

HART EL

Bernice Hart Elementary School

2022/2023

Reach for the Moon Land Among the Stars



Larry Perez
8301 Furness Drive, 8301 Furness Dr
5128412100
larry.perez@austinisd.org

HART EL

Mission

Campus Mission: To empower and promote the success of every child in our diverse community

Texas Public Education Mission Statement

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

HART 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.

HART EL

Vision

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

Campus Values: Teaching our students to be R.O.C.K.E.T.S.

Responsible,

On Task,

Cooperative,

Kind,

Enthusiastic, a

Team Worker, to find

Success in everything they do! Safety, Equity, Diversity

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

Campus strengths consist of a collaboration between special education and general education.

Teacher focus on building strong social emotional ties to their teaching which includes a daily morning meeting. We also have a daily morning assembly that supports our core values by reciting our Hart Rocket Pledge in both English and Spanish. We are also working on different virtues every month which include: Trustworthiness, Perseverance, Kindness to name a few.

Demographics Weaknesses

List areas you would like to grow here:

We are still trying to make sure that we are creating schedules that support our special education students in a least restrictive environment. We are building the capacity of our general education teachers to support all learners with high yield strategies for learners that need more differentiated support.

Demographics Needs

We will need to build the capacity of all of our staff to ensure that we focus on the whole child. High quality instruction with the mix of social-emotional learning embedded in the curriculum will support our student population at Bernice Hart. It will take a team effort to fill the gaps of personnel shortage and students adapting to 100% of instruction in person without restrictions.

Demographics Summary

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

1.) In 2021-22, __0__% of the students within the African American/ Black population had one or more discipline events.

Comprehensive Needs Assessment

Demographics Summary (Continued)

2.) In 2021-22, 0 % of the students receiving Special Education services had one or more discipline events.
Data is not clearly represented on Forecast 5

Student Discipline Reflection Question:

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

It is still an expectation to support our black student population through campus based programs that support sociale motional well being and are more inclusive practices. We are starting with the program First Act First Knights which has a socialemotional curriculum that teachers are implementing on a daily basis to support all of our students. They are learning different virtues throughout the year. The schedule is as follows for our monthly award celebration for implementation of skills taught:

Oct 21 Trustworthiness

Dec 2 Perseverance

Jan 27 Compassion

March 10 Responsibility

April 21 Confidence

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? We have started at the beginning of the year with special education training on high yield strategies used within Special education. Our special education team lead lead the training to focus on inclusionary practices within tier 1 instruction to support our students that receive special education services. The training gave our teachers a toolkit(50 strategies in special education) to support them and our students. The focus was that students should be best served in a non exclusionary environment depending on a students Individualized Education Plan.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Our campus strength is in student growth. We had a strong showing in 4th and 5th grade math and reading in Domain 2 in last years STAAR performance. We met 11/12 targets in closing the gaps for all student groups that were targeted.

Student Achievement Weaknesses

List areas you would like to grow here:

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Areas for growth is in Domain 1 student performance which we received a score of a 74 in that area. One of the biggest reasons for this was the percent of students that received passing rates in science STAAR 2022. Only 50% of our students received an approaches score in Science. At percentage of students that received Meets grade level for STAAR we were at 23%. Those scores are significantly lower than the other areas and it significantly impacts the overall student performance in Domain 1.

Student Achievement Needs

We will need to support our teachers through targeted PLCs that review and analyze student work. The PLCs will support our staff through professional development that allows us to unpack the standards and create plans of implementation. In addition, the work is scaffolded and they are learning best practices from their peers and using curriculum and supports to deliver high quality instruction.

Student Achievement Summary

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

Reflection Questions:

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

Historically underserved student (African American)population performed at a higher level in reading and math than the emergent bilingual student population.

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

The two lowest performing student groups overall were the Emergent Bilingual and Hispanic student groups overall in all exams. An example of that is the Science STAAR test where 20 of Emergent Bilingual students received Meets and the Hispanic student group was at 21 percent that received Meets.

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
Using the STAAR Projected Proficiency Report EOY for Math 7% of our 3rd Grade and 4th grade students would receive Meets. While the 5th grade was at 2% Mastery for Math. Overall Score was at 5%.

Using the STAAR Projected Proficiency Report for Reading 11% of our 3rd Graders would receive Masters, 7% in fourth grade and 6% in Fifth grade. Overall the proficiency average for Reading Masters was at 8%

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

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

For TELPAS the campus Domain 3 Target was at 36% of students either advancing one level (composite score) or scoring at " Advanced High" Our campus TELPAS performance was at 44%. We were able to meet our target and will continue to keep building on this Domain 3 Target through vertical alignment.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here: Social emotional learning is a strength of the campus. The focus on the whole child through morning meetings is present throughout every classroom at the campus. We also promote the Hart Rocket Values which builds on self-confidence and personal growth in our students.

School Culture and Climate Weaknesses

List areas you would like to grow here:

This academic school year we are focusing on engaging the community in person. We have not had parents physically in the building regularly in a few years but want to bring our parents back to the campus to support us and collaborate with us. We are also focused on health education this school year through nutritional lessons and implementation of CATCH lessons from all of our classroom teachers.

School Culture and Climate Needs

We will build a stronger campus community with the increase in awareness to health education, nutrition, SEL and coordinated school health.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: <https://austinisd.co1.qualtrics.com/reporting>

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

-dashboard/##/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

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

Reflection Questions:

1.) In 2021-22, using the CSH list, _____ of the 11 areas did not reach 70% implementation. Was unable to access data on Qualtrics

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Staff retention is over 90% for bilingual teaching staff and overall relatively high. All of our hired teachers are certified and care deeply about our students.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Ensuring that all of our staff has the opportunity to be part of a district wide PPFT pathway that focuses on advanced academic,

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

technology, SEL, and cultural proficiency.

Staff Quality, Recruitment and Retention Needs

We will focus on differentiation and using high yield strategies to support our different student groups.

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? I would like to strengthen the relationship between the staff and the district support. The reason why I selected this was because 22% of the teachers gave a favorable score that they felt supported by district.

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

The area above was selected because this had an unfavorable score and this year we will be supported with a new district leadership team that can make the positive increase in collaboration.

Campus Communication Goals & Practices

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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? We will increase the awareness of Rave recognition amongst the staff. Staff will also be able to purchase items to use in the classroom with Hart currency when staff goes above and beyond.
- 2.) What are your customer service celebrations/strengths? Customer service celebrations were that enrollment is higher this year than projections.
- 3.) What are your areas of growth? We can grow in the overall impression we create through having well maintained grounds and an open line of communication.
- 4.) What will be your priority for customer service this year? My priority for customer service is to create a teacher store that allows them to purchase items that can be useful to them and increase staff morale. We will also increase the amount of RAVEs for staff every month.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Most teachers at our campus have five years or more of teaching experience. The teams collaborate for grade level meetings and review lesson plans to meet the unique needs of all of our students. Our teachers willingness to assess student growth at the beginning of the year, middle and end of year.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

An area of growth is to refine our areas of backwards design planning which focuses on the assessment first and moves to our creation of lesson plan content to target the areas of need and focus on state standards for the assessment.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

This year one of our areas of focus is to ensure we build more extensions for our students that are in gifted and talented. We want to make sure that we are differentiating with our learners that are high performers and students that need more scaffolding.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1IJB2gIMXy-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 data family and community involvement is an area of growth where we can moved up to te exemplary.

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)?

GT and high ability students are first placed in a classroom with a teacher that has her GT certification.

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

The campus has created a Family Engagement and GT community to create opportunities for families to be involved from the identification to the support of students already in Gifted and Talented.

3.) How do you support a culture that provides advanced learning opportunities to all students? A culture of advanced academic is provided through Professional Learning communities with teacher embedded extension and projects for high achieving

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

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

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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? Our campus is identifying linguistic needs through instructional accommodations provided to our emergent bilingual via the MAS system. It is also something that we address in our PLCs to make sure that our linguistically diverse students populations are best supported through high yield strategies such as Think-Pair- Share or pre-teaching vocabulary to our emergent bilingual students.
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? Students that are unschooled or schooled asylee refugee students are supported through high yield sheltered instructional strategies. Our emergent bilingual students that are considered SIFE have gaps in their learning but we must also address the whole child needs.
- 3.) How is the campus monitoring language acquisition? Language acquisition is monitored through weekly PLCs and we are also able to discuss the high yield strategies during our vertical alignment meetings. There we reinforce the importance that we are students are able to have a better understanding of their learning. Our current model is a one way Dual Language that is still working on vertical alignment to ensure that we are aligned to district practices for DL.
- 4.) How does the campus welcome families and students that are new to the country? The campus website will show the relationships that we are forming with our new families from other countries but also trying to make content more easily accessible to different languages.

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) The creative Learning strategies are implemented and used throughout the day. These are intentionally also put in lesson plans to make them more engaging and embedding cross curricular content for our students.
- 2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year) We will work with our at teachers on supporting a community arts and partnership
- 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.)

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Our campus currently has five parent champions which will focus on SEL, outdoor learning and other areas. They on campus learning for parents and serve as parent ambassadors for the campus. Our campus has an active PTA. We have had a good turnout in parent engagement for beginning of the year events.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

We would like to grow in the are of parental engagement with the CAC for the campus. We need parent leaders to be part of CAC and want to increase parental engagement through more family nights.

Family and Community Involvement Needs

We need to review our current practices and committees to support the growth and increase of parent engagement and involvement at Hart.

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

HART EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Create a Whole Child, Every Child or Social emotional committee that meets monthly to monitor campus goals and support staff capacity. Condition #1: Culturally proficient, experienced teachers and staff (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All)</p>	<p>Administrators, SEL Committee</p>	<p>Fall Semester</p>		<p>Criteria: We will begin with the creation of committees that support the whole child at Hart. We will evaluate that these committees are supporting the needs of whole child by seeing how there is a positive impact social and emotionally.</p> <p>09/19/22 - Some Progress</p>
<p>2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All)</p>	<p>Administrators, Librarian, PTA</p>	<p>Year Long</p>		<p>Criteria: Evaluation criteria will consist of agenda meeting dates and agenda meeting notes in PTA as well as event flyers and website content.</p> <p>09/19/22 - Some Progress</p>
<p>3. Offer Breakfast in the Classroom (>60% F/R) to all students at Bernice Hart Elementary, ensure campus offers Breakfast in the Classroom (not just Breakfast after the Bell). Every day cafeteria staff delivers breakfast and teachers pass out to children.</p> <p>In addition teaching staff will include curriculum for health education and nutrition. (Target Group: All)</p>	<p>Administrators, Cafeteria staff, Principal</p>	<p>All year</p>		<p>Criteria: We will evaluate the program effectiveness by the number of students that are having breakfast in the classroom. Teachers will make sure that they fill out any necessary documentation that shows the number of fruits/vegetables consumed and number of total breakfasts.</p> <p>09/19/22 - On Track</p>

HART EL

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Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of the SY 22-23, 100% of the campus will participate in the implementation of SEL practices

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 1.1) (Target Group: All)</p>	<p>Administrators, Campus Committees, CIS, Teachers</p>	<p>Fall 2022</p>		<p>Criteria: At Hart our Peace Areas are labeled, visible, and utilized when needed by students. The teachers are using these centers as safe spaces for students to refocus.</p> <p>Peace Area connection can be embedded in Agenda and part of our Monthly Principal Coffees.</p> <p>09/19/22 - Significant Progress 09/18/22 - Pending</p>
<p>2. Engage your campus community in No Place for Hate activities annually and have recurring meetings of progress. Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 1.1) (Target Group: All)</p>	<p>Administrators, CIS Leader, Teachers</p>	<p>September-May</p>		<p>Criteria: Complete activities and submission for the program and to support our CIS facilitator to engage in building the program.</p> <p>09/19/22 - Some Progress</p>
<p>3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, calendar, emails, and the marquee. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities (Title I SW Elements: 2.3,2.5) (Target Group: All)</p>	<p>Administrative Assistant, Administrators, Librarian, SEL Committee, Teachers</p>	<p>September-May</p>		<p>Criteria: Provide opportunity for committee leaders to provide outreach on SEL and CPI throughout the year. We will then update any information on all of the school's social media outlets and see how many families it has reached when asking for feedback from community.</p> <p>09/19/22 - Some Progress</p>

HART EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Family Engagement) SMART Goal: 22-23 school year the campus will create family engagement committees that will increase the percentage of parental engagement by 10%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional learning for our staff on how to engage and communicate with families. Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 2.1,3.1) (Target Group: All)	Administrators, Campus Leadership Team, Family Engagement Committee, Parent Support Specialist, Teachers	All year long		Criteria: Evaluate Professional Learning for family engagement during committee meetings/grade-level team meetings. Evaluate events with families invited to our campus. 09/19/22 - Some Progress
2. Provide classes for parents to learn and engage in parent champion led activities. The classes will include but not limited to: - Technology workshops - Health and nutrition - Outdoor learning - Social emotional Learning -Digital citizenship (Title I SW Elements: 3.1) (Target Group: All)	Campus Committees, Parents, PTA	Year long		Criteria: Schedule of classes parents have signed up to attend and have parents fill out survey of what they learned during that session. 09/19/22 - Some Progress
3. Communicate to 100% of parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations using AVID as a driving force. Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 3.1) (Target Group: All)	Administrators, AVID Coordinator, AVID Team, Committee, Parents	Year Long		Criteria: AVID and Family engagement committee create a Calendar of Events where parents can learn about college, career, readiness. 09/19/22 - Some Progress

HART EL

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)) In SY 22-23, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers analyze common assessment data in PLCs two times per six weeks at a minimum, to ensure students are growing and identify interventions and enrichments accordingly. Condition #3: High expectations and support to meet those high expectations (Target Group: All) (ESF: 5,5.3)</p>	<p>Assistant Principal, Grade Level Lead, Principal, Teachers</p>	<p>Year Long</p>		<p>Criteria: Teachers and admin team will collaborate to review and analyze student work that will be demonstrated through small group intervention and student growth.</p> <p>09/19/22 - Significant Progress 09/19/22 - Some Progress 09/19/22 - Pending</p>
<p>2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach(strategies). Condition #3: High expectations and support to meet those high expectations (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 5,5.3)</p>	<p>Assistant Principal, Instructional Leadership Team, Instructional Specialists/Coaches, Intervention Staff, PLCs, Principal, Teachers, Team Leaders</p>	<p>Year Long</p>		<p>Criteria: Agendas will be created and meeting minutes for PLCs that will look back at previous assessments and create small group intervention reteach schedules.</p> <p>09/19/22 - Some Progress</p>
<p>3. Hold teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3)</p>	<p>Assistant Principal, Principal, Teachers, Team Leaders</p>	<p>Year Long</p>		<p>Criteria: Agenda and meeting notes from PLCs that reflect on reviewing exemplars and non-exemplars through weekly analysis. Reviewing gaps in learning through the use of deconstructing the standard understanding through the use of Know/show chart.</p> <p>09/19/22 - Some Progress</p>
<p>4. By the end of the school 22-23 school year, using our BOY, MOY, and EOY MAP growth data, 85% of our 3rd-5th grade students will be approaching grade level reading standards. Condition #3: High expectations and support to</p>	<p>Administrators, AVID Coordinator, AVID Team, AVID Trained Teachers, Campus Committees, Campus Leadership Team, Grade Level</p>	<p>yearlong</p>		<p>Criteria: Teachers will be part of professional learning communities reviewing student data for BOY, MOY, and EOY MapGrowth Data.</p>

HART EL

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)) In SY 22-23, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
meet those high expectations (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Lead, Teachers			10/10/22 - Some Progress
5. By the end of the 22-23 school year, all grades will use WICOR strategies to process content through the learning-through-writing process. Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Administrators, AVID Coordinator, AVID Team, Teachers	yearlong		Criteria: Professional Learning on focused on note taking. Continued monitoring of AVID notebooks. Using Avid strategies to support vertically aligned writing strategies. Teacher questionnaire, student notebook examples PLC data collection 10/10/22 - Some Progress

HART EL

Goal 3. (Increased Enrollment) SMART Goal: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Objective 1. (Increased Enrollment) SMART Goal: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 2.1) (Target Group: All)	Administrators, Attendance Committee, Campus Committees, Campus Leadership Team, CIS Leader, Teachers, Team Leaders	Year Long		Criteria: Parents and families are staying at our campus for the upcoming school year because they believe the campus will best support their students needs. 09/19/22 - Some Progress
2. Provide monthly school tours to bring in community and highlight successes and strengths. (Title I SW Elements: 2.1) (Target Group: All)	Administrators, Parent Support Specialist, Parents, Principal	Year Long		Criteria: Schedule monthly tours on the calendar and create flyer that highlights school's successes. 09/19/22 - Some Progress
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Title I SW Elements: 3.1) (Target Group: All)	Administrative Assistant, Attendance Clerk, Bookkeeper, Campus Committees, Campus Leadership Team, Principal	Spring		Criteria: Create registration events on the calendar for the Spring semester. Post registration competition for percentage of students returning to the campus. 09/19/22 - Some Progress 09/19/22 - No Progress

HART EL

Goal 4. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Embrace opportunities to recognize staff and share successful customer service practices. (Rave Program). Condition #2: Recognition and cultivation of gifts, talents and interests (Target Group: All)	Assistant Principal, Principal, Teachers	Year Long		Criteria: Complete at minimum of 3 Rave Reviews per month and celebrate the staff. 09/20/22 - Some Progress
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented. Condition #4: Positive relationships with teachers and peers (Target Group: All)	Administrative Assistant, Administrators, Assistant Principal, Bookkeeper, Teachers	Year Long		Criteria: Teachers and staff use the language line when supporting a family that speaks a foreign language. 09/20/22 - Some Progress
3. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Target Group: All)	Administrative Assistant, Assistant Principal, Principal, Teachers	Year Long		Criteria: Weekly safety walk throughs on campus grounds and work orders will be placed to maintain grounds. 09/20/22 - Some Progress

HART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

HART EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

HART EL Site Base

Name	Position
Barrow, Olivia	Co-Chair
Zuniga, Lizeth	Teacher
Castanon, Irma	Co-Chair
luna-lozoria, veronica	Staff/Participant

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.



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*)

Hart Elementary
Campus Name

[Signature]
Principal's Signature

11/3/22
Date

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

Campus Name Hart Elementary Org# 163

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. Perez	Larry	Principal
2. Martinez	Francisco	Assistant Principal
3. Boone	Elizabeth	Assistant Principal
4. Zuniga	Lizeth	Teacher
5. Barrow	Olivia	Teacher CAC Co-Chair
6. Castañon	Irma	PTA / Parent
7. Luna-Lorain	Veronica	Staff - CAC participant
8.		
9.		
10.		
Larry Perez		10/31/2022
Printed name	Date	
Signature		

07/25/2022

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				80
Grade	C	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	74				85
STAAR Performance Meets	46				50
STAAR Performance Masters	18				25
STAAR Performance Raw Score	46				53
STAAR Performance Scaled Score	74				80

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: **Hart**
 Campus Number: **227901163**
 Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	84				90
Academic Growth Scaled Score	91				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	91.7	91.7	91.7	91.7	91.7
Economically Disadvantaged % Grouping	91.1 to 92	91.1 to 92	91.1 to 92	91.1 to 92	91.1 to 92
Relative Performance Raw Score	46				53
Relative Performance Scaled Score	83				89
Relative Performance Grade	B	--	--	--	B

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				93
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

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

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	13	out of	14	2022 Values:	11 out of 11
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:	13	out of	14	2023 Goals:	11 out of 11

English Language Proficiency			Student Success		
2022 Values:	1	out of	1	2022 Values:	6 out of 8
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:	6 out of 8