

Williams Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan, Zone Innovation Plan, and Targeted Utilization Plan



WILLIAMS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

4/6/2021

Campus Mission

The mission of Williams Elementary is to provide superior educational opportunities for all students in a safe and nurturing environment that will prepare students to be self-confident, lifelong learners, and responsible citizens.

Campus Vision

Williams Elementary School is committed to continually growing to meet the ever-changing needs of our community. We place a special focus on innovative projects that facilitate optimal student achievement. We offer children a solid academic grounding in a safe and supportive environment, preparing students for success throughout life becoming career and college ready. We believe in offering a high-quality, comprehensive elementary education within an inclusive, diverse culture.

Campus Values

- 1. We believe that each student has value and worth and is entitled to a strong academic foundation provided in a caring, nurturing and supportive environment, in which every student will attain their highest level of achievement.**
- 2. We believe that our students are scholars who require a rigorous thinking curriculum, in which they are continually challenged and are encouraged to challenge the thinking of others in productive and respectful ways.**
- 3. We believe that our scholars have a right to a safe school in which all students embrace the diversity of others.**
- 4. We believe that we are teaching the future leaders of our global society. Within our school are the next great thinkers and problem solvers.**
- 5. We believe our scholars will pursue excellence, model integrity and ultimately change the world for the better.**

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.

Prioritized Focus Area #1

Prioritized Focus Area #1

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale

Campus data indicated the need for targeted responses to support the increase in academic success and yearly progress for all students in math and Hispanic students in reading.

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

The leadership team and grade level teachers will dedicate time bi-monthly for data analysis and lesson plan presentations.

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

The leadership team and grade level teachers will be involved in the process of creating an assessment calendar, progress monitoring and tracking tools for teachers and students and create a schedule with protected time for data analysis and lesson presentations monthly.

Desired Annual Outcome

In Domain 3-Academic Achievement % targets in math and reading will increase from prior target met in 2018-2019:

2018-2019 Data:

Reading 4/7, Math-1/7 target met

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

Baseline data collected through MAP Growth assessment and BOY STAAR assessment in Math and Reading

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

20% Meets

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

35% Meets

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

55% Meets

Barriers to Address During the Year

*Time constraints due to later start of the school year

*Teachers teaching both remote and virtual, new way of teaching and learning

*Lack of instruction to students not attending synchronous lessons, TEA requires a work sample for attendance

Barriers to Address: Cycle 1 (Sept-Nov)

Transitions due to COVID-19

Barriers to Address: Cycle 2 (Dec-Feb)

Testing validity due to virtual test administration

Barriers to Address: Cycle 3 (March-May)

Transitions that may occur due to phase in process

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

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

DCSI will support principal with adjustments.

District Actions: Cycle 2 (Dec-Feb)

DCSI is working with principal on interventions and support from curriculum and instruction

District Actions: Cycle 3 (March-May)

DCSI is working with principal on interventions and support from curriculum and instruction

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

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Students in 1st and 2nd grade will increase their phonological awareness and increase their foundations in reading skills.

MOY 2020 ISIP data:

1st Grade: Combined Eng/Sp-72% reading on grade level

2nd Grade: Combined Eng/Sp-47% reading on grade level

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

Principal will provide clear instruction expectations to teachers. The principal and AP will monitor, document and provide feedback to teachers monthly. Walk-through completion checked monthly at leadership meetings.

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

Principal will set up PLC meeting to discuss rationale for focus area, and allow them to help create a system for student data collection, review data and create next steps for core instruction and intervention.

Desired Annual Outcome

70% of students in 1st and 2nd grade will be reading on grade level in MAP Growth

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

MOY Data-MAP Growth indicate 30% of students reading on grade level

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

MOY Data-MAP Growth indicate 45% of students reading on grade level

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

MAP Growth data indicate 55% of students reading on grade level

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

MAP Growth data indicate 70% of students reading on grade level

Barriers to Address During the Year

*Time constraints due to later start of the school year

*Teachers teaching both remote and virtual, new way of teaching and learning

*Lack of instruction to students not attending synchronous lessons, TEA requires a work sample for attendance

Barriers to Address: Cycle 1 (Sept-Nov)

Ensure teachers can administer the AP Growth in an environment that would render valid results

Barriers to Address: Cycle 2 (Dec-Feb)

Transitions that may occur due to phase in process

Barriers to Address: Cycle 3 (March-May)

Transitions that may occur due to phase in process

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

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

DCSI will support principal with adjustments

District Actions: Cycle 2 (Dec-Feb)

DCSI is working with principal on interventions and support from curriculum and instruction

District Actions: Cycle 3 (March-May)

DCSI is working with principal on interventions and support from curriculum and instruction.

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

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?

Focus area 1 is in on target and the 90 day outcome is achieved. The second priority is on course.

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

Student achievement was at 65% on or above grade level for MAP Growth.

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?

Principal and AP will meet with each team and review lesson plan expectations and how they will be shared weekly on google docs. Also the data meeting was behind the scheduled time but completed.

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

Data review has been done and the plan to respond to the data is being worked on.

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 prioritized focus areas did not meet the desired 90 day outcome with the cycle 2 reflection. Due to many days being canceled or asynchronous instruction time was lost. Students are struggling with engagement when virtual.

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

No. Same reason as above. Students took benchmarks both in school and at home. This inconsistency in regards to support and individual student needs also affected this data.

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?

All goals will continue. The VOM meetings are very structured to monitor progress on TEKS and information gathered.

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

Teachers at 3rd-5th broke down into weeks what the core instruction is focused on and intervention focus to closely monitor student outcome.

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?

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

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?

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

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?

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

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

Ms. Debbie Warnken

Date

10/20/2020

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

Mrs. Natalie Cardona-Villanueva

Date

10/20/2020

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, including assigned student tasks, and assessment to the standards and use of research-based, 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 ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be an improved campus culture and student learning outcomes.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages):

Writing-More than 1/2 of student that reached approaches met meets/masters

TELPAS-meet progress measure,% of English Learners at Advanced High or made one year of Composite Progress

Student Achievement Weaknesses

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages):

*Decrease in Math overall growth for all subgroups

*Weakness- Science overall performance with all student groups

*Writing-performance gap of 36 points w/ special education student group

*Reading-performance gap with AA -16 and special education -18 student group

Student Achievement Needs

Campus data indicated the need for targeted responses to support the increase in academic success and yearly progress for all students in math and Hispanic students in reading and support 1st and 2nd grade to ensure the increase their phonological awareness and increase their foundations in reading skills.

MOY 2020 ISIP data:

1st Grade: Combined Eng/Sp-72% reading on grade level

2nd Grade: Combined Eng/Sp-47% reading on grade level

Student Achievement Summary

Strategies and activities that Williams ES will implement to accomplish students achievement goals, including how progress will be measured.

- Cooperative planning with master teachers, team members, and department members
- Demonstration lessons by colleagues, curriculum specialists, and teacher mentors
- Visits to other classrooms
- Use of instructional strategies (examples: differentiation, interactive planning)

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- Focused classroom observations
- Co-teaching; collaborative teaching

Closing the Gaps 2019

Williams

	All										ELL (Curr. & Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met	
	Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	SpEd	SpEd	SpEd	Cont Enr	Enr				
Academic Achievement	STAAR Performance (Percent at or above Meets Grade Level)																	
	Reading #Tests	180	8	147	17	0	6	0	2	145	59	57	5	141	39			
	Reading %Meets	37%		32%	60%	43%	74%	45%	56%	36%	39%	35%	36%	34%	46%			
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%			
	Met Target	N		N						Y	Y	Y		N	Y	4	7	57%
	Math #Tests	180	8	147	17	0	6	0	2	145	59	57	5	141	39			
	Math %Meets	36%		32%	59%	45%	82%	50%	54%	34%	37%	35%	44%	37%	33%			
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%				
Met Target	N		N						N	N	Y		N	N	1	7	14%	
Total															5	14	36%	

	All										ELL (Curr. and Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met	
	Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	SpEd	SpEd	SpEd	Cont Enr	Enr				
Growth	STAAR Growth (Elementary and Middle Schools and High Schools w/o grad rate)																	
	Reading #PM Tests	110	5	87	12	0	4	0	2	89	32	32	<25	88	22			
	Growth Score	77%		74%	69%	67%	77%	67%	68%	75%	73%	80%	65%	76%	67%			
	Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
	Met Target	Y		Y						Y	Y	Y		Y		6	6	100%
	Math #PM Tests	116	5	93	12	0	4	0	2	95	38	34	<25	93	23			
	Growth Score	59%		57%	74%	71%	86%	74%	73%	59%	51%	65%	70%	58%	70%			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%				
Met Target	N		N						N	N	Y		N		1	6	17%	
Total															7	12	58%	

	All										ELL (Curr. and Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met		
	Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	SpEd	SpEd	SpEd	Cont Enr	Enr					
ELP	English Language Proficiency																		
	Number of Current EL students with proficiency measure											95	current ELL students						
	% Adv High or 1yr Comp Progress											80	eligible tests						
	TELPAS Progress Target											43%							
	Met Target											36%							
Total															1	1	100%		

	All										ELL (Curr. and Former)		Former SpEd	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met	
	Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	SpEd	SpEd	SpEd	Cont Enr	Enr				
Student Success	Student Achievement Domain Score: STAAR Component Only (Elementary Schools, Middle Schools, and High Schools/K-12 Without Annual Graduates)																	
	# Tests	479	22	389	46	0	16	0	6	387	156	150	<25	376	103			
	App	70%		67%	83%					69%	76%	54%		73%	60%			
	Meets	37%		32%	63%					36%	35%	35%		37%	37%			
	Masters	15%		12%	30%					14%	10%	11%		14%	18%			
	STAAR Component Score	41%		37%	59%					40%	40%	33%		41%	38%			
	Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%			
Met Target	N		N	Y					Y	Y	Y		N	N	4	8	50%	
Total															4	8	50%	

	% of Eligible Met	2018 Weight	Points
Academic Achievement	36%	30%	10.8
Growth	58%	50%	29.0
English Language Proficiency (ELP)	100%	10%	10.0
Student Success	50%	10%	5.0
Closing the Gaps Raw Score			55
			points possible 100

	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	ELL (Curr. and Former)	SpEd
Additional Targeted Support (Goal: TBD)											
# Eligible Targets	5	-	5	-	-	-	-	-	5	6	5
# Targets Met	1	-	1	-	-	-	-	-	3	4	5
% Targets Met	20%	-	20%	-	-	-	-	-	60%	67%	100%

To be evaluated for Additional Targeted Support, a group must have results for 25 tests in both reading and math performance.

For STAAR Academic Achievement indicators, if participation rate falls below 95%, denominator will be increased to meet 95% threshold.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Clear instructional expectations created and communicated with all staff.

PLC meetings scheduled monthly and in some instance bi-monthly to discuss rational for focus area, and allow teachers to create a system for student data collection, review data and create next steps for core instruction and intervention

Curriculum, Instruction and Assessment Weaknesses

Lack of experience with small group intervention tools for virtual learners.

Curriculum, Instruction and Assessment Needs

Research best practices for virtual instruction to ensure high student engagement and student achievement.

Curriculum, Instruction and Assessment Summary

Professional development planning and opportunities will include new strategies on engaging student virtually and when teaching both virtual and face-2-face students simultaneously.

Technology

Technology Strengths

All students were given a technology device and hot spot if needed.

Technology Weaknesses

Comprehensive Needs Assessment

Some students are struggling to navigate technology platforms in order to access content.

Technology Needs

Explicit training guides for students and parents.

Technology Summary

Williams will share and support parents with explicit training guides for students and parents to ensure they can easily navigate AISD technology platforms.

Comprehensive Needs Assessment Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies
CAPR results for administrators
CCMR disaggregated by student group
Coordinated School Health ratings
District Family Survey results
Fitnessgram results - BOY to EOY growth
Focus Groups/Interviews
Graduation Rates disaggregated by stud. grp.
GT-CAMP ratings
<https://txschools.gov/>
MOY disaggregated by grade, subj., & stud. grp.
PPFT results for teachers
Referral data disaggregated by student group
SEL Implementation Survey results
Short Cycle Assessments disaggregated by stud. grp
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
Student Survey results
TELPAS disaggregated by grade & prof. lvl.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$76,995)			

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- Goal 1.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.
- Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence
- 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
- Objective 2.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies
- Objective 3.** (ESF Essential Action 5.3) Data-driven instruction
- Objective 4.** (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.
- Goal 3.** (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.**

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Goal 1. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade Level Assessment will be aligned to state standards, administered four time a year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Principal	Quarterly	(L)Campus BTO - \$250	Criteria: Student Data Collection 03/29/21 - On Track 12/07/20 - On Track
2. Results from grade level assessments will be disaggregated in order to pull students who need remediation on TEKS not mastered. (Title I SW Elements: 2.2,2.5,2.6) (Strategic Priorities: 4)	Assistant Principal, Principal, Teachers	Weekly	(F)Title 1, Part A - \$5,500	Criteria: Student Data Tracking Form 03/29/21 - On Track 12/07/20 - On Track

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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. Principal and AP will meet with each team and review lesson plan expectations and how they will be shared weekly on google docs	Assistant Principal, Principal	August 2019		Criteria: Meeting notes and invites 03/29/21 - On Track 02/01/21 - On Track 12/07/20 - No Progress

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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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clear instructional expectations communicated to teachers	Principal	August 30th		Criteria: Written Form Shared and Discussed 03/29/21 - Completed 12/07/20 - Completed
2. Monitor, document and provide feedback to teachers monthly. Walkthrough completion checked monthly at leadership meetings.	Assistant Principal, Principal	Ongoing/Monitor quarterly		Criteria: Classroom Visit Calendar/Feedback/Written Form 03/29/21 - On Track 12/07/20 - On Track

Williams 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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set up calendar for grade level team data analysis and coordinate administrator to attend.	Principal	August 30, 2019- bi-wkly		Criteria: Calendar 03/29/21 - On Track 02/01/21 - On Track 12/07/20 - Some Progress
2. Focus for the meetings will be to collect data, review data, and create next steps for core instruction and intervention.	Principal	Ongoing/Monitor Quarterly		Criteria: Meeting Notes 03/29/21 - On Track 02/01/21 - On Track 12/07/20 - Some Progress

Williams 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 4. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Providing PD on writing strategies at monthly faculty meetings.	Admin, AVID Team	May 2019		Criteria: Student work posted and displayed monthly, and evidence look fors in leadership team learning walks 03/29/21 - Significant Progress 03/29/21 - Some Progress 02/01/21 - Some Progress 12/07/20 - No Progress

Williams Elementary School

Goal 3. (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	10/30/2020		Criteria: Principal Attestation Form 11/05/20 - 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 11/05/20 - 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.) (Title I SW Elements: 2.1) (Target Group: ECD) (Strategic Priorities: 4)	Parent Support Specialist, Principal	10/30/2020		Criteria: Parent/Family School Compact 11/05/20 - 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) (Strategic Priorities: 4)	Parent Support Specialist, Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/20/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/05/20 - Completed

Williams Elementary School

Goal 3. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 11/16/20 - Completed 11/05/20 - No Progress
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 11/20/20 - 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. (Title I SW Elements: 2.2) (Target Group: ECD) (Strategic Priorities: 1)	Assistant Principal, Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/05/20 - Completed
9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/17/20 - 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 11/05/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Foxx, Teresa	Teacher
Aguilar, Rosalva	Teacher
Guerrero, Rosemary	Teacher
Bustamante, Jose	Teacher
Estrada, Alejandra	Teacher
Schroder, Barbara	Teacher
Good, Michelle	Campus Administrator
Alfaro, Jemima	Parent

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
									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	73		Map Growth	35	47	Map Growth	45		Map Growth	55		74
		All	All	Reading	Meets	STAAR	35		Map Growth	10	17	Map Growth	20		Map Growth	35		55
		All	All	Reading	Masters	STAAR	14		Map Growth	5	6	Map Growth	10		Map Growth	20		29
		All	All	Mathematics	Approaches	STAAR	69		Map Growth	30	27	Map Growth	40		Map Growth	55		74
		All	All	Mathematics	Meets	STAAR	35		Map Growth	10	16	Map Growth	20		Map Growth	35		55
		All	All	Mathematics	Masters	STAAR	15		Map Growth	5	8	Map Growth	10		Map Growth	20		29
		All	All	Science	Approaches	STAAR	55		IXL	25	9	IXL	35		IXL	55		65
		All	All	Science	Meets	STAAR	32		IXL	10	2	IXL	20		IXL	35		40
		All	All	Science	Masters	STAAR	11		IXL	5	0	IXL	10		IXL	20		20
		All	All	Social Studies	Approaches	STAAR	NA		NA	NA		NA	NA		NA	NA		NA
		All	All	Social Studies	Meets	STAAR	Na		NA	NA		NA	NA		NA	NA		NA
		All	All	Social Studies	Masters	STAAR	NA		NA	NA		NA	Na		NA	NA		NA
		All	All	Writing	Approaches	STAAR	72		Map Growth	30	23	Map Growth	40		Map Growth	55		75
All	All	Writing	Meets	STAAR	42		Map Growth	10	11	Map Growth	15		Map Growth	35		50		
All	All	Writing	Masters	STAAR	13		Map Growth	5	2	Map Growth	10		Map Growth	20		20		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Focus 2 Components)	All	All	Mathematics	Meets	STAAR	35		Map Growth	10	27	Map Growth	15		Map Growth	25		37
		All	Hispanic	Reading	Meets	STAAR	32		Map Growth	10	33	Map Growth	25		Map Growth	35		47
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Focus 1 Components)	All	1st grade	Reading on Grade Level	On Grade Level	ISIP	72		Map Growth	30	56	Map Growth	45		Map Growth	55		70
		All	2nd grade	Reading on Grade Level	On Grade Level	ISIP	47		Map Growth	30	30	Map Growth	45		Map Growth	55		70
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	43		NA	NA		NA	NA		NA	NA		43