

# WILLIAMS EL

## Campus Improvement Plan

### 2021/2022

*Work Hard, Dream Big, Wildcat Pride!*



**WILLIAMS**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

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

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

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

**Instructions for Campuses**

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

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

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

#2 - #9 See packet for details

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

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

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

# WILLIAMS 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) 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. Whole Child, Every Child will be an included item in PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Assistant Principal, Campus Leadership Team, Counselor	All year, ongoing		Criteria: Admin., counselor and PSS will ensure that Whole Child, Every Child will be included 100% of the time. Documentation will be collected and filed for compliance.  11/16/21 - On Track

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**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 2.** (Social and Emotional School Climate) Williams will participate in the daily implementation of the 3 Signature SEL Practices that will be monitored through weekly walkthroughs. 1. Implement morning meetings in all classrooms-welcoming rituals and inclusion activities 2. Implement closing circle at the close of every day-optimistic closure 3. Incorporate brain breaks within the daily schedule

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Williams will participate in the implementation of the 3 Signature SEL Practices daily: 1. Implement morning meetings in all classrooms-welcoming rituals and inclusion activities 2. Implement closing circle at the close of every day-optimistic closure 3. Incorporate brain breaks within the daily schedule (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Counselor, Leadership Team	All year, ongoing		Criteria: A monthly meeting with responsible staff will: 1. Collaborate with students and teachers to adapt and create practices to meet the specific goals and needs of our community. 2. Collect monthly data regarding the implementation of the three SEL strategies in each classroom  11/16/21 - On Track

# WILLIAMS 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 3.** (Community Engagement) For SY 2021-2022, William ES will maintain the minimum membership requirements that reflects campus geographic, ethnic, gender, and economic diversity of the school community. Williams ES will hold at least 8 regular Campus Advisory Council meetings each year on the third Monday of each month. Invitations for public comments will be sent out via school messenger 1.5 weeks prior to the meeting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SY 2021-2022, Williams ES CAC will maintain the minimum membership requirements of members that reflects campus geographic, ethnic, gender, and economic diversity of the school community.” (Title I SW Elements: 2.2,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3)	Administrators, CAC Members, Parent Support Specialist	8 times a school year		Criteria: Documentation of meeting notice, attendance and notes will be shared and available to the community.  11/16/21 - On Track

# WILLIAMS EL

- Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 1.** (ESF Essential Action 3.3) Williams ES will be proactive and responsive to student in need of support. School support staff-LMHP, Counselor, PSS and Admin. will meet twice a month to identify individual student needs, wrap around services and work together to support and monitor individual progress, behavior, and mental health needs through the Child Study Team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Through the implementation of weekly data meetings, 100% of teachers teams (PLCs) and instructional leaders will analyze disaggregated student data to identify trends and noticings with regard to our historically underserved student groups. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Counselor, Parent Support Specialist, Teachers	on-going		Criteria: Weekly meetings are held for all grade levels to discuss student needs and support. Excel spreadsheets will be updated during each meeting to document support, needs and follow-up actions.  11/16/21 - On Track
2. Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs. Bi-weekly meetings will capture and document the needs of students, the action plan on how to address needs, follow-up dates and progress notes. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Counselor, Parent Support Specialist, Teachers	on-going		Criteria: 100% of staff-Counselor, MTTs, and parent support specialist will meet bi-weekly to discuss families in need of wrap around services. A shared spreadsheet will be reviewed at each meeting to discuss current needs, progress and follow up expectations.  11/16/21 - On Track
3. Williams ES will implement a SEL campus-wide program to proactively teach mental health and wellness skills to students. 100% of PreK-5 classrooms will be observed once per week. 100% of classrooms will demonstrate effective implementation. Wellness skills and mental health will be a focus during Morning Meeting, Optimistic Closures, Fitness Friday presentation and during announcements/ SEL lessons. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, CATCH Team, Counselor, PE Teacher	on-going		Criteria: Weekly walkthroughs with 100% implementation. Evidence: walkthrough forms with clearly articulated expectations for routines and instructional strategies. Evidence: list of PreK-5 classrooms with results of completed walkthroughs.  11/16/21 - On Track

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**Goal 3.** (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.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Ensuring that classroom routines and instruction strategies are routinely administered, culturally relevant, rigorous and aligned both vertically and horizontally to facilitate student improvement achievement and help students achieve their academic growth goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time 100% of the time. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators	on going		Criteria: Review teacher feedback and discuss support strategies weekly and document in a shared google doc. 100% of the time.  11/16/21 - On Track
2. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice 100% of the time. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators	on going		Criteria: Observation debriefs occur 48 hours after observation 100% of the time.  11/16/21 - On Track
3. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames 100% of the time. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators	on-going		Criteria: Follow up observations occur after coaching session 100% of the time  11/16/21 - On Track



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**Goal 3.** (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)) Classroom common assessments are routinely administered weekly, accessible, culturally relevant, rigorous and aligned both vertically and horizontally to facilitate student improvement and help students achieve their academic growth goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Teachers	on-going		Criteria: School wide instructional programs implemented with fidelity to support all students in all classes 100% of the time. The use of standardized walkthrough form to document the implementation.  11/16/21 - On Track
2. Campus instructional leaders will review weekly how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Teachers	on-going		Criteria: Lesson Planning support weekly for 2-5th grade teams, Pre-k-1st grade bi-weekly  11/16/21 - On Track
3. During weekly meeting with teams administration will 100% of the time review daily lesson-level, unit, and interim assessments that are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teachers	on-going		Criteria: Lesson Planning support weekly for 2-5th grade teams, Prek-1st grade bi-weekly.  11/16/21 - On Track

# WILLIAMS EL

**Goal 4.** (Increased Enrollment) Williams ES enrollment will increase from 410 to 425 by December 15, 2021 (refer to 21-22 projection). 85% of current students will be registered for SY 22-23 by June 1, 2022.

**Objective 1.** (Increased Enrollment) Semester 1 Goal: Campus enrollment will increase from 410 to 425 by December 15, 2021. Semester 2 Goal: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)	Attendance Clerk, Parent Support Specialist, Principal	ON GOING, all year		Criteria: 100% of student withdrawn will be documented and tracked.  11/16/21 - On Track
2. Williams ES will set monthly targets in spring 2022 to hit registration goals and create and plan 4 registration opportunities in the spring. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 2,4)	Attendance Clerk, Parent Support Specialist, Principal	Monthly, all year	(L)Campus BTO - \$500	Criteria: By Jan, 2022 all registration activities will be planned and scheduled. Set targets for enrollment will be monitored bi-weekly the number of registered students by the campus registrar and principal.  11/16/21 - Completed 09/03/21 - Pending
3. Williams ES will update our school website weekly to provide regular communication to campus community. Website information will be dynamic and will include a calendar of events and AISD calendar, announcements, kudos, and opportunities to support and be included in our campus. (Title I SW Elements: 2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Parent Support Specialist	Weekly		Criteria: On a weekly basis the Williams Website will be updated as well as our connected Twitter account: Portions to be updated weekly-announcements, calendar of events. Administration and PSS will monitor the website weekly.  11/16/21 - On Track

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**Goal 5.** (Exemplary Customer Service) By the end of SY 21-22, the campus will score Developing to Meets Expectations or on Campus Community Goal and Practices section of the Campus Assessment Rubric.

**Objective 1.** (Exemplary Customer Service) By the end of SY 21-22, the campus will score Developing to Meets Expectations or on Campus Community Goal and Practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Attendance Clerk, Bookkeeper, Parent Support Specialist, Principal, Teacher Assistants, Team Leaders	on-going, entire school y		Criteria: Williams will request Customer Cares dep. to come and walk through for a the fall and spring to ensure we are providing exemplary customer service with campus communication. We will use the formative assessment from the walk through and make adjustment as needed.  11/16/21 - On Track
2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Attendance Clerk, Parent Support Specialist, Principal	on going		Criteria: The responsible parties will ensure that all Let's Talk messages are read daily and followed trough within 24 hours.  11/16/21 - On Track
3. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens 100% of the time. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Teachers	on going, all year		Criteria: Ensure that all modes of communication are shared in the families preferred language 100% of the time.  11/16/21 - On Track

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**Goal 6.** (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 10/05/21 - 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	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 11/16/21 - On Track 10/05/21 - No Progress
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 10/05/21 - 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 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 10/05/21 - 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	Due 9/17		Criteria: Sample communications in languages other than English 10/05/21 - Completed

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**Goal 6.** (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	Due 9/17		Criteria: Documentation of notice on school letterhead  10/05/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings  11/16/21 - On Track 10/05/21 - No Progress
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.				10/05/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet  10/05/21 - Completed
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  10/05/21 - Completed

## 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.*

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## 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.*

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## 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.*

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### **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.*

# WILLIAMS EL Site Base

Name	Position
Good, Michelle	Campus Administrator
Cardona-Villanueva, Natalie	Campus Manager
Deason, Pamela	Teacher
Williams, Ashley	District User
Melton, Kimberly	Teacher
Guerrero, Rosemary	Teacher
Bronsnick, Hannah	Parent Support Specialist
Gruber, Shaun	Teacher



## 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 Comprehensive Needs Assessment - Williams ES

### 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	58%	40%	0%	80%	100%	71%	100%	76%	67%	0%	0%	100%
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.)

**During the 20-21 school year we did not have a counselor on campus. The counselor this year will fulfill all services this year.**

**Due to COVID-19 we were unable to host parent engagement meetings in person and noticed a reduction of attendance to virtual opportunities.**

**Health was not apart of AISD curriculum during 20-21**

**In years past we have scored well above 70% on CSH, I foresee that to be the situation for the upcoming year with less COVID-19 challenges.**

# SY 21-22 CIP/TIP Comprehensive Needs Assessment - Williams ES

## 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	30																				
2018-2019	28								9	2	3										
**2019-2020	27								4												
		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																					
2018-2019				9	2	3			8	2	3			9	2	3					
**2019-2020				4					4					4							

\*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](#)?

What are the top 3 reasons students get referrals?

The reason students received referral were due to safety concerns. Safety concerns fall under Tier 3 support in PBIS, school wide behavior system of response.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Williams ES

### 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	64	28	14	58	59	51	24	25		14	21	7	71	12	50	17	33	-38
2	0				46	65	13	22		11	55	18	27	12	83	8	8	-19
3	48	50	25	25	46	63	20	17		12	50	17	33					
4	46	28	15	57	0					3	*	*	*					
5	51	39	27	33	0					1	*	*	*					
All																		

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

Due to inconsistent responses throughout the school year I am concerned with the accuracy of testing during 20-21 MAP Growth Assessments. Students testing virtually and in-person attendance were inconsistent.

### SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K						0	0	0	0
1						27%	27%	20%	27%
2						83%	33%	50%	67%
3						67%	0%	83%	50%
4						40%	30%	70%	79%
5						75%	13%	88%	12%
All									

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

The greatest gains occurred 2nd-4th grade.

# SY 21-22 CIP/TIP Comprehensive Needs Assessment - Williams ES

## 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	38	70	32	16	8	5	83	20	0	0	28	74	32	14	7	3	50			
Math	04	41	76	54	27	7	3	75				27	79	48	22	11	9	82	67	33	0
Math	05	44	71	32	20	5	1	50				36	68	25	14	6	5	100	60	40	0
Math	All	123	72	39	21	7	9	75	22	11	0	91	73	34	16	8	17	77	53	29	0
Reading	03	40	75	40	15	8	5	83	40	7		29	76	38	14	7	4	67			
Reading	04	43	80	77	44	23	3	75				28	82	75	36	21	9	82	89	67	22
Reading	05	48	77	57	25	13	2	100				39	74	51	18	10	5	100	80	60	20
Reading	All	131	78	57	28	15	10	83	40	10	1	96	77	54	22	13	18	82	72	50	17
Writing	04	33	61	64	33	12	2	50				22	65	59	27	14	8	73	88	50	13
Science	05	44	72	39	14	2	2	100				35	67	31	11	3	5	100	80	20	<1
	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	35	78	34	17	9	8	62	50	25	25	13	76	38	38	15	7	78	14		
Math	04	24	75	42	17	8	11	61	36	18	9	7	70	57	57	14	1	25	*	*	*
Math	05	36	71	31	17	6	17	81	41	29	12	17	85	35	29	6	7	78	29	14	
Math	All	95	74	35	17	7	36	69	42	25	14	37	79	41	38	11	15	68	20	7	
Reading	03	36	82	39	17	8	8	62	50	38	25	14	82	36	29	14	7	78	14	<1	<1
Reading	04	25	72	68	28	16	11	61	73	36	27	8	80	63	63	13	2	50	*	*	*
Reading	05	39	76	51	23	13	17	81	71	29	18	18	90	39	28	6	7	78	43	<1	<1
Reading	All	100	79	51	22	12	36	69	67	33	22	40	85	43	35	10	16	73	25	<1	<1
Writing	04	18	56	50	22	12	8	44	50	25	13	6	60	50	33	<1	0				
Science	05	36	72	39	11	<1	17	81	35	18	6	17	85	41	29	<1	7	88	43	<1	<1

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Williams ES

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

Our reading scores tend to be higher than our math  
Science scores have been lower than 50% mastery of all AISD ES.  
Math foundations have not been developed.

### 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 <sup>2</sup>	Forecast 5	11.5%		14%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	10.9%		16%

#### **Advanced Academics reflection questions:**

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

Students in the Gt program are clustered together to ensure a cohort in the class.

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

We send email and letters home with the parents after the initial phone call discussing the students areas of giftedness.

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

**We strive to support all students to the highest level of potential and growth. A growth mindset is the way we operate at Williams. Meeting students where they are and pushing the academic rigor to reach their highest potential.**

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

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Williams ES

### 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
<b>CAMPUS</b>	E	E	E		E	E	E		E	E	E		E	E	E		E	E	E	
<b>KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance</b> 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).																				

### Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.	3.8%	4.3%	
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			14
<b>Special Populations reflection:</b> Our special education population ranges from 15-25% of our student population. We support all special education programs and have two classes in a program. The culture of our campus is such that we are inclusive and welcoming of all students and supporting their individual needs. Including parents in the process ensures that we form a partnership with them as we support their child's individual needs. It is a priority that all ARDS are held on time and parents are participating members.				

# SY 21-22 CIP/TIP Comprehensive Needs Assessment - Williams ES

## 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
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	42	2	33	5	0	2	0	0	33	13	16	<25	36	6			
Growth Score	56%		52%						55%								
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N								
Math #PM Tests	42	1	34	5	0	2	0	0	34	17	15	<25	36	6			
Growth Score	29%		22%						29%				28%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N				N				
Total																	

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?  
**The goal is to grow! All students create a goal and participate in all opportunities to grow. Teachers are given resources and planning time to create the best first teach opportunity in every content area. Monitoring student growth will be a group effort and responding to the data will be key in supporting our students academic growth.**

\*EL Current and Former



### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	462	473	421	410
	Students in enrollment area	-	-	-	-
Transfers	Transfers to other AISD schools	66	48	44	52
TELL Survey	General School Climate	74%	89%	97%	100%
	Managing Student Conduct	60%	82%	92%	100%
	Principal Leadership	68%	93%	96%	95%

**Reflection Questions:** Why do you think families are transferring to other AISD schools?

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

**There has been a slight decline in enrollment. We are creating opportunities for families to visit, take a tour and increase interest by publicly share student successes and happenings at Williams.**

**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>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			X	
Campus Website			X	
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			X	
Customer service prioritization				X
<b>Facility &amp; Operations</b>				
Grounds		X		

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Williams ES

Safety Protocols			X	
Signage			X	
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s <b>Customer service is a priority for our campus. We received a 99% on our customer care score in 20-21. Our goal is 100% going forward.</b>				

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

**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

- ✓ 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 6<sup>th</sup> 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 5<sup>th</sup> 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)*

Williams ES  
Campus Name


Natalie Cardona-Villanueva  
Principal's Signature

9.17.21  
Date

**Austin ISD**  
**State, Federal, Private Accountability Office**  
**Campus Improvement Plan (CIP) Developer's List**

Campus Name Williams ES Org# 166

**Instructions:** List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

	Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1.	Cardona-Villanueva	Natalie	Principal
2.	Good	Michelle	AP
3.	Deason	Pamela	teacher-K
4.	Gianca	Abreu	5th
5.	Santos	Mariah	ECSE -spcd
6.	Guerrero	Rosemary	3rd BT
7.	<del>Alejandra</del>		
8.	Estrada	Alejandra	1st
9.			
10.			
Printed name <u>Natalie Cardona-Villanueva</u> Signature 			Date <u>8.13.21</u>

08/10/2021

Williams ES Collaboration with Parents and Staff for  
Professional Development Goals



What: Title I Parent Meeting

When: September 22, 2021 @ 5:30

Where: Zoom!

<https://austinisd-org.zoom.us/j/4779379742>

Colaboración de Williams ES con los padres y el personal para  
Metas de desarrollo profesional



Qué: Reunión de padres de Título I

Cuándo: 23 de septiembre de 2021, a las 5:30

Dónde: ¡Zoom!

<https://austinisd-org.zoom.us/j/4779379742>

## **Williams Elementary School Parent Involvement Policy**

The school staff, parents, students and community members of Williams Elementary School are viewed as a community of learners. Through our combined efforts we will become partners and will develop and agree on a written policy for parental involvement during the development and review of the Campus Improvement Plan (CIP).

- I. The Parent Involvement Policy will be distributed during the first nine weeks of the school year.
- II. It will be the responsibility of school staff and parents to establish opportunities for conversation with all stakeholders regarding their children's academic progress. This will include, but not be limited to: progress reports, report cards, telephone calls, notes, text messages, newsletters, etc.
- III. The school will make every effort to communicate with parents in a language that is understandable. Communication with parents may include but is not limited to homework, School Messenger, email, newsletters, meetings, etc.
- IV. Williams Elementary will hold an annual meeting during the first nine weeks to discuss the Title I school-wide programs. Williams will hold other meetings throughout the school year to engage and inform parents.
- V. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, and the Parent Involvement Policy through PTA, the Campus Advisory Council, parent meetings and Principal Coffees.
- VI. During the first nine weeks of school, parents will be provided information regarding the school's curriculum and the academic evaluations used to measure the level of progress/knowledge that the student is expected to achieve.
- VII. In order to meet the changing needs of our school, the Parent Involvement Policy will be reviewed and updated during the annual Campus Improvement Plan revision process.
- VIII. During the school year, parents will be provided opportunities to attend classes and workshops where they will engage in the following: Parent Cloud, Blend, AVID (Advancement Via Individual Determination), Social Emotional Learning (SEL), Creative Learning Initiative, No Place for Hate and other programs with community organizations and businesses.
- IX. Parents will have the opportunity throughout the year to participate in Reading, Math and Science Learning Academies to learn how learning takes place and how to support at home. Teachers will conduct a grade level parent meeting during the fall semester to teach parents what they can do at home to support their child's learning and take a closer look at grade level curriculum expectations.



## **Williams Elementary School**

### **Norma Sobre la Participación de los Padres**

El personal de la escuela, los padres, estudiantes y miembros de la comunidad de la primaria Williams se ven como una comunidad de aprendizaje. Por nuestros esfuerzos combinados llegaremos a ser socios y desarrollaremos y concordaremos sobre una póliza escrita para la participación de los padres durante el desarrollo y la revisión del Plan de Mejoramiento de la Escuela.

- I. La Norma Sobre la Participación de los Padres será distribuida durante el las primeras nueve semanas del año escolar.
- II. Será responsabilidad del personal de la escuela y los padres establecer las oportunidades para la conversación con padres y familias con respecto al progreso académico de sus niños. Esto incluirá, pero no está limitado a los reportes de progreso, reportes de las calificaciones, llamadas de teléfono, notas, mensajes de texto, boletines, etc.
- III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero no está limitado a tareas, el sistema de School Messenger, correo electrónico, boletines informativos, juntas, etc.
- IV. La escuela Williams tendrá una reunión anual durante las primeras nueve semanas para hablar del Título I y explicar los programas escolares. Habrá otras reuniones durante el año escolar para involucrar e informar a los padres.
- V. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de Mejoramiento de la Escuela, el programa de Título I y la Norma Sobre la Participación de los Padres, a través del Asociación de Padres y Maestros (PTA), el Consejo Asesor de la Escuela (CAC), en las juntas para padres y durante los "Cafés con la Directora".
- VI. Durante las primeras nueve semana de clase los padres recibirán información sobre el currículo (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.
- VII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, la Norma Sobre la Participación de los Padres será revisada y actualizada durante el proceso de revisión anual del Plan de Mejoramiento de la Escuela.
- VIII. Durante el año escolar los padres tendrán oportunidades de asistir clases y presentaciones sobre lo siguiente: La Nube Para Padres, Blend, Avance a Través de La Determinación Individual (AVID), Aprendizaje Social y Emocional (SEL),

Austin ISD Data Tracker - SY 21-22

Campus Name: Williams																
	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.	57%	SCA 1	60%	68%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Meets	28%	SCA 1	30%	40%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Masters	15%	SCA 1	15%	21%	SCA 2			SCA 3			STAAR	
	All	All	Math	App.	39%	SCA 1	60%	62%	SCA 2			SCA 3			STAAR	
	All	All	Math	Meets	21%	SCA 1	30%	28%	SCA 2			SCA 3			STAAR	
	All	All	Math	Masters	7%	SCA 1	15%	18%	SCA 2			SCA 3			STAAR	
	All	All	Science	App.	38%	SCA 1	60%	47%	SCA 2			SCA 3			STAAR	
	All	All	Science	Meets	14%	SCA 1	30%	15%	SCA 2			SCA 3			STAAR	
	All	All	Science	Masters	2%	SCA 1	15%	11%	SCA 2			SCA 3			STAAR	
	All	Emer. Bilingual	Reading	Meets	33%	SCA 1	30%	33%	SCA 2			SCA 3			TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	-	SCA 1	30%	0%	SCA 2		0%	SCA 3		0%	STAAR	36%
	All	Hispanic	All	Meets	20%	SCA 1	30%	25%	SCA 2		0%	SCA 3		0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	30%	SCA 1	30%	22%	SCA 2		0%	SCA 3		0%	STAAR	37%
	All	Special Education	All	Meets	35%	SCA 1	30%	18%	SCA 2		0%	SCA 3		0%	STAAR	29%
	3rd	All	Reading	Meets	15%	SCA 1	30%	4%	SCA 2			SCA 3			STAAR	
	3rd	All	Math	Meets	16%	SCA 1	30%	29%	SCA 2			SCA 3			STAAR	

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		
#DIV/0!	#DIV/0			