

# BLAZIER EL

## Blazier Elementary Campus Improvement Plan 2022/2023

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



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# BLAZIER EL

## **Mission**

### *Campus Mission:*

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

### *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.*

## **Vision**

### *Campus Vision:*

*John C. Blazier Elementary School will be recognized as a learning environment where staff, students, parents, and community members invest in guiding children to reach beyond their*

## Vision Continued

*potential while instilling a passion for life-long learning and being a positive agent of change.*

### *Campus Values:*

*At John C. Blazier Elementary we value...*

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

### Nondiscrimination Notice

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

#### List your campus strengths here:

Primarily Hispanic at 76%, African American 6%, White 11%, Eco Dis 61%, ELL 29%, SPED 17%. We serve a diverse demographic that contributes to the culture and climate of our campus, while maintaining high academic achievement.

### Demographics Weaknesses

#### List areas you would like to grow here:

We would like to increase our numbers of students in Gifted and Talented in our African American and Latino populations.

### 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, \_\_\_\_% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, \_\_\_\_% 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?

## Student Achievement

### Student Achievement Strengths

#### List your campus strengths here:

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Student Achievement - 85 (B), School Progress - 91 (A), Closing the Gaps - 100 (A)  
Earning distinctions in Math, Closing the Gaps and Post Secondary Readiness

## Student Achievement Weaknesses

### List areas you would like to grow here:

Based on 2022 STAAR data, areas of improvement are 3rd Grade ELL in math and reading, overall improvement in 5th Science. Increase overall improvement in reading/ELA.

## 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](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)  
Our hispanic population equalled our all student rate of passing in reading. Our Hispanic population came within points of matching the passing rate for all students in math.
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? African American and Special Education
- 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  
Students growth is not congruent with MAP Growth data. Our other assessments (benchmarks, DRA, etc) show more student growth.
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report  
Most students advance one proficiency level.

## School Culture and Climate

### School Culture and Climate Strengths

# Comprehensive Needs Assessment

List your campus strengths here:

## School Culture and Climate Weaknesses

List areas you would like to grow here:

## School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=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, 0 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%? We will continue to address the 11 areas to continue our successful trajectory.

(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

# Comprehensive Needs Assessment

## List your campus strengths here:

Cultural Awareness and Action, Culture & Climate, Effective school leadership.

## Staff Quality, Recruitment and Retention Weaknesses

## List areas you would like to grow here:

School safety, teacher feedback & coaching, professional learning.

## 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?

Teacher retention

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

It is essential to the functioning of our school that we retain the teachers that we have on campus. With the limited number of applicants, we want to ensure that we do not have many vacancies to fill.

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 have been intentionally planning teacher morale checks and opportunities for staff to collaborate and participate in team building and morale boosting.
- 2.) What are your customer service celebrations/strengths? Parents are always received with a positive attitude and a smile. Phone calls are returned in a timely manner.
- 3.) What are your areas of growth? Continue to maintain our standard of excellence with new employees.
- 4.) What will be your priority for customer service this year? Respond to parents within 24 hours.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Strengths are in service design and curriculum/instruction.

### Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Increase GT nominations and identifications for African American, Latino, and ELL students.

Increase to Exemplary in professional learning and family/community.

### Curriculum, Instruction and Assessment Summary



# Comprehensive Needs Assessment

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1JB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

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

Using your GT CAMP data, complete the sentence stem:

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

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? We hold placement meetings with admin, counselors, GT committee members and instructional coaches to ensure that students are placed with GT certified teachers and are in clusters. We also hold after school clubs where GT students are invited.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?  
We have a school wide GT newsletter that goes out monthly.

3.) How do you support a culture that provides advanced learning opportunities to all students?  
We hold after school classes that are enrichment opportunities in classroom instruction.

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

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

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

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?  
We hold placement meetings with admin, counselors, LPAC committee members and instructional coaches to ensure that students are placed with bilingual certified teachers and are in clusters.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?  
Students receive interventions if they are struggling with curriculum, likewise enrichment opportunities are presented to students in class also.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. Student participate in TELPAS testing. Students take assessments in English and Spanish to ensure progress is being made in both languages.

4.) How does the campus welcome families and students that are new to the country? Parent support specialist meets with the families to assess if they. have any needs and to assist in any transition help they may need. Assessments are done and if the student is needing support they are added to an intervention group with the interventionist for language.

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).

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)

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:

### Family and Community Involvement Weaknesses

List areas you would like to grow here:

### Family and Community Involvement Summary

# Comprehensive Needs Assessment

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](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)?

Promoting opportunities for parent involvement such as nutrition classes, parenting classes, opportunities to volunteer and after school events.

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

After COVID, we are transitioning parents to be on campus and involved.

# BLAZIER 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
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3.3)	Academic Dean, Academic Leadership Team, Assistant Principal, Teachers	Ongoing		
2. Establish a Positive Behavior and Intervention Campus team to align school-wide and classroom expectations to the campus vision and establish a safe and engaging learning environment (Target Group: All)	Administrators, Counselor	2022-2023		Criteria: Classrooms will utilize Circle Forward and Heart of Hope SEL curriculum.
3. Add Whole Child, Every Child updates to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All)	Administrators, CATCH Team, Counselor			Criteria: Newsletters, Blazier Bulletins, Social Media, PSS communication, PTA communication

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, 100% of our learning environments and common spaces will promote and foster SEL, Culturally Proficient & Inclusive practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child updates to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All)	Administrators, CATCH Team, Counselor	Ongoing		
2. 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. (Target Group: All)	Administrators, Counselor, Librarian, Teachers	Ongoing		
3. Engage your campus community in No Place for Hate activities annually. (Target Group: All)	Administrators, Counselor, SEL Committee, Teachers	Ongoing		Criteria: Lesson Plans, Campus activity log, teacher and student testimonials, observations
4. Ensure Culturally Responsive Restorative Practices (CRRP) Core Team members engage yearly in multiple anti-racist professional learning sessions offered by Office of Cultural Proficiency; Inclusiveness and engage in ongoing campus-based CRRP professional learning offered by Restorative Practices Associate. (Target Group: All)	Administrators, Counselor, SEL Committee	August-May		Criteria: Criteria: Book study - "This book is antiracist" Circle templates Staff surveys before and after book study. Student surveys

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**Objective 3.** (Community Engagement) SMART Goal: By the end of SY 22-23, we will have met the minimum requirement of Campus Advisory Council membership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 1.1,3.1) (Target Group: All)	Administrators, Counselor, Parent Support Specialist	Ongoing		
2. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All)	Administrators, CAC Members, Parents	Ongoing		Criteria: Meet all membership requirements, attendance, agendas, minutes.
3. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All,AtRisk)	Administrators, CAC Members, Parents, Principal	August-May		Criteria: CAC minutes available for each meeting held. Make accessible to community members.
4. Maintain minimum required Campus Advisory Council membership. (Target Group: All)	Administrators, CAC Members, Parent Support Specialist	August-May		Criteria: CAC agendas CAC minutes CAC sign in

# BLAZIER EL

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) By the end of the 22-23 school year, 100% of the staff will be trained in PBIS, TBRI and CP&I.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Positive Behavior and Intervention Campus team to align school-wide and classroom expectations to the campus vision and establish a safe and engaging learning environment				
2. All staff and students are taught, practice, and reinforce behavioral expectations with a common language.				
3. All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity.				
4. Ensure the campus PBIS team meets regularly to develop a school-wide PBIS system and reviews data to ensure fidelity and monitor progress.				

# BLAZIER EL

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 2.** (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# BLAZIER EL

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 3.** (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# BLAZIER EL

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 4.** (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# BLAZIER EL

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 5.** (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# BLAZIER EL

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

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from \_\_\_\_ to \_\_\_\_ by December 15, 2022 (refer to 22-23 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Target Group: All)	Administrators, Counselor, Parent Support Specialist	August-May		
2. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (Target Group: All)		August-May		
3. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All, AtRisk)		August-May		

# BLAZIER EL

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

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will maintain Meets Expectations on the Campus Communication section (specifically phone, voicemails, emails practices) of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained.	Administrators, Bookkeeper, Cafeteria staff, Counselor, Instructional Coaches, Nurse, Office Staff, Parent Support Specialist	Ongoing		
2. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. (Target Group: All)	Administrators, Office Staff			
3. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (Target Group: All)	Administrators, Office Staff, Teachers	Ongoing		

# BLAZIER 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

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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.				
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

# BLAZIER EL Site Base

Name	Position
Franco, Brenda	Counselor
Guerra, Dianria	Counselor
Portillo, Ana	Special Ed Teacher
ReRucha, Oscar	Reading/Dyslexia Interventionist
Sanchez, Robin	Teacher
Martinez, Norma	Administrator
Peña, Leti	Principal
Bocanegra, Michael	Parent
Tramber, Ariana	Parent
Knight, Nancy	Parent
Guiffre, Angelica	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](http://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.