

PILLOW EL
Dorinda J. Pillow
2022/2023

Whole Child. Every Child. Every Day



Dinorah De La Torre
3025 Crosscreek Dr
512-414-2350
dinorah.delatorre-salazar@austinisd.org

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Mission

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.

Nondiscrimination Notice

PILLOW 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.

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Vision

Campus Mission

Pillow Elementary values diversity within our families and community, and together creates an equitable and high-quality learning environment, prepares every child for college, career and life, and nurtures the whole child, every day.

Campus Vision

Pillow Elementary is a community of learners that strives to develop caring, global citizens that engage in problem-solving and critical thinking to promote an intercultural understanding and respect of our world.

Campus Values

Equity, Community, Respect

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Strengths
We are a minority majority campus. Our largest population is our Hispanic community. About 40% of our teachers are veteran teachers with 11-20 years of experience.

Demographics Weaknesses

Growth
Our student population is diverse, however, our teachers are mostly White. An area of growth is hiring a diverse faculty and staff to match our student population.

Demographics Needs

Needs
A campus need is hiring diverse faculty and staff for the 2022-23 school year.

Demographics Summary

- 1.) In 2021-22, 0% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 0% of the students receiving Special Education services had one or more discipline events.

We will continue to provide students with the appropriate Tier 1-3 support in tandem with building the capacity of teachers.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

List your campus strengths here:

Strengths: Students showed a 94A value in growth on the 21-22 STAAR. Campus earned a distinction in comparative growth. We earned an overall B score for the 21-22 school year and came off of a target improvement plan.

Student Achievement Weaknesses

List areas you would like to grow here:

Growths: We have a rating of D in Domain 1 Student Achievement. We also scored a D on relative performance. Based on 21-22 data, we also missed the TELPAS target.

Student Achievement Needs

Needs: We have a focus on building teacher capacity using the backward design. We are also in need of the Sheltered Instruction series to build oracy in our students.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1. Math: There was a drop in all of my populations with the exception of 4th EB and SPED 4th/5th
Reading: There was drop with the exception of 4th & 5th grade in All, African American, Hispanic, White, EcoDis, EB
2. I would highlight that my lowest performing students are my 3rd now 4th graders. They were overall low on 21-22 STAAR data in both reading and math in all groups. My hispanic students are another low performing population in reading and math.
3. There was a drop from BOY to EOY across my grade levels and varying groups in both reading and math.
4. We did not met the target score for TELPAS in 21-22 STAAR Test. Student mostly perform at the be beginning or intermediate level.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

List your campus strengths here:

Strength: We have a strong physical education program, food services, SEL, health services programs at school.

School Culture and Climate Weaknesses

List areas you would like to grow here:

Growth: The counseling program needs to show growth.

School Culture and Climate Needs

Need: In 21-22, Pillow went without a counselor. This year we were able to find and hire for the position. We will need to develop a strong counseling program.

School Culture and Climate Summary

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

Reflection Questions:

1.) In 2021-22, using the CSH list, 5 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%?

There are 5 areas that need to show improvement. They are CSH implementation, Health Education, Employee Wellness, and Counseling Mental Health Services.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

List your campus strengths here:

Strength: Pillow is going through a transitional phase. This year, we onboarded approximately 10 new faculty and staff. Additionally, teachers were transitioned into new grade levels.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

We will focus on building the capacity of each faculty and staff member.

Staff Quality, Recruitment and Retention Needs

Need: We continue to need four dual language classroom teachers.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

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

Staff Climate Reflection Questions:

1. We will be focusing on school leadership and feedback and coaching.
2. These were the two lowest areas based on the Panorama Survey.

Customer Service Reflection Questions:

1. We started "Vitamin Friday" where Admin walks around with treats for the teacher.

We will do a celebration lunch/potluck once a month.

We have started a shout out box in the teacher's lounge.

2. We have invited parents to come volunteer. We have about 20 parents in the month of September and are active parent volunteers.
- 3.) We are currently without front office staff.
- 4.) At this point the priority is to interview and hire for front office staff.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Strength: Our students are showing instructional growth. We have several systems of support to ensure the whole child is addressed, for example, we have our counselor, a parent support specialist, and Communities in Schools program.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Growth: We need to build the capacity of our teachers in CLI, SEL, and Sheltered Instruction.

Curriculum, Instruction and Assessment Needs

Need: We need to finalize the campus needs assessment and schedule professional learning in the area of Sheltered Instruction.

Curriculum, Instruction and Assessment Summary

1.) Based on the 21-22 GT CAMP, _0_ of the 5 areas were out of compliance. In 2022-23 _0_ of the areas out of compliance will have a strategy associated with my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1. Students' homeroom groups are created based on the recommendation of the previous year's teacher.
2. We have a 3 tiered approach. Teacher's make the initial contact with parents. Simultaneously, we use our campus wide platforms, ClassDojo and our RoboEmail. We use these two platforms to communicate pertinent information and/or invite to Coffee Chats.
3. We have built blocks of time for enrichment in our master schedule.

Multilingual Reflection Questions:

1. We have a significant number of students who are Emergent Bilingual on campus. Instructionally, we ensure teachers are implementing Tier 1 best practices such as sheltered instruction strategies. Additionally, we support students in Tier 2, so teachers ensure students are meeting with them consistently in a small group setting. We also ensure students have access to our counselor in biweekly lessons and individualized counseling if needed.
2. We connect the families to our Community in Schools program and to AISD's refugee department. Additionally, implement our Tier 1 and Tier 2 instructional supports. We

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

also connect with our campus counselor for biweekly and individual counseling.

3. We also have an environmental checklist for teachers which includes creating a classroom that meets the language needs of students. We have an instructional focus every week and Admin conducts walks to provide feedback.

4. We are in the process of creating a "Welcoming Center" for all our families.

If we encounter families that are new to the country, we ensure we are able to communicate with them by using our language line. Additionally, my PSS connects with them to ensure they're basic needs are being met.

Creative Learning Initiative (CLI)

1. Teaching strategies at least twice/weekly)

Daily morning meetings and an SEL lesson once per week is a campus non-negotiable this year.

2. We have already scheduled our Austin Jazz Workshop for this year and are in the process of scheduling another event.

3. We have created our master schedule to include 2 hours of music and art enrichment per month.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Strength: We have a strong PTA presence. Now, we have a bilingual board member who is helping recruit Spanish speaking families to be present and active.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Growth: We need to continue to build our parent and community membership.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Need: Increase the number of events we have on campus back to pre-covid.

Family and Community Involvement Summary

1.) We will focus on strengthening our family engagement.

2.) We selected this area because the parents and school are already implementing strategies to strengthen this area. For example, having Brighter Bites, Welcoming Center, and inviting parents to complete their APIE background checks.

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Goal 1. (Coordinated School Health) 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.

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
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (CONDITION 1) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1,3)	Committee	September 2022		Criteria: Committee Member List
2. Add Whole Child, Every Child information section to faculty/staff smore to discuss current/continuous activities. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1,3)	CIS, Counselor	weekly		Criteria: smore
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3)	CIS, Counselor, Parent Support Specialist	Monthly		Criteria: Smore

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Goal 1. (Coordinated School Health) 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.

Objective 2. (Social and Emotional School Climate) Our campus will engage all students in at least one intentional opportunity per day to develop, practice, and reflect upon social and emotional competencies. As a result, the percentage of students who report using self-regulation skills “sometimes” or “a lot of the time” will increase from XX% in beginning of SY 22-23 to YY% in en of school year SY 22-23 (as measured by the Student Climate Survey item: “I use ways to calm myself down”). (CONDITION 4,5, & 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. There will be time for an SEL lesson 1xweek built into the master schedule. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Principal	August 2022		Criteria: Master Schedule
2. There will be time built in the master schedule for morning meeting. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Principal	August 2022		Criteria: Master schedule
3. Implement “Peace Areas” throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3)	Counselor	December 2022		Criteria: SMORE

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Goal 1. (Coordinated School Health) 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.

Objective 3. (Family Engagement) Ensure Campus Improvement Plan focus areas include at least two family engagement strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Family Engagement SMORE (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	CIS, Parent Support Specialist	September 2022		Criteria: Family Engagement SMORE
2. Create a Parent Welcome Center (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Parent Support Specialist	October 2022		Criteria: Parent Welcome Center created
3. Increase our parent volunteers from 2 to 15. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Campus Leadership Team	September 2022		Criteria: APIE data

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

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) SMART GOAL: In SY 22-23, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment. (CONDITION 3 & 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will engage in PLCs to unpack reading and/or math high leverage TEKS. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,5.3)	Administrators, Teachers	Weekly		Criteria: Unpacking tool
2. Teachers will engage in biweekly PLC to data analyze math and/or reading common assessments. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 5.3)	Administrators, Teachers	Biweekly		Criteria: Data analysis tool
3. Teachers analyze SCA assessment data in PLCs, to ensure students are growing and identify interventions and enrichments accordingly. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 5.3)	Administrators, Teachers	After SCA		Criteria: SCA Assessment Data Review forms

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

Objective 2. (Data-driven instruction Reading) SMART GOAL: In SY 22-23, All, Hispanic and Special Education student groups will meet the target set by the state in Reading. (CONDITION 3&6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will engage in common assessment data PLC's. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,BI,EB,SPED) (Strategic Priorities: 2,4)	Administrators	Monthly		Criteria: PLC agenda
2. Teachers will engage in MapGrowth data PLC. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,BI,EB,SPED) (Strategic Priorities: 2,4) (ESF: 5.3)	Administrators	3 times a year		Criteria: PLC agenda
3. Teachers will engage in Sheltered Instruction professional learning series. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,BI,EB,SPED) (ESF: 5.3)	Administrators	October 2022		Criteria: Professional learning agenda

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

Objective 3. (Data-driven instruction Math) SMART GOAL: In SY 22-23, All, African American, Hispanic, Economically Disadvantaged, Emergent Bilingual and Special Education student groups will meet the target set by the state in Math. (CONDITION 3&6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will engage in common assessment data PLC's. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,BI,EB,SPED) (Strategic Priorities: 2) (ESF: 5.3)	Administrators	monthly		Criteria: Data PLC agenda
2. Teachers will engage in MapGrowth data PLC. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,BI,EB,SPED) (Strategic Priorities: 2) (ESF: 5.3)	Administrators	3 times a year		Criteria: Data agenda
3. Teachers will engage in Sheltered Instruction professional learning series. (Title I SW Elements: 1.1) (Target Group: All,H,AA,ECD,BI,EB,SPED) (Strategic Priorities: 2) (ESF: 5.3)	Administrators	October 2022		Criteria: Professional learning agenda

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

Objective 1. (Increased Enrollment by end of 22-23 school year.) SMART Goal Semester 1: Campus enrollment will increase from 380 to 385 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure you're constantly building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (CONDITION 2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Campus Committees	June 2023		Criteria: Campus Events
2. Post to social media at least biweekly to provide regular communication to campus communities. (Target Group: All) (ESF: 3.4)	Administrators	June 2022		Criteria: Twitter & Instagram
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Teachers	June 2023		Criteria: Monthly targets

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

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, CIS, Counselor, Parent Support Specialist	September 2022		Criteria: Systems: Thursday folder, Class Dojo, Parent SMORE
2. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Administrators	Monthly		Criteria: Weekly door audit & safety drills
3. Creating a Parent Welcome Center (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Parent Support Specialist	October 2022		Criteria: Creating Parent Welcome Center

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

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

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

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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

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Name	Position
De La Torre, Dinorah	Principal
Partida, Carlos	Assistant Principal
Perez, Dianna	Parent Support Specialist
Williams, Mary	2nd Grade ESL Teacher
Kennedy, Zoe	4th Grade ESL Teacher
Sheff, Christina	PTA President

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.