

WILLIAMS EL
Williams Elementary School
2022/2023

Work Hard, Dream Big, Wildcat Pride!



WILLIAMS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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WILLIAMS EL

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.

Vision

Campus Vision

Vision Continued

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.*

Nondiscrimination Notice

WILLIAMS 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.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

High expectations for all in the community-teachers and students.

Ongoing evaluations for teachers and students.

Specific goals and vision for students and teachers.

The campus is secure and organized for maximum learning environment

Trust between all parties of the school community. It is vital for enhancing the school's effectiveness because it supports the prospect that parents and teachers believe in each other's motives and actions.

Demographics Weaknesses

List areas you would like to grow here: Parent Participation

Parental participation is also important because it sends the message to students that the adults in their lives, both teachers and parents, believe in the importance of education and are willing to make time to support students' educational experiences and efforts.

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, 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.

Comprehensive Needs Assessment

Student Achievement Strengths

List your campus strengths here:

Reading has been the highest percentage of students meeting meets expectation on STAAR

Student Achievement Weaknesses

List areas you would like to grow here:

The disparity in academic performance between groups of students, especially African American Students.

Student Achievement Needs

Close the achievement gap.

Ensure curricula and instructional approaches are rigorous and culturally responsive, especially for children of color.

Maintain high expectations for all students.

Student Achievement Summary

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): A gap of more than 10% points disparity between African American student performance in reading, math and science
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? African American student group in Math and Reading
- 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? There was a 6% point increase from BOY to MOY in math and reading
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?

All students: Begining:21% Intermediate:41% Advanced: 25% Adv. High:14%

There is a noticeable progression in English proficient gain from kinder to 5th grade

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

School culture consists of the underlying influences and attitudes within the school — based on the norms, traditions and beliefs of the staff and students. Williams ES consistently focused on actions and opportunities to ensure our campus has a positive school culture by focusing on the following:

- Create Meaningful parent involvement
- Celebrate personal achievement and good behavior
- Establish school norms that build values
- Set consistent discipline
- Model expectations
- Create rituals and traditions that are fun for students and teachers
- Provide professional development for teachers and staff
- Maintain the physical environment of the school

School Culture and Climate Weaknesses

List areas you would like to grow:

Restructure social networks. Culture is spread through connections. So figure out which people or groups are isolated from the community and figure out how to encourage greater interaction with others who are committed to the school culture.

School Culture and Climate Summary

Reflection Questions:

1.) In 2021-22, using the CSH list, 4 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.

Due to the current architectural open concept layout of the building it will be difficult to raise our school functionality and the grade for physical environment.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

(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 Strengths

List your campus strengths here:

87% of the staff responded that they felt a strong sense of belonging to their school

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Only 60% had a positive perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Staff Quality, Recruitment and Retention Needs

Plan and provide ongoing opportunities for professional development that is specific to their needs, is ongoing, and is personalized to the teachers needs.

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- 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?

Professional development:

2.) Why did you select this/these area(s)?

Increasing the quality and opportunity for professional development will increase teacher effectiveness.

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?

Speak from the heart, and be open to feedback. Staff members are encouraged to speak their truth respectfully. They will also need to be open to receiving feedback.

2.) What are your customer service celebrations/strengths?

campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff.

3.) What are your areas of growth?

Ensure we provide ample opportunities to grow the relationship between the school and community.

4.) What will be your priority for customer service this year?

Systematically provide clear and ongoing communication to staff through the use of a variety of access points (e..g. digital, newsletters, phone calls, etc).

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Teachers use assessments to determine student academic growth and achievement. Classroom assessments are created following state/standards based expectations and using a backwards design-backward design is the process to design a lesson, unit, or course by first determining what the final outcomes are and then planning assessment strategies and finally determining methods of instruction and assignments. It allows instructors to plan lessons and courses with a focus on student learning. Standards-based curriculum benefits learning through the practice of building on a student's prior knowledge to teach new concepts. The new information becomes more meaningful and easier to understand because of the personal connection to the past. Teachers create an optimal learning environment to ensure that students have the prerequisite skills necessary for success on the next unit or grade level.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

AVID Campus:

Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Children learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. Provide professional development to new staff on AVID philosophy, implementation and strategies.

Curriculum, Instruction and Assessment Needs

- AVID support with professional development.
- Continued funding for Parent Support Specialist

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

1.) Based on the 21-22 GT CAMP, **0 of the 5** areas were out of compliance for the last 3 years.

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)? Williams' Cluster Groups:

The benefits of ability grouping for gifted students are well-documented. Studies have found that when gifted students are ability grouped with similarly motivated and intelligent peers, they advance as much as a whole year compared to students of a similar age and intelligence. This type of intellectual growth likely occurs because grouping allows gifted students to move at a pace that is appropriate for their abilities.

Ability grouping also creates space for enrichment opportunities and other activities that encourage gifted students to pursue their passions.

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

Parents/guardians of identified GT students at the elementary level should expect a GT Student Services Summary each semester completed by the teacher.

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

Enrichment activities include opportunities that provide depth and complexity through exploration, extension, or elaboration. Extracurricular activities and organized events include opportunities outside of the traditional school day such as Primetime after school enrichment.

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?

Review and revisit the assessment, evaluation, and screening procedures currently in place at Williams to determine whether they make sense for ELLs

Seek out collaboration with school or district colleagues who specialize in ELL and bilingual education, special education, speech-language therapy in order to pull together different areas of expertise as part of a team

Update and improve evaluation processes if needed with input from colleagues who have relevant experiences as well as staff from other districts

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Student and parent access to support services (ideally in the family's native language) provided by counselors, tutors, mentors, and parent coordinators.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

TELPAS summative testing

4.) How does the campus welcome families and students that are new to the country?

Schedules a meeting to build rapport, bridge the language barrier, provide resources for parents, engage students, and assume positive intent,

Creative Learning Initiative (CLI)

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

1.) Creative Teaching is an instructional approach that teachers use to increase the rigor of instruction in all subject areas by using specific techniques from drama, visual arts, music, movement and digital media. These techniques engage students and require them to think deeply about what they are learning. Students at Williams are learning through

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Creative Teaching strategies at least twice/weekly.

- 2.) Williams ES partners with Austin art organizations to provide student with access to visual and performing arts. Every grade level will participate in at least two community arts partnerships twice in the year.
- 3.) 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.)

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Williams ES will include Parental Involvement activities to form campus-family relationships, and provide parents with opportunities to participate in district and campus initiatives, such as:

Curriculum & Family Night

Monthly PTA and CAC Meetings

Quarterly Parental Involvement Newsletter

Support · Parent Conferences (with teacher, counselor and/or administrator)

Grade level communication with parents for weekly homework through tech-based resources

Yearly Coordinated Health and Arts Fair

Parent Volunteer Opportunities

Parent Involvement meetings regarding school to home educational resources and activities to support student learning in the home with school Parent Support Specialist

Monthly Principal Coffees Monthly

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Williams ES needs more information on how best to communicate with their community.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Create a survey that asks your parents:

Which communication mediums they use most often

How they prefer to hear from your school

How they would like to be able to provide feedback

How often they'd like to hear from you

What they like (and don't like) about the way your district currently keeps them informed

Family and Community Involvement Needs

Ensure all families have means of two communication and feel connected to the school community.

Family and Community Involvement 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:

- 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)?

Reduce the volume of noise across communication mediums because parents know where to go to find any and all information

Provide opportunities for targeted messages and content

Minimize the risk of "missed information" because it's always available and easily searchable

Allow you to track engagement to see what content families care most about

2.) Why did you select this/these area(s)?

It is important to ensure we can communicate with all stakeholders.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3)	Administrators, Counselor	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 10/04/22 - Significant Progress

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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. (Physical Education and Physical Activity) Implement a whole campus goal to keep physical activity apart of their daily lives. School wide-Workout Wednesdays. Coach will share a physical activity for all to try and practice during morning announcements. All students and staff will come to school ready with work out attire to try the new physical movement and be active during recess time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coach will share and model a new physical activity for all to participate in on Workout Wednesdays for the entire school year. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	CATCH Team, Principal	All year		Criteria: Schedule weekly physical activity and opportunities 09/19/22 - 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 3. (Employee Wellness) Identify campus health and wellness issues and create a ZEN room for teachers to take a mindful moment with tools to help them- sounds, comfy seating, chair massage, hot beverage.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a place for teachers to have a mindful moment to ensure they find balance and mental health. (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2)	Administrators, Counselor	all year long	(O)Other - \$500	Criteria: Completion of the Zen room with available tools and appropriate ambiance. 09/19/22 - On Track

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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) Identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of the professional development opportunities will be content-focused: Content-focused professional development is training that provides concrete solutions and information about specific teaching strategies, tools, or resources. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,2.1)	Academic Leadership Team	on going		Criteria: Use a checklist to ensure professional development plans are 100% content focused. 09/19/22 - On Track
2. Implement/ facilitate professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.3,4.1,5.1,5.2,5.3)	Administrators	ongoing		Criteria: Professional Development checklist to ensure all aspects are included. 10/14/22 - Significant Progress
3. Meet with admin and leadership team monthly to discuss observation trends and create a plan on how to address the needs though modeling, reading or professional development. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1.2,2.1,3.1,3.2,3.3,4.1,5.1,5.2,5.3,5.4)	Administrators	monthly		Criteria: Document monthly meetings and action plan to address needs. 10/14/22 - On Track

WILLIAMS 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 2. (ESF Essential Action 1.2) Focused planned staff development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use a common system for delivering feedback that provides teachers with measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.1,5.2,5.3)	Administrators	on going		Criteria: The use of standardized walkthrough form to document the implementation. 09/19/22 - On Track
2. Hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1.1,1.2,2.1,3.3,4.1,5.1,5.2,5.3,5.4)	Administrators	on going		Criteria: Conduct weekly PLC meeting with all grade levels in math and reading. 10/14/22 - On Track
3. Lead lesson/unit planning activities that are connected to the trends that the data show. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1.1,1.2,4.1,5.1,5.2,5.3,5.4)	Administrators, Instructional Specialists/Coaches	ongoing		Criteria: PLC plans are documented and shared with admin. and teachers weekly to document the lesson, guided math and reading groups that focus on specific student data. 10/14/22 - On Track

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Goal 3. (Increased Enrollment) 1: Campus enrollment will increase from 368 to 375 by December 15, 2022

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 368 to 375 by December 15, 2021 (refer to 21-22 projection).

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: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Administrators, Registrar	all year		09/19/22 - On Track
2. Principals conduct exit interviews with students considering leaving - create a "red flag" list (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Principal	ongoing		Criteria: Monthly meeting with registrar to review tracking system and monitor student enrollment. 10/14/22 - Significant Progress
3. 4. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 2.6,3.1) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, Attendance Clerk, Parent Support Specialist	ongoing		Criteria: Meet monthly with admin, attendance clerk and PSS to schedule and support registration opportunities. 10/14/22 - On Track

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- Goal 4.** (Exemplary Customer Service) By the end of SY 22-23, the campus will continue to Meets Expectations on the culture of respect section of the Campus Assessment Rubric.
- Objective 1.** (Exemplary Customer Service) By the end of SY 22-23, the campus will continue to Meets Expectations on the Prioritization of Customer Service & Grounds/Operations 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 during all staff, student, and family gatherings. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.3,3.4)	Administrators, Campus Leadership Team	on going		Criteria: Survey stakeholders quarterly regarding their customer service experience at Williams ES. 09/19/22 - On Track
2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Title I SW Elements: 2.2,2.6) (Strategic Priorities: 4) (ESF: 1.2,3.3,3.4)	Administrators	on going		Criteria: Monitor Let's Talk responses and document every conversation and outcome.
3. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Administrators	fall 2022		Criteria: Provide a CARES PD for all staff in fall 2022. 10/14/22 - Completed

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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) (ESF: 2.1)	Principal	Due 9/17		Criteria: Principal Attestation Form 09/19/22 - 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) (Strategic Priorities: 2) (ESF: 3.1,3.4)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/19/22 - Completed 09/19/22 - On Track
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) (ESF: 3.2,3.4)	Principal	Due 9/17		Criteria: Parent/Family School Compact 09/19/22 - Completed 09/19/22 - 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 09/19/22 - Some Progress
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent	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
understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 2) (ESF: 3.4)				09/19/22 - Completed 09/19/22 - On Track
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 09/19/22 - On Track
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) (Strategic Priorities: 1,2,4) (ESF: 4.1)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 09/19/22 - On Track 09/19/22 - Completed
8. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,3.4)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/19/22 - Completed
9. 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 09/19/22 - Completed

WILLIAMS EL Site Base

Name	Position
Cardona-Villanueva, Natalie	Principal
Good, Michelle	Assistant Principal
Wickham, Ashley	Teacher
Luster, Susan	teacher
Brown, Aimee	Community Member
Jones, Anne	Teacher
Guerrero, Rosemary	Teacher
Deason, Pamela	Special Education Teacher
Garcia, Arantza	Reading Specialist
Ramirez, Maricruz	Teacher
Vinson, Mallory	Teacher
Villarreal, Anna	Teacher

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.



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)*

Williams ES
Campus Name

Natasha Cardona-Villanueva
Principal's Signature

10.27.22
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 2022-2023 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.	Natalie Cardona-Villanera	Principal
2.	<i>[Signature]</i>	<i>[Signature]</i>
3.	<i>[Signature]</i>	Teacher
4.	Rosemary Guerrero	Teacher
5.	Mari Ramirez <i>[Signature]</i>	Teacher
6.	Jones, Anne	teacher
7.	Villarreal, Ana	Teacher
8.		
9.		
10.		
<u>Natalie Cardona-Villanera</u> Printed name		<u>9.30.22</u> Date
<u>Natalie Cardona-Villanera</u> Signature		

07/25/2022

Title I Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: Williams Org # 1166

Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2022-2023.

YES NO

✓ ___	1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance with technology; (4) conduct family engagement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
✓ ___	2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
✓ ___	3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
✓ ___	4. A list of <i>Homeless and Foster care Students and Services</i> is maintained and updated quarterly. ALL Title I School campuses are required to post information on their website regarding local services and program that assist homeless students. (Contact Project HELP for assistance – 512-414-3690.)
✓ ___	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) Time and Effort Reports to the State & Federal Office.

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2023.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. Copies of this Attestation are maintained at the campus and will be made available upon request. <u>The campus maintains ALL files for five years.</u>

Printed Name of Campus Williams

Natalie Cardena-Villanueva 9.28.22
 Signature of Principal Date

Natalie Cardena-Villanueva
 Typed/Printed Name of Principal

SAFA Initials & Date



WILLIAMS ELEMENTARY
AUSTIN Independent School District

500 Mairo Street Austin, Texas 78748 Phone (512) 414-2525 Fax (512) 292-3041

Natalie Cardona-Villanueva, Principal

Michelle Good, Assistant Principal

To: All Parents
From: Austin ISD
Date: Sept. 26, 2022
Subject: Notification to Parents of Teacher Qualifications

As a parent of a student at Williams ES you have the right to know the professional qualifications of the classroom teachers who instruct your child, State and Federal law requires the school district to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

We are fortunate that Mrs. Barrera, a certified teacher, was able to substitute for several weeks as we continue to search for a highly qualified applicant. Mrs. Barrera taught for over 37 year and comes with a wealth of knowledge and experience. After Oct. 1, Mrs. Barrera will no longer be able to substitute. Mr. Martinez, certified teacher, will take her position as a long-term substitute. We hope to fill the position with a permanent highly certified teacher asap.

My staff and I will closely monitor this class to ensure student achievement. I am confident that quality instruction will continue in this classroom. However, if you have additional questions or concerns about your child's educational progress or teacher, you may contact me at 512-414-2525 or email me at natalie.cardona-villanueva@austinisd.org.

Sincerely,

Natalie Cardona-Villanueva, Principal



WILLIAMS ELEMENTARY
AUSTIN Independent School District

500 Mairo Street Austin, Texas 78748 Phone (512) 414-2525 Fax (512) 292-3041

Natalie Cardona-Villanueva, Principal

Michelle Good, Assistant Principal

Para: Todos los padres

De: Austin ISD

Fecha: 26 de septiembre de 2022

Asunto: Notificación a los padres de las calificaciones de los maestros

Como padre de un estudiante en Williams ES, usted tiene derecho a conocer las calificaciones profesionales de los maestros de clase que instruyen a su hijo. Las leyes estatales y federales exigen que el distrito escolar le proporcione esta información de manera oportuna si la solicita. Específicamente, tiene derecho a solicitar la siguiente información sobre cada uno de los maestros de clase de su hijo:

- Si el maestro cumple con las calificaciones estatales y los criterios de licencia para los grados y las materias que enseña.
- Si el maestro está enseñando bajo estado de emergencia o provisional debido a circunstancias especiales.
- La especialidad universitaria del maestro, si el maestro tiene títulos avanzados y el campo de disciplina de la certificación o título.
- Si los paraprofesionales brindan servicios a su hijo y, de ser así, sus calificaciones.

La Sra. Jones tiene un título universitario de la Universidad A&M en College Station y está trabajando para obtener su certificación como maestra de Texas. Ella continuará como maestra de su hijo como sustituta a largo plazo y pasará a un puesto permanente tan pronto como se complete su certificación.

Somos afortunados de que la Sra. Melton y la Sra. Gray hayan apoyado la planificación académica y la preparación de la clase junto con la Sra. Jones.

Mi personal y yo seguiremos de cerca esta clase para garantizar el rendimiento de los estudiantes. Confío en que la instrucción de calidad continuará en este salón de clases. Sin embargo, si tiene preguntas o inquietudes adicionales sobre el progreso educativo o el maestro de su hijo, puede comunicarse conmigo al 512-414-2525 o enviarme un correo electrónico a natalie.cardona-villanueva@austinisd.org.

Sinceramente,

Natalie Cardona-Villanueva, Directora



WILLIAMS ELEMENTARY
AUSTIN Independent School District

500 Mairo Street Austin, Texas 78748 Phone (512) 414-2525 Fax (512) 292-3041

Natalie Cardona-Villanueva, Principal

Michelle Good, Assistant Principal

To: All Parents
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- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

This notice is to inform you that your child has been taught by Mr. Norwood and Mr. Nkemdi who do not currently meet these requirements. Both have attained college degrees and are working towards their Texas teacher certification.

We are fortunate that Mrs. Melton and Mrs. Gray have supported the academic planning and preparation for the class along with Mr. Norwood and Mr. Nkemdi, long-term substitutes.

My staff and I will closely monitor this class to ensure student achievement. I am confident that quality instruction will continue in this classroom. However, if you have additional questions or concerns about your child's educational progress or teacher, you may contact me at 512-414-2525 or email me at natalie.cardona-villanueva@austinisd.org.

Sincerely,

Natalie Cardona-Villanueva, Principal

October Newsletter

Williams Elementary School <natalie.cardona-villanueva@austinisd.org>

Fri 9/30/2022 1:55 PM

To: Natalie Cardona-Villanueva <natalie.cardona-villanueva@austinisd.org>



Williams Elementary School October/Octubre 2022-2023

Important Days/Días Importantes

Oct.3-Sign up for Blue Santa @ bluesanta.org/Apuntarse para Blue Santa-Regalos

Oct.3-Oct.7- Custodian Appreciation Week/Semana de Agradecimiento al Custodio.

Oct.7-Community Coffee with Superintendent Dr. Anthony Mays @ 8:15 a.m.-9:15 a.m. /Early Release/Liberación Temprana @ 1:30 p.m.

Oct.14-Staff Development/No hay escuela

Oct. 15-World Kindness Day/Día Mundial de la Bondad.

Oct.17-Picture Day/Día de Fotos

Oct. 22- Showcase @ Palmer Center @ 9:00 a.m.-12:00

Oct.24-28- Love Your Brain Week Formerly Red Ribbon Week/Ama tú Cerebro -Semana de Cinta Roja.

Oct.28- Haunted House Fundraiser /Recaudación de Fondos de la Casa Embrujada.

Oct.31-Book Character & Parade through the halls/Desfile de personajes de tus libros favoritos.

Counselor Jodi's Corner newsletter

Hello Parents, I wanted to present a different concept to you. As your School Counselor here at Williams we are seeing a great deal of friendship issues and drama over messages and texts that have been sent to classmates by cellphones and other devices. Many young students seem to just expect a cellphone and many of you decide that a good way to put your old cell phones to use or recycle them is to give them to your Elementary age children. I would like to ask you to think



Parent Support Specialist News/

Noticias De la Especialista Apoyo a los Padres...

VOLUNTEERS: Two options, you can go to the

Portable 6B with Ms. Victoria Tuffentsamer to do a background check, or you can go to

<https://austinpartners.org/> Once you completed

your application, you will get a letter through

email. I will need a copy of the letter for our

records. **VOLUNTARIOS:** Tiene dos opciones

puede venir al Portal 6B para ayuda con la

aplicación para un chequeo criminal con Ms.

Victoria Tuffentsamer. Tambien puede llenar la

aplicación usted mismo al

grade.

What you say? But everyone is doing it! Not everyone. Cell phones are powerful instruments and like a car they need to be taught how to use them. You wouldn't put your 8 year old behind the wheel of a car or even a 15 year old without teaching them how to use the car first or teaching them what all the road rules and regulations they need to abide by are. And yet, we hand over a cell phone to young children often without teaching them the power behind it. With a cell phone they have access to pornography, private information they shouldn't access, pictures, and the ability to be harmed or to harm others with their words by sending damaging texts. We have had conflict between students and it all began with harmful texts.

Research is showing that excessive use of technology is thinning the cortex of the brain. There is a study that the National Institute of Health did. Groundbreaking study examines effects of screen time on kids - 60 Minutes - CBS News/

Please consider waiting. Here is the link to this organization and if you would like to discuss this further I am available.

<https://www.waituntil8th.org/> Jodi Arguello Williams School Counselor

Noticias De La Consejera Jodi...

Hola padres, quería presentarles un concepto diferente. Como su consejera escolar aquí en Williams, estamos viendo una gran cantidad de problemas de amistad y drama sobre los mensajes y textos que se han enviado a los compañeros de clase por teléfonos celulares y otros dispositivos. Muchos estudiantes jóvenes parecen esperar un teléfono celular y muchos de ustedes deciden que una buena manera de darle uso o reciclar sus teléfonos celulares viejos es dárselos a sus hijos en edad de primaria. Me gustaría pedirles que piensen en NO darles un teléfono en absoluto. No hasta que estén en octavo grado.

¿Que dices? ¡Pero todos lo están haciendo! No todo el mundo. Los teléfonos celulares son instrumentos poderosos y, como un automóvil, necesitan que se les enseñe cómo usarlos. No pondría a su hijo de 8 años al volante de un automóvil o incluso a un niño de 15 años sin enseñarle primero cómo usar el automóvil o enseñarle cuáles son todas las reglas y regulaciones viales que debe cumplir. Y, sin embargo, entregamos un teléfono celular a niños pequeños muchas veces sin enseñarles el poder detrás de él. Con un teléfono celular tienen acceso a pornografía, información privada a la que no deben acceder, imágenes y la capacidad de ser dañados o de dañar a otros con sus palabras mediante el envío de mensajes de texto dañinos. Hemos tenido conflictos entre estudiantes y todo comenzó con textos dañinos.

Las investigaciones muestran que el uso excesivo de la tecnología está adelgazando la corteza cerebral. Hay un estudio que hizo el Instituto Nacional de Salud. Estudio innovador examina los efectos del tiempo de pantalla en los niños - 60 minutos - CBS News/

Considere esperar. Aquí está el enlace a esta organización y si desea discutir esto más a fondo, estoy disponible.

<https://austinpartners.org/> Necesito la carta que

les manden despues para los requisitos en la escuela.

hH half Helen
Cuidado de Ojos
 SEPTIEMBRE 28, 2022 9AM-4PM
 SEPTIEMBRE 29, 2022 9AM-4PM
 Children Wellness Clinic
 5301 Ross Rd
 Del Valle, Tx 78617
 Capital Metro ruta 271
 ID de parada: 5622
 Contact: Marsha Lujan CHW-IMPSS
 Phone: 512-937-3972 via text
 Email: marsha.lujan@austin.utexas.edu

hH half Helen
Optical Care
 SEPTEMBER 28, 2022 9AM-4PM
 SEPTEMBER 29, 2022 9AM-4PM
 Children Wellness Clinic
 5301 Ross Rd
 Del Valle, Tx 78617
 Capital Metro Route 271
 Stop ID: 5622
 Contact: Marsha Lujan CHW-IMPSS
 Phone: 512-937-3972 via text
 Email: marsha.lujan@austin.utexas.edu



HELP STARTS HERE



AYUDA COMIENZA AQUÍ

ConnectATX is here to help!

Use ConnectATX to find up-to-date information on:

- FOOD
- HOUSING
- TRANSPORTATION
- CHILD CARE
- PARENTING CLASSES
- JOB TRAINING
- COVID-19 VACCINE
- AND MORE

If you would like someone to give you a follow-up call to explore resources, fill out this quick form. It only takes a few minutes to complete!



GET CONNECTED TODAY BY CALLING 833-512-CATX (2289), VISITING CONNECTATX.ORG, OR TEXTING YOUR ZIP CODE TO 85511.

¡ConnectATX está aquí para ayudar!

Utilice ConnectATX para encontrar información actualizada sobre:

- ALIMENTOS
- VIVIENDA
- TRANSPORTACIÓN
- CUIDADO DE NIÑOS
- CLASES PARA PADRES
- FORMACIÓN PARA EL TRABAJO
- VACUNA COVID-19
- Y MÁS

Si desea que alguien le haga una llamada de seguimiento para explorar los recursos, rellene este rápido formulario. Solo se tarda unos minutos en completarlo.

COMUNIQUESE HOY LLAMANDO AL 833-512-CATX (2289), VISITANDO CONNECTATX.ORG, O ENVÍE UN MENSAJE DE TEXTO CON SU CÓDIGO POSTAL AL 85511.

Thank you funders:

ConnectATX is a program of United Way for Greater Austin, funded by the Michael & Susan Dell Foundation and the Episcopal Health Foundation.



Michael & Susan Dell Foundation

Gracias a los financiadores:

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CHILDHOOD IS TOO SHORT

Delay the smartphone.

waituntil8th.org



WAIT 8th until

Take the pledge.

Austin Independent School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Austin Independent School District directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Parent Title1 and Professional Development Meeting

Williams Elementary School <natalie.cardona-villanueva@austinisd.org>

Fri 9/23/2022 2:33 PM

To: Natalie Cardona-Villanueva <natalie.cardona-villanueva@austinisd.org>



TITLE I

ANNUAL PARENT MEETING

Please join me Wednesday Sept. 28 via Zoom 5:00 in English and 5:30 in Spanish to learn more about our school funding

Save the date!

Austin Independent School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Austin Independent School District directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

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