el estacionamiento del personal. Un miembro del personal le entregará a su hijo. Los padres pueden estacionarse en la calle si conducen a la escuela para recogerlos. ¡Esta es la opción más rápida para recoger! Puede ser un poco lento la primera semana de clases, pero después de eso, los recolectores andadores son los más rápidos.

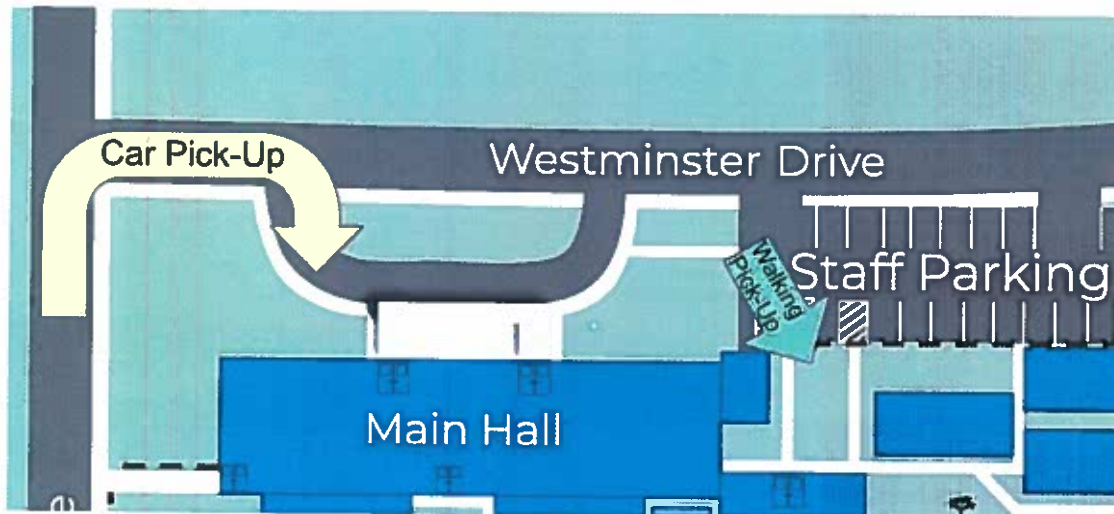
Caminantes. Los estudiantes en los grados 3-5 y sus hermanos pueden salir del campus de forma independiente para caminar o andar en bicicleta a casa si los padres le dan permiso al maestro.

Recogida de coches (flecha amarilla abajo). Ingrese a la rotonda girando a la derecha en Westminster Drive. No es seguro ingresar al camino girando a la izquierda. Si se forma una fila de autos mientras esperan para recogerlo, debe girar hacia Rogge Lane (vea la flecha en el mapa). Cuando se detenga en la entrada, soltarán a su hijo y lo acompañarán al automóvil. **Los padres no deben caminar hasta el área de recogida de automóviles.**

Autobús/furgoneta de guardería. Los estudiantes serán acompañados a su autobús o camioneta por un miembro del personal todos los días.

Cuidado después de la escuela en el lugar. Los estudiantes serán acompañados a BASE y Creative Action todos los días.

Mapa



Llegada tarde

Si llega a la escuela después de las 7:40, estacione y lleve a sus estudiantes a la oficina. Los estudiantes no deben quedarse solos en la puerta principal por ningún motivo.

Salida

anticipada Si necesita sacar a su estudiante temprano, puede llamar a la oficina con anticipación y tendremos a los estudiantes listos en la oficina. O bien, puede venir a la oficina y llamaremos por el estudiante. ¡Dé tiempo adicional para llegar a su cita! Por favor, no saque a los estudiantes entre las 2:30 y las 3:10 ya que es un momento muy ocupado para la oficina. Si necesita un estudiante entre las 2:30 y las 3:10, búsquelo entre las 2 y las 2:30 p. m.

Servicio de alimentos

¡Todos los desayunos y almuerzos son gratuitos para los estudiantes de Blanton! Los estudiantes pueden traer comida de casa. Para obtener una vista previa de los menús, use <https://www.schoolcafe.com/>

Llame a la oficina si tiene alguna pregunta: 512 414 2026. ¡Gracias!

Attachment #6:

Parents have been notified in writing of their Right to Know Teacher Qualifications.

Attach copies of the following documentation:

- ✓ **Documentation of notice on school letterhead. Please ensure the date, school name, address, Principal name and contact information have all been updated. (A sample form is attached for your reference.)**



BLANTON ELEMENTARY

AUSTIN Independent School District

11/18/22

As a parent of a student at Blanton, 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 contact Principal Victoria O'Neal at victoria.oneal@austinisd.org or 512-414-2026.

Como padre de un estudiante de la escuela Blanton, 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 contacta al directora Victoria O'Neal al victoria.oneal@austinisd.org o 512 414 2026.

Attachment #7:

Parents collaborated and coordinated with staff to design staff development for campus staff related to the Value and Contributions of Parents.

Attach copies of the following documentation:

- ✓ Documented efforts of soliciting family/parent input (i.e. surveys, Parent/Family meeting agenda with notes and sign-in sheets, etc.)
- ✓ Staff PD Agenda from parent input
- ✓ Staff Sign in Sheets and minutes

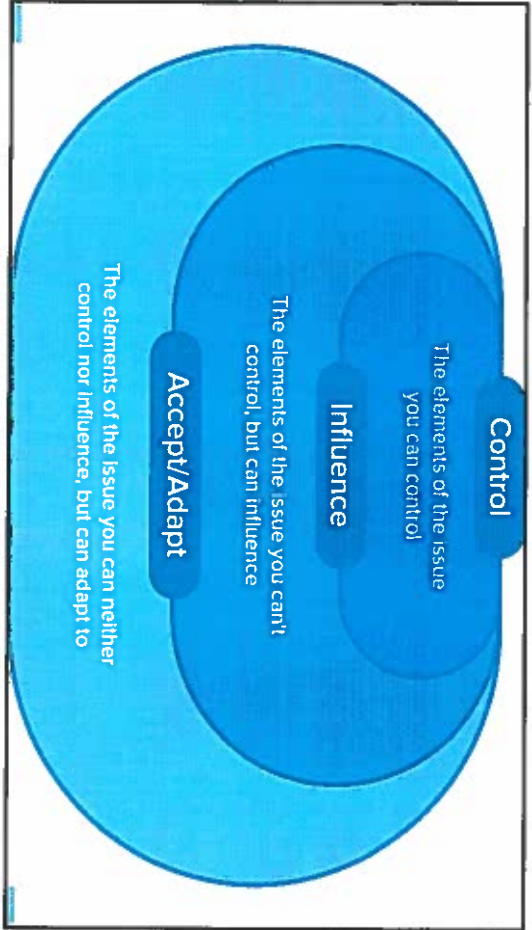
PD informed by frequent PTA/CAC communication indicating concern for teachers' mental health and wellness.

PD Day
10/14/22

HSR etc

Announcements

- PTA liaison
- Bond advocacy
- Benefits enrollment
- Chairs on desks—general pickup
- Mod Pizza October 20
- Flu shots October 31
- Photo day November 2
- No school November 8



Work/Life Boundaries

- Only personal email on phone
→ work emails at work
- Set a "time to pack up" alarm
→ prioritize tasks during the day
- Come early or stay late, but not both.
- Schedule appointments, exercise or something fun immediately after school.

#10HOURGAVEME

#40hourGaveMe

I will...

- ... work for 1 hour in the morning when my brain is fresh.
- ... NOT work after 5 PM
- ... check email 2x/day
- ... respond to or file email immediately
- ... accept "good enough" rather than perfection *example of good for

Work-Life Boundaries

- Stop working by 5 or 6 PM when my spouse comes home.
- Use check-box rubrics to grade essays — faster!
- Create Google slides for lessons to share/absent students.

#40 Hour Gave Me

WORK Life Boundaries

- I will only enter grades on **Wednesday**.
- I will use an "out of office" email notification after **5 PM**.
- I will **NOT** do work on **Friday** or **Saturday** evenings.
- I will **STOP** working by **9 PM** during the work week.

- I stay later on Fridays so Monday is ready to go. No school work on weekends Yuh!
- I give myself a 10 minute limit to internet searching for THE PERFECT LESSON. Ask one and move on!
- If I get asked to grade a late assignment, I nicely say that my grading day is Monday.

#40 Hour Gave Me

Attachment #9:

Homeless and Foster Care Student Documentation

Attach copies of the following documentation:

- ✓ **Completed Attachment #9**

Maintain at campus to be made available upon request:

- ✓ **Attachment 9A – “Homeless Student Services” Sheet**

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 at campus the attached 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:

CIP Developer Page

Attach copies of the following documentation:

- ✓ **Completed and signed CIP Developers or indication that information has been entered directly into PlanWorks**

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

Campus Name Blanton Org# 106

Instructions: List the name & position of the developers of the 2022-2023 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. O'Neal	Victoria	Principal
2. Ruiz	Daniela	A P
3. Kenny	Matthew	AP
4. Burree	Veronica	CALT
5. Strobandt	Rita	PE Teacher/Catch
6. Gonzalez	Susel	CAC Staff Chair
7. Peters	Megan	CAC parent Chair
8.		
9.		
10.		
Victoria O'Neal		11/18/22
Printed name <u>Victoria O'Neal</u> Signature		Date

07/25/2022