

Walnut Creek Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan

"Better Together"



WALNUT CREEK
ELEMENTARY SCHOOL
AUSTIN Independent School District

Dinorah Bores
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Campus Mission

Uniting cultures, empowering learners.

Campus Vision

The Walnut Creek ECP community promotes a positive culture of high achievement and global citizenship by nurturing the whole child to be an empowered lifelong learner.

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.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP 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

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#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).

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus. The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning

The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers

The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)

If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be improved campus culture and student learning outcomes.

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Based on the 2018-19 STAAR results, 18% point increases are needed in the percentage of students attaining the Meets level. 2018-19 results indicate student groups (Economically Disadvantage, Hispanic and African American) did not meet the state target of 44% Meets for Reading and 46% Meets for Math. Additionally, not all students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 5 has been identified as the lever in which systems needed to be aligned between grade levels and among grade levels for consistent implementation across the campus. Although some level of implementation may have existed, follow-through from the level of implementation, to monitoring, and accountability were not consistent. Based on 2018-19 results, development and implementation of data tracking systems were initiated for the 2019-20 school year and improvements were made. However, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Therefore, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected.

How will the campus build capacity in this area? Who will you partner with?

Systems being implemented for data driven instruction and overall Instructional Effectiveness, will require professional learning for all personnel as well as introductory training for students and families. A schedule for professional learning will be developed, as well as an annual schedule for protected time to meet with the campus leadership team to review implementation of systems and provide feedback and/or adjustments to the action steps developed. For continuous building of capacity, student progress toward measurable goals will be visible in every classroom to foster ownership of learning. Teachers will be provided with the instructional supports they may need for continuous improvement and full implementation. Administrators will attend professional learning offered through Region 13 for the Effective Schools Framework, read Leverage Leadership and attend Cohort sessions provided by the Office of School Leadership. Student data tracking tools will be studied as several systems are new to the district this year such as MAP Growth, IXL, DreamBox and Imagine Learning.

How will you communicate these priorities to your stakeholders? How will create buy-in?

The community will be invited to a CAC meeting in which the TIP plan will be reviewed and input will be solicited.

A CAC meeting with staff team members present will be organized.

A PTA meeting with staff team members present will be organized.

CAC and PTA progress updates will be provided during each cycle.

For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.

Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.

Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used may included, but not limited to Kahoot and Quizzlet activities, scavenger hunts throughout the campus with links to data and reflection questions provided on BLEND.

Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly. Students will be provided with "bite size" feedback and conferenced with regularly as a means for communication of their individual progress.

Desired Annual Outcome

Full implementation of the 4 Essential actions for Lever 5, Effective Instruction, by 100% of instructional staff. Actions developed will be in place and functioning as demonstrated through the academic progress of students. Artifacts and data to support a rating of full implementation will be made available.

100% of students will meet or exceed their individual growth target.

Performance targets for Reading (44% Meets) and Math (46% Meets) will be met for the All Students group in Domain 3.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

100% systems/protocols developed to address the needs of Levers 5 will be implemented and documented within the planned timeline. Systems developed for data tracking will be in the beginning phase of implementation, professional development will be completed, and students will be instructed on the use of a tracking tool. Leadership team will monitor to ensure implementation is taking place consistently.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals.

Desired 90-day Outcome: Cycle 3 (March-May)

Documentation demonstrates that systems/protocols to address the needs of Levers 5 have been implemented and documented with some adjustments to the timeline. Students continue to participate in individual conferences with their teachers

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Leadership will revise the data tracking tools. Leadership team will revisit the book Leverage leadership.

Barriers to Address During the Year

Not all students will be on campus for face to face learning.

Some students will be on remote learning in their homes where environments are not all student centered.

There is a possibility of disruptions in the learning environments due to the COVID 19 phase.

Due to COVID 19, many students are facing food insecurities amongst other financial worries that may impact student learning.

Teaching and learning has evolved and both students and teachers are in learning phase trying to adapt teaching and learning using technology versus face to face.

There is a lot of new systems for both students and teachers such as MAP Growth and IXL

Barriers to Address: Cycle 1 (Sept-Nov)

Professional development on best practices for remote learning and face to face. Lesson plan template adjustment.

Barriers to Address: Cycle 2 (Dec-Feb)

Clear roles and responsibilities for all staff both virtual and face to face.

Barriers to Address: Cycle 3 (March-May)

Clear and consistent student learning schedules for both students attending virtual and face to face instruction

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Schedules and systems will be revised and aligned to district and campus priorities.

District Commitment Theory of Action (ToA)

District Theory of Action: If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be improved campus culture and student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

District Actions Cycle 1: The District has provided Coaching for Results training for principals. The District purchased Data Management for Assessment and Curriculum Solutions (DMAC), which supports campuses in analyzing student achievement data to inform instruction and intervention, as well as TIP development through the use of Plan Works. The DCSI will conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The District has assigned an Executive Director to provide coaching visits, feedback and follow-up aligned to the Leadership Framework Competencies: Instructional Leader, Culture Builder, Talent Developer, Executive Leader. The principal will also receive support with targeted professional development aligned to identified areas of need - especially data analysis and formative assessment; Receive weekly newsletter focused on leadership, district initiatives, instructional systems; Attend ad hoc special trainings aligned to identified areas of need – consider Domains of concern; Conduct a deep data dig (principal and campus instructional leadership team collaborating with executive director) to determine systemic root causes of academic identified areas of need – focus on Domains of concern; Collaboratively develop and monitor instructional expectations by content area; Monitor and support implementation of the Culture and Climate Plan; Facilitate coaching conversations specific to cultural proficiency and inclusiveness.

District Actions: Cycle 2 (Dec-Feb)

District Actions Cycle 2: The DCSI will continue to conduct classroom observations with the campus principal and/or assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI and coordinator from the Office of Campus and District Accountability will assist the principal and campus instructional leadership team in analyzing the Middle-of-Year Benchmark data, including by student group, and in developing an action plan in response to it. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey.

District Actions: Cycle 3 (March-May)

District Actions Cycle 3: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Actions Cycle 3: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Based on the 2018-19 STAAR results, 18% point increases are needed in the percentage of students attaining the Meets level. 2018-19 results indicate student groups (Economically Disadvantage, Hispanic and African American) did not meet the state target of 44% Meets for Reading and 46% Meets for Math. Additionally, not all students met their growth target for the 2018-19 year. After reviewing each of the levers for level of implementation, Lever 1 has been identified as the lever in which clear roles and responsibilities are written and transparent, leadership team sets time aside every week to analyze student data, and data systems exist, are on track and consistent. Based on 2018-19 results, development and implementation of roles and responsibilities, weekly leadership data meetings and data tracking systems were initiated for the 2019-20 school year and improvements were made. However, a final assessment of systems was not possible due to the disruption of the school year by the COVID-19 phase. Therefore, this lever has been selected for continuous improvement working toward a level of full implementation in which data and artifacts will be collected.

How will the campus build capacity in this area? Who will you partner with?

Systems being implemented for strong leadership and planning, will require written and clear roles and responsibilities, procedures for analyzing data and a system to track student progress. In addition, professional learning for all personnel as well as introductory training for students and families will be needed. The campus leadership team will schedule protected time to review implementation of systems and provide feedback and/or adjustments to the action steps developed. For continuous building of capacity, student progress toward measurable goals will be visible in every classroom to foster ownership of learning. Teachers will be provided with the instructional supports they may need for continuous improvement and full implementation. Administrators will attend professional learning offered through Region 13 for the Effective Schools Framework, read Leverage Leadership, attend Cohort sessions provided by the Office of School Leadership and continue reading Leverage Leadership. Student data tracking tools will be studied as several systems are new to the district this year such as MAP Growth, IXL, DreamBox and Imagine Learning.

How will you communicate these priorities to your stakeholders? How will create buy-in?

The community will be invited to a CAC meeting in which the TIP plan will be reviewed and input will be solicited.

A CAC meeting with staff team members present will be organized.

A PTA meeting with staff team members present will be organized.

CAC and PTA progress updates will be provided during each cycle.

For staff members, a "State of the School Address" will be prepared and included within the presentation, a self-evaluation of each of the levers will be presented with steps taken toward identification of the 2 prioritized levers.

Team leaders will engage with the campus leadership team to review data and action plans from the previous year to identify what worked and what didn't work, with the purpose of identifying new steps that must be taken or protocols that must be developed for this school year, especially with our reality of virtual instruction.

Engaging activities will be prepared for ensuring all staff are aware of the priorities and focus areas for the year. Methods used may included, but not limited to Kahoot and Quizzlet activities, scavenger hunts throughout the campus with links to data and reflection questions provided on BLEND.

Recognition opportunities will be planned in the annual calendar to ensure that accomplishments are being acknowledged publicly. Students will be provided with "bite size" feedback and conferenced with regularly as a means for communication of their individual progress.

Desired Annual Outcome

Full implementation of the 4 Essential actions for Lever 5, Effective Instruction, by 100% of instructional staff. Actions developed will be in place and functioning as demonstrated through the academic progress of students. Artifacts and data to support a rating of full implementation will be made available.

100% of students will meet or exceed their individual growth target.

Performance targets for Reading (44% Meets) and Math (46% Meets) will be met for the All Students group in Domain 3.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

100% systems/protocols developed to address the needs of Levers 1 will be implemented and documented within the planned timeline. Systems developed for data tracking will be in the beginning phase of implementation, professional development will be completed, and students will be instructed on the use of a tracking tool. Leadership team will monitor to ensure implementation is taking place consistently.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times and students will demonstrate understanding of their reading and math individual goals.

Desired 90-day Outcome: Cycle 3 (March-May)

Documentation (such as leadership team minutes and calendars) will be available to support that monitoring has been taking place by the leadership team and that adjustments have been made accordingly based on data collected. 100% of the instructional personnel will be implementing systems fully and consistently. 100% of the students in 3rd – 5th grade will have participated in an individual goal setting conference a minimum of three times.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Data tracking tools and systems will be revised and updated using new resources as well as campus and district priorities.

Barriers to Address During the Year

Not all students will be on campus for face to face learning.

Some students will be on remote learning in their homes where environments are not all student centered.

There is a possibility of disruptions in the learning environments due to the COVID 19 phase.

Due to COVID 19, many students are facing food insecurities amongst other financial worries that may impact student learning.

Teaching and learning has evolved and both students and teachers are in learning phase trying to adapt teaching and learning using technology versus face to face.

There is a lot of new systems for both students and teachers such as MAP Growth and IXL

Barriers to Address: Cycle 1 (Sept-Nov)

PLC's focused on the district's multi-tiered levels of support. District MTSS coach will review eCST process and CST chair will review campus systems.

Barriers to Address: Cycle 2 (Dec-Feb)

December 9, 2020 Met with Principal to review TIP Progress for Cycle 1. Reviewed TIP HUB with evidence collected for Cycle 1. Ensured that the Public TIP meetings had taken place with announcement and CAC Meeting agenda attached in PlanWorks. The following District Supports were Requested We need an intervention program for remote learners. Especially for remote learners that are part of a concurrent teaching classroom. An intervention program in addition to the teacher providing intervention. Especially in concurrent classrooms, instructional minutes are becoming limited. The in-person students need intervention as well as the students receiving remote instruction. Can an "on-call" teacher(s) be provided via the remote learning (virtual vision) AISD school? Imagine Learning used to have teachers on-demand when a challenge was encountered. Is this still offered? Is it offered for the espanol portion as well? Bring in the Imagine Learning contacts to help us address this concern. Right now, there is feeling that the students in concurrent settings are not receiving the same number of instructional minutes that students in-person are receiving. Becoming challenging to balance the needed time, especially when intervention is required. Do we have an exemplar lesson for division of time? Give teachers more direction – too much variation from class to class therefore will result in variation in results How much zoom should students at home have? If it were more structured in the classroom use of time when they have virtual and face to face.....What is the right way.....a model or exemplar that is very successful in teaching both

Barriers to Address: Cycle 3 (March-May)

Documentation demonstrates the ongoing meetings to discuss students academic, attendance and basic needs including mental health.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Revisit the referral system for student and family support to update and modify campus referral system.

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District Actions: Cycle 3 (March-May)

District Actions Cycle 3: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to results from the internal staff climate survey and academic results.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Actions Cycle 4: The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

The campus began implementing systems but acknowledged that adjustments were needed, so implementation was re-set to the beginning level for classroom observations and data collection. PLCs are at a high level of implementation.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

NWEA does not provide STAAR Projected Proficiency for students who tested in Spanish on MAP Growth Reading and Math. The district was not aware of this when we planned to use MAP Growth for our Cycle 1 goals for reading and math, and this was not communicated in NWEA's professional learning sessions. As such, we cannot input Approaches, Meets, and Masters into our TIP Data Trackers for Cycle 1 Actual, because the data excludes our students who tested in Spanish. We did not meet our student performance goals. Many of systems are in the beginning stages of implementation.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

NWEA does not provide STAAR Projected Proficiency for students who tested in Spanish on MAP Growth Reading and Math. The district was not aware of this when we planned to use MAP Growth for our Cycle 1 goals for reading and math, and this was not communicated in NWEA's professional learning sessions. As such, we cannot input Approaches, Meets, and Masters into our TIP Data Trackers for Cycle 1 Actual, because the data excludes our students who tested in Spanish. The district MAP Growth STAAR projected proficiency reports have been pulled offline as a result.

What new action steps do you need to add to the next cycle?

See strategies.

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

The campus continued to implement systems.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

NWEA does not provide STAAR Projected Proficiency for students who tested in Spanish on MAP Growth Reading and Math. The district was not aware of this when we planned to use MAP Growth for our Cycle 1 goals for reading and math, and this was not communicated in NWEA's professional learning sessions. As such, we cannot input Approaches, Meets, and Masters into our TIP Data Trackers for Cycle 1 Actual, because the data excludes our students who tested in Spanish. The district MAP Growth STAAR projected proficiency reports have been pulled offline as a result.

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What new action steps do you need to add to the next cycle?

see strategies

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

The campus continued to implement the Lever 5 strategies with some modifications due to interruptions in state and district assessments as well as other emotional hardships such as a teacher death.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

The campus did not achieve student performance goals due to many variables. There were many inconsistencies with face to face attendance as well as virtual attendance. In addition, there were several occasions where teachers and their classrooms had to be on quarantine for 14 days which impacted their daily face to face instructional setting. COVID 19 made it challenging to hold afterschool tutoring due the inconsistent face to face attendance. Teachers continued to teach face to face and virtual.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

The campus will continue to work on data driven instruction such as grade level PLC's, weekly leadership team meetings with notes and next steps, analyzing of data to drive instructional decisions and plan. The multi-tiered systems of supports will also continue to identify students in need of additional support. The campus will also continue to work on clear roles and responsibilities due to the continuation of changes after the pandemic. It will be very important for staff and all leadership team to have clearly defined roles and responsibilities.

What new action steps do you need to add to the next cycle?

A continued focus on data and assessments.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

The campus leadership team will read Leverage Leadership and modify the focus area of clear roles and responsibilities to ensure alignment of district and campus initiatives as well as the effects of the pandemic.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

The campus leadership team will continue to review current systems such as data tracking tools, resources, schedules, interventions and make changes as needed.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Betty Jenkins

Date

10/6/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Dinorah Bores

Date

10/6/2020

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The student demographics is largely Hispanic, however it is representative of different countries within Central and Southern Latin America. The teachers and staff are diverse in national identities and cultures. This allows the staff to embrace cultural diversity and embed culturally relevant instruction. In addition, equitable opportunities are at the forefront and staff are able to support the whole child through initiatives such as NME, SEL, AVID, NACER and PBL.

Demographics Weaknesses

Due to the in adverse childhood experiences, our students have a significant challenge demonstrating their knowledge in standardized assessment without the proper accommodations and supports.

Demographics Needs

A continuation of professional growth and NME practices.

Demographics Summary

In order to address the needs of our diverse community, Walnut Creek staff continues to need professional learning.

Student Achievement

Student Achievement Strengths

STAAR Growth 2018:

Reading: Students growth targets were met in 6/7

TELPAS 2018:

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

All state targets were met.

TELPAS 2019:

91% of 1st grade students met goal yearly progress goal.

Average TELPAS Progress Target (36%) was met. Walnut Creek: 56%

Meets/Masters:

4th Math was able to achieve state achievement standard. (46% - MOY STAAR Released)

5th Reading Spanish was able to achieve state achievement standard (57% - MOY STAAR Released)

Student Achievement Weaknesses

Math:

3rd (current 4th graders) according to MOY data: 31% Meets and Masters

Reading:

3rd (current 4th graders) according to MOY data: 8%

4th (current 5th graders) according to MOY data: 10%

Student Achievement Needs

Increase amount of students reaching meets and masters to meet CIP performance goals of 44% (Reading) / 46% (Math).

Student Achievement Summary

Overall performance for school year 2019-2020, students were on track to meet our goals. Based on the data collected from benchmarks that were administered before COVID, students were showing adequate progress for each of the assessments. Our focus remains on increasing our Meets/Masters percentages.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

The school implements family events that are community focused and culturally relevant such as, Cultural Night, Winter Festival Around the World and Back to School Drive In. Walnut Creek a part of the NACER and is able provide additional resources and support to families in need of mental health, financial support, etc. Families as Partners grants supports parent leadership development and provides our Parent Support Specialist continued guidance on parent engagement. Communities in Schools and Boys and Girls Club provides ongoing interventions, enrichment and community engagement programs. The Nuero-sequential Model in Education provides staff ongoing training, support and resources to help with mental health and behavior.

Family and Community Involvement Weaknesses

The integration of academic practices and systems of community services and support allow our families to feel fully supported by their school. There continues to be a need on improving the process to embed basic needs and services into the RTI process and eCST system.

Family and Community Involvement Needs

A designated person to coordinate school resources with external resources and community support.

Family and Community Involvement Summary

There is an active collaboration and participation within the staff and community partnerships to ensure the families are well supported and engaged in the school. However, there continues to be a need to bridge the basic needs and academics to remove barriers to learning.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$461,954)			

Walnut Creek Elementary School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 1.** (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create clear, written, and transparent roles and responsibilities (both operational and instructional; both virtual and face to face) for the Campus Leadership Team (Principal, APs, Instructional Coaches). (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Principal	September 2020		Criteria: leadership roles and responsibilities document 12/16/20 - Completed (S)
2. Create walkthrough form that includes evidence of blended learning, student engagement and student accommodations. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	CLT, Principal	Sept. - November 2020		Criteria: WC Walkthrough Form 12/16/20 - Completed
3. Assign each leadership team member to a specific grade level and PLC to guide and support teachers with their instruction, assessments and campus initiatives (Cultural Proficiency, NME, & AVID). (Target Group: All) (Strategic Priorities: 4)	Principal	September 2020 - ongoing		Criteria: Content area assignment list and Leadership Team Schedule 06/04/21 - On Track (S)
4. Conduct observations in each PreK-5th grade classroom at least once every two weeks to monitor implementation of blended learning and student engagement. Feedback will be given within 48 hours. Feedback includes actionable, bite-sized feedback with due date. Walkthrough completion checked weekly at leadership meetings. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	CLT	November-Ongoing		Criteria: ___% of walkthrough forms completed on schedule; ___% of feedback provided within 48 hours will be documented at leadership team meeting minutes. 06/04/21 - Significant Progress (S) 12/16/20 - Some Progress
5. Weekly leadership team meeting will include review of walkthrough completion, walkthrough results, teacher support and analysis of data. MAP growth results, Imagine Learning usage will be reviewed bi weekly. Agenda is updated to capture next steps. (Target Group: All) (Strategic Priorities: 4)	CLT, Principal	November-Ongoing		Criteria: Walnut Creek Campus Leadership Team Agenda and Minutes include next steps 06/04/21 - On Track 12/16/20 - Significant Progress
6. Weekly PLC meetings will review, analyze	Administrators, CLT, Team	November -		Criteria: grade level agenda

Walnut Creek Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and discuss multiple data points to communicate to families (such as MAP growth, progress monitoring data, reading fluency, etc). (Target Group: All) (Strategic Priorities: 4)	Leaders	ongoing		template that includes data analysis, reflection and lesson alignment. 06/04/21 - Significant Progress 12/16/20 - Significant Progress

Walnut Creek Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a lesson plan template including clear objectives, opening activities, time allotments, differentiation, curricular goal, specific needs of student groups, formative assessment exemplar responses, AVID WICOR strategies and share template with teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	CLT	September 2020		Criteria: Lesson plan template that is followed by all teachers. 12/16/20 - Completed
2. Identify teachers in need of additional support in lesson planning, instruction, classroom management, and data analysis and provide customized support based on teacher need (this includes new teachers). (Target Group: All) (Strategic Priorities: 4)	CLT	October 2020 - ongoing		Criteria: CLT will maintain an agenda and minute meetings with weekly items that include teacher support (who, what and how the teacher was supported). 06/04/21 - On Track 12/16/20 - On Track
3. Lead mentor will meet with new teachers (0-3 years of experience) once a month to offer support and provide training in campus and district systems and initiatives. (Target Group: All) (Strategic Priorities: 1,4)	Administrators, CLT, Lead Mentor	September - ongoing		Criteria: Lead mentor will maintain agendas and Mentor/Mentee google slides presentations of each meeting. 03/31/21 - On Track 12/16/20 - On Track

Walnut Creek Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an assessment calendar that specifies the frequency of common assessments. (Target Group: All)	CLT	November 2020 - ongoing		Criteria: WC PreK-2 Assessment Calendar, WC 3-5h Assessment Calendar 06/04/21 - Completed 12/17/20 - Some Progress 12/16/20 - Some Progress
2. Teachers will be able to reflect and adjust instruction on formative assessment data during their PLC meetings. (Target Group: All) (Strategic Priorities: 4)	CLT, Principal, Teachers	November 2020		Criteria: Agendas for grade level meetings include analysis of data, reflection and adjustment of instruction. Lesson plans will reflect the adjustments. 03/31/21 - On Track 12/17/20 - Significant Progress 12/16/20 - Significant Progress
3. Teachers will be given professional learning on how to use the progress monitoring document for reading and math. (Target Group: All) (Strategic Priorities: 4)	CLT, Principal	November 2020 - completed		Criteria: Agenda of professional learning training and WC Student Tracker and Progress Monitoring 12/16/20 - Completed
4. Common assessments, district benchmarks, MAP Growth data, and formative loop (numeracy) data will be analyzed 1x per month at PLC meetings (alternating with faculty meetings). (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	CLT	October 2020 - ongoing		Criteria: PLC agenda and minutes including next steps. 06/04/21 - On Track 12/16/20 - On Track

Walnut Creek Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) Staff will identify students that may have developed a learning gap and follow the campus eCST process including the district RTI process to monitor student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and staff will identify students in need of RTI through the use of watch list, PLC's, student MAP data and student support team meetings. (Target Group: All) (Strategic Priorities: 4)	CLT, PLCs	October - ongoing		Criteria: Students with behavior, academic and attendance concerns have been added to WC Academic Watchlist. The WC Student Tracker includes data on formative assessments and progress monitor (reading and math). 04/02/21 - On Track 12/16/20 - On Track
2. Teachers will use a student tracking system that includes district benchmark assessments and teacher formative assessment data. (Target Group: All) (Strategic Priorities: 4)	Administrators, CLT, Principal, Teachers	November - ongoing		Criteria: WC Student Tracker allows teachers to maintain data on formative assessments and progress monitor. This tracker will allow teachers to have an overall view of student progress and achievement. 12/16/20 - On Track
3. Teachers, Administrators and eCST chair will maintain clear and consistent communication a minimum of once every nine weeks with families regarding the progress of students receiving interventions. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, CLT, ECST chair, Teachers	October - ongoing		Criteria: CST Meeting Agenda and schedule, parent letter for interventions, mass service tracking 06/04/21 - On Track (S) 12/16/20 - On Track
4. Teachers will begin the CST process when a student does not demonstrate appropriate progress (academics, attendance, behavior). The CST Chair and CST Team will review the student data and make recommendations for next steps such as modified strategy, intervention or evaluation. (Target Group: All) (Strategic Priorities: 4)	Administrators, CLT, CST Team, ECST chair, Teachers	November - ongoing		Criteria: CST/NACER RBP Survey, CST meeting notes, CST agendas and schedules. 06/04/21 - On Track (S) 12/16/20 - On Track

Walnut Creek Elementary School

- Goal 2.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.
- Objective 3.** (ESF Essential Action 5.4) Staff will identify students that may have developed a learning gap and follow the campus eCST process including the district RTI process to monitor student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Teachers will complete a survey that will inform the CST Chair and student support team of a student in need for mental health support, financial or basic needs. The CST Chair and CST Team will meet biweekly to review student information, family needs and document services on eCST. (Target Group: All)</p>	<p>Administrators, Assistant Principal, CST Chair, CST Team, Principal</p>	<p>October - ongoing</p>		<p>Criteria: CST/NACER RBP Survey (survey will be reviewed weekly to assign a staff member and address needs of identified students), CST NACER RBP documentation and progress monitoring plan.</p> <p>06/04/21 - On Track (S) 12/16/20 - On Track</p>
<p>6. Students referred to the SST Team (Student Support Team) will receive services with the support of NACER. These services may include mental health, counseling, mentoring or external services to address their needs. (Target Group: All) (Strategic Priorities: 4)</p>	<p>Counselor, CST Chair, CST Team, ECST chair, Parent Support Specialist, Teachers</p>	<p>October - ongoing</p>		<p>Criteria: CST/NACER RBP Survey to document the need, CST NACER RBP groups will document the services provided.</p> <p>06/04/21 - On Track (S) 12/16/20 - On Track</p>

Walnut Creek Elementary School

- Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Objective 1.** (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An AVID Site Team member or School Leadership Team member will be present in PLCs to assist teachers (Target Group: All) (Strategic Priorities: 3)	AVID Coordinator	SY 2019-2020		Criteria: -walkthrough forms -lesson plans 06/04/21 - On Track (S)
2. Teachers use BLEND in classrooms: PageView goals at 4000 (Target Group: All)	Administrative Team	9/2020-6/2021		Criteria: % of teachers using BLEND: ES 20% of goal measured thru Blend PageView Spreadsheet
3. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents (Target Group: All)	Administrative Team	9/2020-6/2021		Criteria: % of Parents using BLEND thru Parent BLEND tour

Walnut Creek Elementary School

Goal 4. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Walnut Creek will continue to implement the Neurosequential Model in Education to ensure the social emotional learning needs of the students are met. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Counselor, Teachers	August - ongoing		Criteria: SEED Model application and data collection, book study agendas and NME support meeting agendas.
2. Walnut Creek will continue to participate in the Northeast Austin Communities for Educational Readiness (NACER). The NACER family of schools is comprised of 8 elementary schools and 2 middle schools that feed into Northeast Early College High School. By working closely together toward shared academic and community goals, we ensure that our students are primed for success when they walk through any of our doors. (Target Group: All) (Strategic Priorities: 1,4)	CLT, Principal	August - ongoing		Criteria: Family resource center referrals through the use of a GOOGLE survey that collects and stores request from teachers and staff that learn about the family need. NACER eCST RBP in eCST monitors social services such as basic needs and mental health support.

Walnut Creek Elementary School

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	10/30/20		Criteria: Principal Attestation Form 11/06/20 - Completed
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	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery Strategy 3 11/06/20 - Completed
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.) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 11/06/20 - Completed
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, 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	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/06/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/06/20 - Completed

Walnut Creek Elementary School

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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
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	10/30/2020		Criteria: Documentation of notice on school letterhead 11/06/20 - Completed
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	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 11/06/20 - Completed
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: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/06/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/06/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List 11/06/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Bores, Dinorah	Principal
Benites, Jaime	Assistant Principal
Turner, Robin	Assistant Principal
Jackson, Nick	Reading Specialist
Martinez, Astrid	Instructional Coach
Betancourt, Paulette	Instructional Coach
Lyons, Patricia	Instructional Specialist
Jenkins, Betty	DCSI
Cordero, Gina	Central Office Support

Zoom Meeting with the Principal



Parents & Families of Walnut Creek

Join us October 15, 2020

Zoom: 8:30am & 4:30pm

Meeting ID: 943 6471 7316

Passcode: 12345



Topics

- Reopening Plan & Safety
- Targeted Improvement Plan
- Announcements
 - Community Events
 - Community Resources

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	61		MAP Growth	70	NA	STAAR Release	70	30	MAP Growth	70	70	
		All	All	Reading	Meets	STAAR	27		MAP Growth	45	NA	STAAR Release	45	8	MAP Growth	45	45	
		All	All	Reading	Masters	STAAR	11		MAP Growth	20	NA	STAAR Release	20	3	MAP Growth	20	20	
		All	All	Mathematics	Approaches	STAAR	66		MAP Growth	70	NA	STAAR Release	70	40	MAP Growth	70	70	
		All	All	Mathematics	Meets	STAAR	25		MAP Growth	45	NA	STAAR Release	45	20	MAP Growth	45	45	
		All	All	Mathematics	Masters	STAAR	12		MAP Growth	20	NA	STAAR Release	20	8	MAP Growth	20	20	
		All	All	Science	Approaches	STAAR	64		MAP Growth	70	NA	STAAR Release	70	25	MAP Growth	70	70	
		All	All	Science	Meets	STAAR	27		MAP Growth	45	NA	STAAR Release	45	12	MAP Growth	45	45	
		All	All	Science	Masters	STAAR	12		MAP Growth	20	NA	STAAR Release	20	3	MAP Growth	20	20	
		All	All	Social Studies	Approaches	STAAR	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	
		All	All	Social Studies	Meets	STAAR	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	
		All	All	Social Studies	Masters	STAAR	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	
		All	All	Writing	Approaches	STAAR	41		MAP Growth	70	NA	STAAR Release	70	9	MAP Growth	70	70	
		All	All	Writing	Meets	STAAR	19		MAP Growth	45	NA	STAAR Release	45	0	MAP Growth	45	45	
All	All	Writing	Masters	STAAR	4		MAP Growth	20	NA	STAAR Release	20	0	MAP Growth	20	20			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic	All	All	Mathematics	Meets	STAAR	27		MAP Growth	50	NA	STAAR Release	50	20	MAP Growth	50	50	
		All	All	Reading	Meets	STAAR	27		MAP Growth	50	NA	STAAR Release	50	8	MAP Growth	50	50	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic	All	ECD	Reading	Meets	STAAR	27		MAP Growth	50	NA	STAAR Release	50	7	MAP Growth	50	50	
		All	ECD	Mathematics	Meets	STAAR	28		MAP Growth	50	NA	STAAR Release	50	20	MAP Growth	50	50	
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	39		MAP Growth	45	NA	STAAR Release	45	7	MAP Growth	45	45	