

WALNUT CREEK EL
Walnut Creek Elementary
2021/2022



401 West Braker Lane
5124144499

Date Reviewed:

DMAC Solutions ®

Date Approved:

Campus Mission

Uniting cultures, empowering learners

Campus Vision

The Walnut Creek Early College Prep Community promotes a positive culture of high achievement and global citizenship by nurturing the whole child to be an empowered lifelong learner

Campus Values

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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

WALNUT CREEK EL

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, Instructional Leadership Team	cycle 1		Criteria: Committee meeting agenda and minutes 10/29/21 - On Track
2. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Administrators, Campus Committees, Campus Leadership Team, Counselor	Cycle 1, cycle 2		Criteria: Event flyers, information sheets. 10/29/21 - On Track
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4)	Campus Committees, Campus Leadership Team, Campus Safety Committee, Counselor, Parent Support Specialist	cycle 1,		Criteria: faculty meeting agendas 10/29/21 - On Track

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Objective 2. (Social and Emotional School Climate) SY 2021-22, 100% of the staff will be trained in neuro sequential model in education and implement culturally SEL practices and curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will engage the campus community in No Place for Hate activities annually. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Counselor, Parent Support Specialist, SEL Committee	cycle 1		Criteria: written activities with pictures, school calendar that demonstrates when activities were implemented, NPFH application 10/29/21 - On Track
2. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor, SEL Campus Coordinator, SEL Committee			Criteria: NME/SEL expectations sheet, classroom walkthrough observation 10/29/21 - On Track
3. NME Professional Development training for first and second year teachers and all support staff (Counselors, TA's, etc) that are new to the campus. These trainings will include: book studies and reflections, and will take place biweekly. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Counselor, Lead Mentor	cycle 1		Criteria: Participation in book study Reflections 10/29/21 - Some Progress
4. Host 3 family nights and/or book club meetings per semester. Ensure that it is promoted ahead of time and through all areas of communication. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Leadership Team, Counselor, Parent Support Specialist	cycle 1		Criteria: Agendas, Book Club reflections 10/29/21 - On Track

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Objective 3. (Family Engagement) SY 2021-22, campus will prioritize family engagement and implement cultural activities at 100% of school events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure Campus Improvement Plan focus areas include at least two family engagement strategies. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, Instructional Leadership Team, Parent Support Specialist, Team Leaders	Cycle 1,		Criteria: Sign-in sheets, calendar items, parent outreach SMORES document 10/29/21 - On Track
2. Make Family Engagement an agenda item in all meetings. (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Leadership Team, Counselor, Parent Support Specialist, PTA	cycle 1, cycle 2		Criteria: Meeting minutes 10/29/21 - On Track
3. Incorporate Culturally Inclusive and Responsive pedagogy and Courageous Conversations through the PTA, newsletters, and family nights. (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Leadership Team, Counselor, Parent Support Specialist	Cycle 1		Criteria: SMORES newsletter, parent automatic phone calls 10/29/21 - Some Progress

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) 100% of teachers in grades 3-5 will utilize objective-driven daily lesson plans with culturally relevant materials and the use of blended learning models in language arts and math. 100% of teachers will use formative assessments aligned to these objectives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Leadership Team will collect and review lesson plans and weekly common assessments and verify for alignment to the success criteria and language objectives. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Administrators, Campus Leadership Team	Cycle 1		Criteria: Weekly Lesson Plans submitted in shared folder Walkthrough forms: documentation SEs tied to instruction and Student Work 11/08/21 - Completed 10/21/21 - Some Progress 09/28/21 - Some Progress
2. Ensure teachers choose curriculum and books that better reflect the diversity of the world we live in and establish classroom environments that allow students to learn from multiple perspectives. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Administrators, Counselor, Instructional Leadership Team, SEL Committee	cycle 1		Criteria: Planning meeting agendas 11/08/21 - Completed 09/28/21 - Some Progress
3. Design of learning experiences include intentional use of blended learning models that include the intentional use of offline and online activities to support learning goals and student need, including time for small groups and one-on-one or individualized learning with the teacher. (Title I SW Elements: 2.2,2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team, Leadership Team, Teachers	Cycle 1		Criteria: Schedules, lesson plans and walk through observations that demonstrate the use of blended models. 11/08/21 - On Track 10/21/21 - Some Progress 10/21/21 - Some Progress 09/28/21 - Some Progress
4. 3rd and 5th grade will be meeting with 4th grade to see their model of backwards design for math and reading. (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,ESL,LEP,AtRisk,3rd,5th)	Administrators, Campus Leadership Team	Cycle 2		Criteria: Campus leadership team will see evidence of this through classroom walks and planning/ PLC. 11/08/21 - Some Progress
5. Walnut Creek Instructional Wheel- All classrooms will post and utilize the Instructional Wheel as evidenced in their	Academic Leadership Team, Teachers	Cycle 2		Criteria: Consistency in implementation across all grade levels.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
lesson plans. (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,ESL,Migrant,AtRisk,PRE K,K,1st,2nd,3rd,4th,5th)				11/08/21 - Pending

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data, exit tickets aligned to daily success criteria and MAP reading fluency in PLCs once every month, to ensure students are growing and identify interventions and enrichments accordingly. (Target Group: All)	Administrators, Instructional Leadership Team, Teachers, Team Leaders	cycle 1		Criteria: Common Assessment Data Review forms, PLC agendas, MAP Fluency reports 11/08/21 - Completed 10/21/21 - Some Progress 10/21/21 - Pending 09/28/21 - Some Progress
2. Teachers will receive PD by the Multilingual Department with an emphasis in SIOP strategies and EL instruction in a dual language setting. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,Migrant,LEP) (Strategic Priorities: 4)	Administrators, Bilingual Specialist/Instructional Coach, Executive Director	Cycle 1		Criteria: 90% of teachers using, best practices in a dual language, ESL setting when delivering lessons and as evidenced in lesson plans. 11/08/21 - Completed 10/21/21 - Some Progress 10/21/21 - Pending 09/28/21 - Some Progress
3. Teachers will meet twice per 9 weeks in Data Meetings to review, analyze and create interventions plans based on information from Short Cycle Assessments. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4)	Administrators, Instructional Leadership Team, Teachers, Team Leaders	Cycle 2		Criteria: Data provided from Short Cycle Assessments 11/08/21 - Completed 10/21/21 - Some Progress 09/28/21 - Some Progress
4. Teachers will use MAP data in PLCs, to ensure students are growing and identify interventions and enrichments accordingly. (Title I SW Elements: 2.4,2.5) (Target Group: All,ECD,ESL,Migrant,LEP,PRE K,K,1st,2nd,3rd,4th,5th)		Cycle 2		Criteria: Teachers will use small group binder to track student progress and 3rd-5th will use their AVID binder to self monitor their goals and progress. 11/08/21 - Some Progress
5. The multilingual department will come in December to deliver campus level PD in SIOP. (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,ESL,LEP,PRE	Academic Leadership Team, Administrators, Bilingual Specialist/Instructional Coach, District Departments	Cycle 2		Criteria: Staff sign in, agenda, staff reflection.

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Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
K,K,1st,2nd,3rd,4th,5th)				

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 520 fact to face students to 600 face to face students by December 15, 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Attendance Clerk, Campus Leadership Team, Parent Support Specialist	cycle 1		Criteria: Weekly enrollment chart, 10/29/21 - Some Progress
2. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Campus Leadership Team, Counselor, Librarian, Parent Support Specialist			Criteria: Neuro sequential model in education 10/29/21 - Some Progress
3. Work with the Family Resource Center and ECST committee to provide families with social service support. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, CST Team, ECST chair, Parent Support Specialist	ongoing		Criteria: CST documentation, CST agenda, PSS documentation 10/29/21 - Some Progress

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

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the campus culture of respect goals section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Attendance Clerk, Bookkeeper, Instructional Leadership Team, Office Staff, Teachers	August and ongoing		Criteria: Training certificates, 10/29/21 - Some Progress
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Title I SW Elements: 1.1) (Target Group: All,ECD,ESL,Migrant,LEP,SPED) (Strategic Priorities: 1)	Administrators, Office Staff, Teachers	August and ongoing		Criteria: Front office signage, WC & AISD Customer Service Expectations 10/29/21 - Some Progress
3. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to promote an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Counselor, Instructional Leadership Team, Librarian	August and ongoing		Criteria: walkthrough observation form, 10/29/21 - Significant Progress

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

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

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

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

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

WALNUT CREEK EL Site Base

Name	Position
Mastrianni, Coleen	3rd grade Teacher
Martinez, Astrid	Instructional Coach
Betancourt, Paulette	Instructional Coach
Martinez, Arianna	SPED Teacher
Jackson, Nick	Reading Specialist
Garza, Alexa	Kinder Bilingual Teacher
Lopez, Ilse	4th Gr. Bilingual Teacher
Samaniego, Jennifer	5th Gr. ESL Teacher
Gutierrez, Loudres	1st gr. bilingual teacher
Hernandez, Hilda	Parent Support Specialist
Turner, Robin	Assistant Principal

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	4	4	4	4	2	3

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
--	--	--

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

Focus Area for Improvement	Rationale
EA 5.1	5.1 Focus on daily formative assessments along with exemplar responses. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support weekly through PLC's.
EA 5.3	5.3 Focus on Identifying the gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding. Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review. All classrooms include at least one visible student progress tracking artifact, which is regularly

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

	updated. Campus hallways include at least one visible student progress tracking artifact, which is regularly updated
--	--

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	79	43	100	100	100	83	100	59	83	25	100	75
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	722	71	-	6	-	1	559	-	13	-	1	56	-	2	-	-	357	-	4	-	-
2018-2019	731	72	-	4	-	-	561	-	2	-	2	56	-	-	-	-	354	-	4	-	-
**2019-2020	718	59	-	-	-	-	553	-	-	-	-	63	-	-	-	-	346	-	-	-	-
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	722	365	-	-	-	-	661	-	21	-	2	100	-	12	-	2					
2018-2019	731	377	-	-	-	-	701	-	6	-	2	116	-	1	-	-					
**2019-2020	718	372	-	-	-	-	687	-	-	-	-	101	-	-	-	-					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

Disciplinary actions have been consistently decreasing throughout the past 4 years. This is due to our implementation of the Neurosequential Model in Education by Dr. Perry. Staff and students have been educated to understand the function of the brain and how it can affect their learning. Students learn how to regulate, relate and reason when having strong emotions that may lead to behavioral issues.

What are the top 3 reasons students get referrals?

The referrals stated above were due to physical altercations. Students that belong to one of our specialized behavioral skills units account for 100% of the referrals.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	30	47%	10%	43%	252	68%	16%	16%	-27%	54	35%	11%	54%	55	53%	25%	22%	-32
2	55	76%	7%	16%	64	91%	5%	5%	-11	31	65%	19%	16%	40	90%	3%	8%	-8
3	48	54%	27%	19%	0	-	-	-	-	25	64%	12%	24%	0	--	--	--	-
4	63	62%	22%	16%	0	-	-	-	-	25	52%	20%	28%	1	*	*	*	-
5	70	61%	19%	20%	70	64%	23%	13%	-7	8	88%	0%	13%	6	83%	0%	17%	4
All	266	62%	18%	21%	159	75%	14%	10%	-11	143	52%	14%	34%	102	70%	15%	16%	-18

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

Students are achieving the mastery level at similar percentages across all grade levels. In the BOY students performed at a higher rate than by the EOY. Scores are similar in both English and Spanish.

SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	-	-	-	-
1	48%	45%	33%	28%
2	32%	11%	13%	19%
3	61%	27%	36%	37%
4	9%	28%	42%	56%
5	53%	23%	63%	51%
All	41%	28%	38%	38%

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

All four areas are very close/similar. The testing grades have a higher percentage in writing. All grades are higher in Writing in comparison to Reading except 5th. 2nd grade has the lowest percentage.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

SY 20-21 STAAR Results ([Reading](#), [Math](#), [Writing](#), and [Science](#)).

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	71	92	30	8	3	3	100	*	*	*	58	92	31	9	2	6	100	17	17	17
Math	04	66	71	9	2	2	5	83	<1	<1	<1	45	65	11	2	2	7	88	14	<1	<1
Math	05	79	95	58	29	13	5	83	60	40	40	69	96	57	26	12	3	100	*	*	*
Math	All	216	85	34	14	6	13	87	23	15	15	172	84	36	14	6	16	94	31	19	6
Reading	03	71	92	32	11	3	3	100	*	*	*	57	90	35	12	4	6	100	17	17	0
Reading	04	65	70	25	5	3	5	83	20	0	0	44	64	30	7	5	7	88	14	0	0
Reading	05	79	95	49	18	6	5	83	60	40	20	69	96	48	17	6	3	100	0	0	0
Reading	All	215	85	36	12	4	13	87	38	15	8	170	83	39	13	5	16	94	24	6	0
Writing	04	82	89	15	5	1	5	83	0	0	0	61	88	15	5	2	8	100	25	13	0
Science	05	79	95	34	10	3	5	83	40	20	0	69	96	35	10	3	3	100	0	0	0
	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	67	93	30	9	3	60	91	32	10	3	8	100	25	25	13	1	100	*	*	*
Math	04	61	71	10	2	2	56	70	11	2	2	3	43	*	*	*	1	100	*	*	*
Math	05	71	96	59	28	14	66	96	62	30	14	18	95	61	17	11	7	100	29	14	14
Math	All	199	86	34	14	7	182	85	36	15	7	29	85	48	21	14	8	73	25	13	13
Reading	03	67	93	33	12	3	60	91	33	12	3	7	88	43	29	0	1	100	0	0	0
Reading	04	60	70	25	5	3	55	69	24	5	4	3	43	0	0	0	0	0	0	0	0
Reading	05	71	96	52	17	7	66	96	52	18	8	18	95	17	6	0	7	100	29	0	0
Reading	All	198	85	37	12	5	181	84	37	12	5	28	82	29	14	0	8	73	25	0	0
Writing	04	75	88	15	5	1	72	91	18	9	0	9	64	11	0	0	2	67	0	0	0
Science	05	72	96	33	8	3	66	96	36	12	3	18	95	17	11	6	7	100	0	0	0

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

We noticed about 60 students for each student group that historically have not fared as well. Special education has not done well in mastery. 5th grade math is doing much better than other student groups. Writing in an area that historically all student groups have struggled with. Our white population has a mixed of White and Afghan students.

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Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	6.38%	12.82%	11.11%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	7.25%	5.95%	10.54%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

When creating rosters for the next school year, grade levels with support from the leadership team sit together and group students according to their needs. Clusters of at least 3 students are created in the groups in order to ensure that GT and high-ability students are paired with peers on a similar skill level as them.

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

Through coffee with the principal meetings, consistent flyers and communication via email, phone calls, robo calls and social media posts designated to inform parents of any and all learning opportunities offered at our school.

How do you support a culture that provides advanced learning opportunities to all students?

Students are encouraged to participate in various student groups created and led by leader teachers. AVID implementation in our school also helps and exposes the students to college readiness. We also celebrate College Day where staff members and students are encouraged to wear t-shirts from different institutions to help display their future educational opportunities.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E	-	E	E	E	-	E	E	E	-	E	E	E	-	E	E	E	-

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL *	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Tota l Met	Total Eligibl e	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	58	4	50	2	0	1	0	1	52	47	13	<25	40	18			
Growth Score	48%	-	46%	-	-	-	-	-	50%	51%	-	-	45%	-			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N	-	N	-	-	-	-	-	N	N	-	-	N	-	0	5	0

Math #PM Tests	70	4	62	2	0	1	0	1	64	59	15	<25	50	20			
Growth Score	56%	-	54%	-	-	-	-	-	55%	56%	-	-	59%	-			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N	-	N	-	-	-	-	-	N	N	-	-	N	-	0	5	0
Total															0	10	0%

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

We notice students are closer to meeting their growth targets in Math than Reading. The percentage of students meeting their growth target are not significantly different between historically underserved groups and all student groups.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	655	662	676	638
	Students in enrollment area				
Transfers	Transfers to other AISD schools	63	61	70	55
TELL Survey	General School Climate	89	94	88	88
	Managing Student Conduct	87	92	88	96
	Principal Leadership	96	98	91	90

Reflection Questions: Why do you think families are transferring to other AISD schools? Many of the students on lists are the same from year to year. Many of the students on the list transfer for program reasons such as two way dual language.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Enrollment has been consistent (and increasing) except during COVID year.

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website		X		
Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals		X		
Customer service prioritization		X		
Facility & Operations				
Grounds		X		
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>In this school year, we will focus on developing our campus culture of respect practices and goals, customer service prioritization, and our school grounds. We currently have 25 new staff members, including novice teachers, new TAs and front office staff, that will need training in these areas. Currently we have an active group of staff member volunteers who have created a plan on the beautification of our campus grounds.</p>				

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Walnut Creek

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form)*
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. **(Upload ALL documents in PlanWorks)**

Walnut Creek Elem

Campus Name

DocuSigned by:

Dinorah Bares

Principal's Signature

10/19/2021

Date



Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf1I7AIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	36%	SCA 1	80%	52%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Reading	Meets	12%	SCA 1	40%	20%	SCA 2	40%		SCA 3	40%		STAAR	40%
	All	All	Reading	Masters	4%	SCA 1	15%	10%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	All	Math	App.	34%	SCA 1	80%	69%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Math	Meets	14%	SCA 1	40%	41%	SCA 2	40%		SCA 3	40%		STAAR	40%
	All	All	Math	Masters	6%	SCA 1	15%	30%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	All	Science	App.	34%	SCA 1	80%	58%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Science	Meets	10%	SCA 1	40%	19%	SCA 2	40%		SCA 3	40%		STAAR	40%
	All	All	Science	Masters	3%	SCA 1	15%	9%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	Emer. Bilingual	Reading	Meets	12%	SCA 1	36%	20%	SCA 2	36%		SCA 3	36%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	15%	SCA 1	36%	21%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	12%	SCA 1	41%	28%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	13%	SCA 1	37%	30%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	17%	SCA 1	29%	18%	SCA 2	29%	0%	SCA 3	29%	0%	STAAR	29%
	3rd	All	Reading	Meets	12%	SCA 1	30%	23%	SCA 2	30%		SCA 3	30%		STAAR	30%
	3rd	All	Math	Meets	14%	SCA 1	30%	29%	SCA 2	30%		SCA 3	30%		STAAR	30%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
45	73	C	