










2016-17

## Bernice Hart Early College Prep Elementary

8301 Furness Drive, Austin, TX, 78753

FACTORS	RATINGS
 Fine Arts	<b>Exemplary</b>
 Wellness and Physical Education	<b>Exemplary</b>
 Community and Parental Involvement	<b>Exemplary</b>
 21st Century Workforce Development Program	<b>Exemplary</b>
 Second Language Acquisition Program	<b>Exemplary</b>
 Digital Learning Environment	<b>Exemplary</b>
 Dropout Prevention Strategies	<b>Exemplary</b>
 Educational Programs for Gifted and Talented Students	<b>Exemplary</b>
 Compliance	<b>Yes</b>
<b>Overall Performance</b>	<b>Exemplary</b>



### Campus Demographics

Grade Levels: K,1,2,3,4,5

Vertical Team: Reagan

Trustee District: 1

Enrollment: 700

### Austin ISD 2015-2020 Strategic Plan

#### Core Beliefs

1. All students will graduate college-career-, and life-ready
2. We will create an effective, agile, and responsive organization
3. We will create vibrant relationships critical for successful students and schools

#### Values

- Whole Child Every Child
- Physical, social, and emotional health and safety
- Equity, diversity, and inclusion
- High expectations for all students, employees, parents/guardians, and community members
- Creativity, collaboration, and innovation
- Community schools
- Life-long learning

This rating system is required by House Bill 5 (see TEC § 39.0545 for details about the law). It allows each campus to showcase the opportunities they provide to students, families, and the community in areas other than standardized testing. Details about the law and rating system can be found at [www.austinisd.org/cda/hb5-community-student-engagement](http://www.austinisd.org/cda/hb5-community-student-engagement).



## Fine Arts: **EXEMPLARY**



- The school provides appropriately certified fine arts teachers for the various fine arts course offerings.
- The school offers sequential instruction in three (3) or more fine arts disciplines.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: AISD Youth Art Month Showcase at AISD PAC, Hart Fine Arts Family Night
- Fine Arts community experiences: Recorder Festival, Austin Symphony, Austin Ballet
- Creative writing/literary publications: Upper Grades Bulletin Board Writing Showcase, Lower Grades Bulletin Board Writing Showcase
- Fine Arts career exploration: Austin Jazz Workshop

## Wellness & Physical Education: **EXEMPLARY**



- The campus implements a Coordinated Approach to Child Health program and earned a Recognized or Exemplary rating on the Coordinated School Health Survey.
- The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-12.
- At least 95% of students have completed their required immunizations.
- The campus is designated as No Place for Hate®.
- At least one performance objective to increase health and wellness will be included in the 2017-18 Campus Improvement Plan.
- Community education programs: Volleyball Play day, CATCH Family Fun Night, Marathon Kids
- Staff fitness and wellness activities: Weekly Yoga, Drum Fit Faculty Meeting, Hart Staff Wellness Week
- Extra physical activities for students: WOW, Brain Breaks

## Community & Parental Involvement: **EXEMPLARY**



- The school has an active Parent Teacher Association.
- The school employs a Parent Support Specialist, at least half time.
- At least one (1) performance objective to increase community and parental involvement will be included in the 2017-18 Campus Improvement Plan.
- Opportunities to get involved: Operation School Bell, Monthly Family Fun Nights, Monthly Principal Coffee (Hart to Hart with the Principal)
- Regular forms of communication: School Messenger, Language Line, District Refugee Interpreters
- Parent informational events: Meet the Teacher Night, Back to School Night, Monthly Principal Coffee: Hart to Hart with the Principal
- Adult learning opportunities: Maestro en Casa, Hart Parent Workshop Series, Latino Literacy
- Family Fun events: Awards Assemblies, Monthly Family Fun Nights, PTA Valentine's Dance

## 21<sup>st</sup> Century Workforce Development Program: **EXEMPLARY**



- The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.
- The school provides students and parents, especially first-generation college students, information about postsecondary opportunities.
- Students have mentors from middle or high schools.
- Students at the school have access to Project Based Learning.
- At least one (1) performance objective to increase 21st Century Workforce Development will be included in the 2017-18 Campus Improvement Plan.
- College/Career events: College Night, Career Interest Inventory K-5



## Second Language Acquisition Program: **EXEMPLARY**



- All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.
- ELL and non-ELL students participate together in music, art, and PE classes.
- The school has an active Language Proficiency Assessment Committee that meets TEA expectations.
- At least one (1) performance objective to increase second language acquisition will be included in the 2017-18 Campus Improvement Plan.
- TEA approved language program: Dual Language
- Opportunity for developing international relationships: International pen pals with students from Spain
- Cultural awareness programs/special events: Food Around the World Family Night, Cultural Proficiency and Inclusiveness Training, International pen pals with students from Spain

## Digital Learning Environment: **EXEMPLARY**



- The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.
- Elementary students have access to computers for at least one (1) hour per week.
- At least one (1) performance objective to improve the digital learning environment will be included in the 2017-18 Campus Improvement Plan.
- Web-based learning opportunities: iStation, Think Through Math, Imagine Learning and Achieve 3000

## Dropout Prevention Strategies: **EXEMPLARY**



- All students identified as struggling in reading or writing are provided specialized instruction or intervention.
- The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.
- The school has implemented a Positive Behavior Support system.
- At least one (1) performance objective to either increase dropout prevention strategies or improve attendance will be included in the 2017-18 Campus Improvement Plan.
- Mentorship program: Seedling Foundation mentors
- Intervention support: Tutoring on Mondays and Tuesdays
- Activities to promote an emotionally healthy environment: No Place for Hate activities, Social Emotional Learning activities, Scholar of the Month

## Educational Programs for Gifted & Talented Students: **EXEMPLARY**



- GT Program Student Assessment: Exemplary
- GT Program Service Design: Exemplary
- GT Program Curriculum and Instruction: Exemplary
- GT Program Professional Development: Recognized
- GT Program Family-Community Involvement: Recognized
- At least one (1) performance objective implementing advanced academic strategies and resources will be included in the 2017-18 Campus Improvement Plan.
- Extracurricular enrichment activities: Creative Action, Leap of Joy
- Parent and community outreach: College Night, College Night

## Compliance: YES



- The school's current year Campus Improvement Plan is complete and has been approved by the district.
- The school complies with mandatory dissemination of annual TEA School Report Cards.
- Parents are provided opportunities for their children to receive free immunizations, vision screening, and hearing screening.
- At least 80% of teachers are rated Proficient/Effective or better on the Professional Development and Appraisal System or Professional Pathways for Teachers evaluation system.
- The school has an active Campus Advisory Council that meets state and district requirements.
- Campus budget deadlines are met.
- Students identified by the §504 committee as being dyslexic are provided appropriate services.
- The school meets or exceeds Highly Qualified professional development standards.
- The school provides special education programs that meet the individual needs of its special education students.

## Overall Community & Student Engagement Rating

**EXEMPLARY**

## AISD District Ratings

Fine Arts: Exemplary

Wellness and Physical Education: Exemplary

Community and Parental Involvement: Exemplary

21st Century Workforce Development Program: Exemplary

Second Language Acquisition Program: Exemplary

Digital Learning Environment: Exemplary

Dropout Prevention Strategies: Exemplary

Educational Programs for Gifted and Talented Students: Exemplary

Compliance: Yes

Overall: Exemplary

## How were the criteria for these ratings developed?

The legislation did not permit TEA to determine the criteria for these evaluations; criteria were to be developed by a local committee. The AISD District Advisory Council (DAC) was identified as the local committee.

**October 2013:** A DAC subcommittee made up of parents, teachers, staff, and community members met to discuss the new law and come up with a proposed framework.

**December 2013:** All district principals participated in workshops to help develop a list of ten indicators for each of the nine factors.

**January 2014:** Content experts were consulted to provide feedback and suggest improvements on the list of indicators. The DAC subcommittee reviewed the feedback and made modifications.

**February 2014:** The full DAC voted to accept the recommendation of the subcommittee. The proposed list of indicators was presented to Senior Cabinet, Principals, and Campus Advisory Councils.

**March 2014:** Community input was gathered through the district's website. Feedback from these groups was integrated.

**April 2014:** The proposed plan was taken to the Board of Trustees for discussion and feedback.

The 2013-14 school year served as a baseline year for this process. In 2014-15, the DAC re-evaluated the list of indicators and decided to maintain them for an additional **two years**.



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