

WALNUT CREEK EL

Walnut Creek Elementary 2022-2023

2022/2023

Campus Motto

Uniting cultures, empowering learners



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WALNUT CREEK EL

Mission

Campus Mission:

At Walnut Creek Elementary School, experienced educators create a challenging and nurturing environment for all scholars to develop their talents and skills as they prepare for college, career and life.

In addition to offering core subjects such as math, English language arts and social studies, Walnut Creek is proud to provide Pre-K, dual language and fine arts programs. The school also offers specialized instruction and STAAR tutoring for students who need additional assistance.

Walnut Creek recognizes parent engagement is critical to the success of students. The school welcomes families to campus regularly and encourages parents to be partners in their children's education. Walnut Creek is home to the popular, award-winning Eagle Talk Show, the first academic, bilingual talk show in Texas.

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

Mission Continued

community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

WALNUT CREEK EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

WALNUT CREEK EL

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.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here: Students at Walnut Creek have access to health and wellness supports at school with the counselor and the NME team. They have access to CIS and are learning each day how to self regulate when needed.

Demographics Weaknesses

List areas you would like to grow here: The areas to grow in at Walnut creek include the following: 1. More opportunities to praise and recognize students for the good work they do, 2. Coordinate more honor roll assemblies and 3. Reinvent the Friday Morning Assemblies.

Demographics Needs

We do need to structure and train staff on what constitutes a referral or visit to the office.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, ____% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, ____% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

NO DATA AVAILABLE TO ANSWER THESE QUESTIONS

Comprehensive Needs Assessment

Demographics Summary (Continued)

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

List your campus strengths here: Our strengths are in our Hispanic students and ECO-DIS student.

Student Achievement Weaknesses

List areas you would like to grow here: Our AA and and WHITE students are struggling to make MEETS even though they are a small percentage of students we serve on the campus.

Student Achievement Needs

We will need to offer more strategic tutoring opportunities for all students. The data indicates the need to reach all students and help them grow in the MEETS categories for all tests taken. Domain 1.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Reflection Questions:

- 1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts) Overall, the scores are low, however our AA and White students are scoring lower than all students and Hispanic students.
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? For reading and math, AA and white are the two lowest performing student groups in % MEETS. In Science, ALL students are low. There is not a WHITE group, and both Hispanic and AA are score 13% MEETS.
- 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report. trend is that more students are reported as having higher MEETS projections. Even though the STAAR MEETS results are lower than projection, HISPANIC students, EMERGENT BILINGUALS and ECO DIS are scoring higher than AA and WHITE.
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report. 5th grade is scoring about 58% in Advanced and Advanced High for Writing and 33% are scoring Advanced and Advanced High in Reading. Progress seems minimal in all other grade levels. There should be more increases from 2nd to 3rd grades and them from 3rd to 4th grades in moving at least one level from grade to grade.

School Culture and Climate

School Culture and Climate Data Sources

Coordinated School Health ratings

School Culture and Climate Strengths

List your campus strengths here: Campus strengths in CSH are in SEL, Health Education, Food Services and Health Services.

School Culture and Climate Weaknesses

List areas you would like to grow here: We work on improving the CSH Implementation, on school wide activities for Physical Engagement and Activity, and Community Engagement.

Comprehensive Needs Assessment

School Culture and Climate Needs

We will need to offer more opportunities for physical and community engagement throughout the year.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, Coordinated School Health Implementation, Physical Engagement, and Community Engagement of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? Implementing the CSH areas that are low, Physical engagement and Community Engagement.

(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.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here: Teachers and staff at Walnut Creek rated 75% on feeling a sense of belonging at the school. The same is true for Cultural Awareness.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here: School leadership resulted in 65% favorable. School Climate resulted in 66% favorable.

Staff Quality, Recruitment and Retention Needs

There is a need to improve on a sense of belonging. The school is serving a diverse population of families. It behooves the school to invest time in having critical conversations on race and equity.

In addition, school leadership, which includes team leaders and support, need training on how to be school leaders so that teachers feel supported from all areas.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year? We will focus on improving the staff climate and their sense of belonging through critical conversations on

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

race and equity. We will also focus on developing the school leadership team.

2.) Why did you select this/these area(s)? By improving the awareness, appreciation and sensitivity on our various cultural groups, staff, students and families will have a better sense of belonging and acceptance in our school. Secondly, by developing the leadership skills sets of the support team and the team leaders, we will be able to support our teachers and staff as we work towards school improvement overall.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability? As we work with our staff, we will start with a survey. The survey will include questions and suggestion related to improving our sense of belonging. For example, how can we be more inclusive of your cultural group and what activities can we add to our calendar to celebrate our diversity?

2.) What are your customer service celebrations/strengths? Our customer service will improve through training that our CARES office provides. We will continue meeting with our office staff to discuss concerns, complaints and Let's Talk.

3.) What are your areas of growth? Our area of growth is being responsive to our families in a courteous manner and responding in a timely manner.

4.) What will be your priority for customer service this year? Our priority is to train the office staff to be responsive, courteous and timely.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

GT-CAMP ratings

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

List your campus strengths here: Our main strength is that the teachers are like sponges. They are willing to learn new things and are happy to do online learning when available. We have several PDs planned to support our teachers, starting with how to use MAPGrowth as a tool and not just an assessment they give three times a year. We will be adding more on data driven instruction and we will also be working on how to provide guided reading and guided math.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: I would like the teachers and staff to become more proficient in accessing all that the district offers, including our TAs. TAs are an essential part of our teaching and learning, but many do not have the training to access the various sites.

Curriculum, Instruction and Assessment Needs

Our need is more time to get information to staff and to provide more professional learning opportunities during the day.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJlIFMxuP6L7HY2A1lJB2gIMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, ___0___ of the 5 areas were out of compliance.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? Our counselor and GT

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

committee ensure that the students are placed with GT certified teachers.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? We are communicating with our families through newsletters and emails. Announcements on the marquee about nominations.

3.) How do you support a culture that provides advanced learning opportunities to all students? The counselor and the GT committee create opportunities for all students to have access to advanced learning, differentiating for those that are not quite able to engage in advanced learning opportunities.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? Using Pre-LAS, LAS LINKS, TELPAS and MAPGROWTH, students are placed with either bilingual teachers or ESL teachers.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? The school offers small group interventions for struggling students and will be offering during the day tutoring from an outside vendor.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. Our school is implementing a one-way dual language model from PK4 through 5th grade. Teachers are expected to enter information in the MAS system to document learning needs and set goals for those students not passing at the grade reporting times throughout the year. TELPAS is also used to document English learning needs of students.

4.) How does the campus welcome families and students that are new to the country? We welcome families by providing information on how to register online, support for backpacks and schools supplies, and we introduce them to our PSS all before taking them to the classroom.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly) Students have a short lesson daily and the counselor is providing classrooms lessons in SEL.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year) Our Essential Areas teachers have presenters such as the Jazz Sessions and other community arts presentations.

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Curriculum, Instruction and Assessment Summary (Continued)

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.) Several of our grade levels are planning field trips to various venues in the arts and sciences throughout the city, such as the Umlauf Sculpture Gardens and the Blanton Museum.

Family and Community Involvement

Family and Community Involvement Data Sources

Coordinated School Health ratings

Family and Community Involvement Strengths

List your campus strengths here: Walnut Creek is scoring well in the areas of SEL, Food Services and Health Education.

Family and Community Involvement Weaknesses

List areas you would like to grow here: We do need to grow in the areas of Community Engagement, CSH Implementation and Physical Engagement/Activity.

Family and Community Involvement Needs

Walnut Creeks needs to facilitate more opportunities for parents to engage at the school and to offer more physical engagements and activities for students, staff and families.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)? We work on CSH implementation, Physical Engagement/Activity and Community Engagement.
- 2.) Why did you select this/these area(s)? These are our lowest scoring areas of the CSH plan. By choosing these areas, our unacceptable rating will improve to above 70%

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 22-23, 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
<p>1. Engage Walnut Creek Community in a Health Fest, provided by the US Hispanic Contractors Association. Condition#5: A sense of belonging, empowerment, connection and identity safety for all students, staff and community. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	Community Partner	September 10	(O)Other	Criteria: Number of participants attending the Health Fest.
<p>2. Provide 30 new bikes to selected third, fourth, and fifth grade students to increase healthy activities in their community. #5: A sense of belonging, empowerment, connection and identity safety for all students, staff and community. (Title I SW Elements: 2.1) (Target Group: H,W,AA,ECD,BI,ESL,M,F,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	Teachers	August 15	(O)Other - \$1,500	Criteria: Austin Voices provided the 30 bikes to support healthy activities for our targeted group.
<p>3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. #5: A sense of belonging, empowerment, connection and identity safety for all students, staff and community. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)</p>	Coaches	October 22-May 23	(L)Campus BTO - \$500	Criteria: Increased number of participants from previous years.
<p>4. Collaborate with YWCA to offer health and wellness classes for parents and teachers at the WC school site. #5: A sense of belonging, empowerment, connection and identity safety for all students, staff and community. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	Parent Support Specialist	October 22-May 23		

WALNUT CREEK EL

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Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, 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
5. Engage community volunteers to support gardening and landscaping on the WC campus and include 5th grade lessons on the use of native plants and trees. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Title I SW Elements: 2.5) (Target Group: 5th) (Strategic Priorities: 4) (ESF: 3,3.1)	Principal	October 22		

WALNUT CREEK EL

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Objective 2. (Social and Emotional School Climate) SMART Goal: Our campus will provide three opportunities for staff to partner with students to co-create inclusive, anti-racist learning spaces and content. The percentage of our students who report that adults listen to students' ideas and opinions "sometimes" or "a lot of time" will increase from XX% in SY 21-22 to YY% in SY 22-23. Condition #4: Positive relationships with teachers and peers

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Assistant Principal, Principal	2022-2023	(O)Other - \$500	Criteria: Increased communication via the Marquee, Parent S'More Newsletters and the School Weekly that includes information on the Whole Child, SEL and CP&I strategies.
2. Engage the Walnut Creek campus community in No Place for Hate activities annually. Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, Counselor	September 2022-May 2023	(L)Campus BTO - \$500	Criteria: Increased parental involvement in No Place for Hate Activities.
3. Organize and incorporate student agency in campus systems and structures. Condition #4: Positive relationships with teachers and peers. (Title I SW Elements: 2.2) (Target Group: 3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3.1)	Counselor	October 22-May 23	(O)Other - \$1,200	Criteria: Increased student engagement in various organizations within the school.
4. Principal will create an Eagle Buck system that recognizes students for their perfect attendance, great citizenship, meeting their growth targets and leadership. Condition #2: Recognition and cultivation of gifts, talents and interests (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Principal	November 2022-May 23	(O)Other - \$2,000	

WALNUT CREEK EL

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Objective 3. (Community Engagement) SMART Goal: Communicate to 100% of parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations. High expectations and support to meet those high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct workshops for parents on AVID strategies at least three times a year. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities (Title I SW Elements: 3.2) (Strategic Priorities: 4) (ESF: 1,1.2)	Parent Support Specialist	November 22-March 23	(F)Title 1, Part A - \$100	Criteria: PSS will conduct a series of information sessions on AVID strategies to support a college mindset.
2. Hold at least 8 regular Campus Advisory Council meetings each year. Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)	Administrators	September 22-May 23		Criteria: Monthly CAC meeting agendas and minutes will be posted a week before each upcoming meeting.
3. Schedule and conduct monthly Principal's Coffee with parents to share important information about school changes, operations, system, academic achievement and curriculum. Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Parent Support Specialist	August 22-May 23		Criteria: Increased parental participation as the year progresses.

WALNUT CREEK EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Insert SMART Goal here re: 100% development of campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule school team leaders meetings every other week. Condition #1 Culturally proficient, experienced teachers and staff (Title I SW Elements: 2.6,3.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)	Principal	August 22-May 23		Criteria: Agendas along with minutes will be kept of each biweekly meeting.
2. Provide leadership training three times a year to support skills in leading teams. Condition #2: Recognition and cultivation of gifts, talents and interests (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)	Principal	November 22-March 23	(F)Title 1, Part A - \$2,500	Criteria: Slide deck, agendas and minutes will be developed and shared.
3. Create leadership inventory and respond to team leaders' needs. Condition #4: Positive relationships with teachers and peers (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)	Principal	October-November 22		

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Goal 3. (Increased Enrollment) 85% of all current students will be fully registered and enrolled by May 2023.

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 535 to 550 by December 15, 2022 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train office staff to provide excellent customer service for enrolling current and new students to Walnut Creek. Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators	November 22- June 23		Criteria: 100% of office staff will be trained in AISD's online registration and enrollment procedures.
2. Advertise enrollment fairs at the school in order to support early registration of current and new students. Condition #5: A sense of belonging, empowerment, connection and identity safety (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)	Administrators	January-May 2023	(L)Campus BTO - \$500	Criteria: 50% of currently enrolled students will be registered online by April 2023.
3. Offer a Registration Carnival that includes student centered activities so that parents can register their children. Condition #5: A sense of belonging, empowerment, connection and identity safety. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators	May 2023	(O)Other - \$2,500	Criteria: 85% of currently enrolled students will be registered and enrolled by the end of May 2023.
4. Host the Austin Parks Foundation and Westcave Preserve's Outdoor Learning Lab initiative by planting native plants and improving erosion conditions. Students will receive lessons on how the lab is being created for outdoor learning. Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. (Title I SW Elements: 1.1,2.5) (Target Group: All)	Principal	September 22- May 23		
5. Students in 3rd- 5th grade will be taught AVID strategies to support their academic achievement in the content areas. Condition #3: High expectations and support to meet those high expectations (Title I SW Elements:	Instructional Leadership Team	Oct. 22-May 23		

WALNUT CREEK EL

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Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 535 to 550 by December 15, 2022 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1)				

WALNUT CREEK EL

Goal 4. (Exemplary Customer Service) AISD CARES strives to build transformational relationships that lead to an authentic sense of trust and belonging within our entire AISD community.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the _____ section of the Campus Assessment Rubric. Data not available.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will attend yearly required professional learning on excellent customer service strategies. Condition #1: Culturally proficient, experienced teachers and staff. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2)	Administrators	August 22-May 23		Criteria: HCP will provide access to staff that have attended all customer service training modules.
2. Admin will feature staff that exhibit great customer service to others and the public weekly and monthly in the Staff Weekly and on the staff bulletin board. Condition #2: Recognition and cultivation of gifts, talents and interests. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2)	Administrators	September 22-May 23	(L)Campus BTO - \$500	Criteria: Staff weekly will feature staff that go above and beyond to support excellent customer service.
3. Increase the use of the district's RAVE system to recognize excellent customer service. Condition #2: Recognition and cultivation of gifts, talents and interests (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2)	Administrators	September 2022-May 23		Criteria: Share RAVEs publicly with staff at faculty meetings and via the Staff Weekly.

WALNUT CREEK EL

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)	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

WALNUT CREEK EL

- 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
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.				
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

WALNUT CREEK EL Site Base

Name	Position
Saucedo, Jon David	Teacher
Aguirre, Edna	SPED Teacher
Flores, Marlene	Teacher
Mastrianni, Coleen	Teacher and CAC Co-Chair
Vallejo, Diana	Sub Principal
Gomez, Marisela	Parent and CAC Co Chair
Reyes, Laura	Parent
Gutierrez, Nancy	Parent
Ramirez, Fabiola	Parent
Drinks, Lakesha	Executive Director
Vallejo, Raul	Director of Outdoor Learning CAC Business Partner

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.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	55				71
Grade	NR*	--	--	--	C

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				91
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	74				77
Grade	C	--	--	--	C

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	54				75
STAAR Performance Meets	24				35
STAAR Performance Masters	8				15
STAAR Performance Raw Score	29				42
STAAR Performance Scaled Score	55				71

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	84				90
Academic Growth Scaled Score	89				91
Academic Growth Grade	B	--	--	--	A
Economically Disadvantaged %	94.9	94.9	94.9	94.9	94.9
Economically Disadvantaged % Grouping	94.1 to 95	94.1 to 95	94.1 to 95	94.1 to 95	94.1 to 95
Relative Performance Raw Score	29				42
Relative Performance Scaled Score	57				79
Relative Performance Grade	NR*	--	--	--	C

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	2	out of 14	2022 Values:	12	out of 12
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	5	out of 14	2023 Goals:	12	out of 12

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	85				87
Grade	B	--	--	--	B

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	1	out of 10
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	4	out of 10

Campus Name: **Walnut Creek**
 Campus Number: **227901141**

Template by Campus & District Accountability



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation 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 copy of the Parent/Family Engagement 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 meeting notice, agenda, sign in sheets, and meeting notes, 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 of at least 2 sample communications in 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 and/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 and Foster Care Documentation *(Attach completed Attachment #9; 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 and/or entered in PlanWorks)*

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

Walnut Creek ES
Campus Name

Diana P. Williams
Principal's Signature

Oct 21, 2022
Date

BROWN EL Site Base

Name	Position
Ortiz, Bobbie	Campus Administrator
Bowie, Sheryl	Administrative Assistant
Bowen, Paula	PE Teacher
DeAlba, Julia	PSS
Valadez, Victor	Parent
Tubella, Ileana	Parent
Hernandez, Anyssa	Teacher
Tyson-Hatfield, Suzie	Assistant Principal
Drinks, La Kesha	Principal Supervisor
Garcia, Michael	Dyslexia Teacher
Marshall, Maureen	Interventionist
Tindal, Sonia	Interventionist
Maisonet, Teresita	Special Education
Crane, Courtney	Special Education