

PEREZ EL
LCpl Nicholas S. Perez Elementary
2022/2023

LCpl Nicholas S. Perez Elementary: we are safe, responsible, respectful. We are ready to learn!



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PEREZ EL

Mission

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

Our school community honors the language, culture, and lived experiences of students and families to ensure the academic and personal success of each child.

Nondiscrimination Notice

PEREZ 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

Our students' lived experiences and backgrounds are strengths: there are a variety of languages, cultures, and experiences present within our student body.

Demographics Weaknesses

We do not view our students' backgrounds as weaknesses; however, we note the percentage of our students identified as special education has increased over the years. Attendance is also an opportunity for growth, including reducing the number of students who are chronically absent.

Demographics Summary

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

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

We are working to ensure that our community is restorative and connected. We have a partnership with Youth Anew Restorative Practices to ensure that we are strengthening our foundation and providing students and staff with supports needed to connect and engage. We also work with CIS to support with Tier 1 and Tier 2 needs. We began the year with training in collaboration with our SEL/CPI specialist to ensure we started with the right foundation and have follow up support scheduled.

- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

We are working as a campus on our tiered level of supports for students: tier 1 includes building connections and community in all classrooms, and we are reiterating that special education students are general education students first, so they must receive the tier 1 supports that all students receive. We have processes in place for students who require tier 2 and tier 3 supports. We are also working with our special education coordinator on training our case managers on behavior interventions through special education and will continue to ensure that all staff - general ed and special ed - are prepared to follow individual plans for students with behavioral needs.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

The percentage of students meeting growth targets in fifth grade is a clear strength, as is improvement in sped performance at meets level in STAAR reading. While science STAAR performance was not where we tracked it to be (based on SCAs), there was a slight increase in performance when compared to 2019.

Student Achievement Weaknesses

We see variation in the number of students meeting their growth targets, and we need to increase the number of students meeting growth targets in fourth grade (STAAR) and in the primary grades (K-1 in particular) in MAP Growth Reading. Our overall achievement (approaches, meets, masters) decreased significantly from 2019 and is an area of need for the campus.

Student Achievement Summary

We see gaps in performance at the meets level across content areas: while Hispanic achievement is on par with All students at the meets level, African American lags significantly behind while White outperforms all groups. This is true across content areas.

While there are gaps in performance across subgroups, our biggest need at Perez is to elevate the overall achievement of all student groups (increase numbers of students achieving at approaches, meets, and masters levels) across content areas while also increasing the number of students meeting their growth targets in order to raise the overall achievement at our campus.

We will continue to focus on the primary grades for improvement in MAP Growth Reading and Math, with a special focus on kinder and first grades (Spanish Map Growth Reading in kindergarten is a high priority and both languages in first grade are priorities).

While we met our TELPAS goal in Domain 3 in 2021-22, there is room to improve across domains, particularly in fourth grade and when compared to the previous year's performance.

School Culture and Climate

School Culture and Climate Strengths

We are fortunate to have multiple partners to support coordinated school health initiatives this year: two PE teachers, the school

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

counselor, licensed mental health professional, parent support specialist, nurse, Communities in Schools, Youth Anew restorative coordinators, ACE, and more. With a team that represents multiple facets of coordinated school health, we can achieve an exemplary rating this year.

School Culture and Climate Weaknesses

We plan to increase our overall coordinated school health rating this year from unacceptable to exemplary by focusing on coordinated school health team meetings and actions, including family engagement opportunities.

School Culture and Climate Summary

In 2021-22, using the CSH list, 3 of the 11 areas did not reach 70% implementation: CSH implementation, health education, and counseling/mental health services. We are aware of the challenges in these areas in 2021-22 and have staff in place to lead implementation. We have scheduled our first CSH meeting and have alerted required members, so we will focus on CSH implementation and our CSH team will support health education.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

The Panorama Family Survey reflects multiple areas of strength, and we will leverage existing structures and systems to continue family engagement. Customer service has been a priority in our office, and returning to regular in-person engagement provides an opportunity to use these strengths to collaborate internally and externally.

Staff Quality, Recruitment and Retention Weaknesses

The Panorama survey reflects areas of growth, and while there are gaps between staff and teacher survey results, areas of growth exist in belonging, feedback and coaching, and climate.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Staff Climate: we are focusing on fostering a sense of belonging and cultivating a culture of coaching, feedback, and continual learning across the campus. These are key areas of focus because as we look at the improvements needed in academic areas, staff must feel connected and valuable to our campus community in order to engage in the continual learning process.

CARES customer service: we have multiple strengths, as evidenced on the Panorama Family Survey and in CARES feedback, including an experienced office staff familiar with CARES work and with campus and district needs. We will leverage existing staff knowledge and skills to support new staff. We will continue to focus on communication to improve our support of families, students, and community - improving the campus website, utilizing existing forms of communication and social media to regularly and effectively share updates and celebrations, and ensuring that communication systems like voicemail are up to date at all times.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Our Advanced Academics compliance shows exemplary in all categories, and we continually advocate for equitable identification processes (language) and seek to continually improve the opportunities for enrichment that exist on campus. TELPAS data indicates that students made growth in their language acquisition.

Curriculum, Instruction and Assessment Weaknesses

We have not focused on Creative Learning Initiative with the same focused efforts that we've used to support emergent bilinguals or GT students. We will work to continually improve the enrichment opportunities for GT students, within and beyond the classroom.

Curriculum, Instruction and Assessment Summary

Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. We are proud of our team's work in this area. We cluster students when possible (DL and ESL considerations) and provide all students with enrichment opportunities during the school day, including Robotics and Genius Hour.

Opportunities for growth include ensuring advanced learning opportunities exist within the classroom for identified students and students who have mastered content in the same way we work to intervene for students in need of academic support. We will continue to leverage existing communication structures to share advanced learning updates and information with families.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

We are a dual language campus, and we work to monitor language acquisition in both languages. Students overall met TELPAS goals in 2021-22, and we continue to focus on oracy and writing across the curriculum for continued progress. An opportunity for growth for our campus is students with interrupted formal education (formally IDed as SIFE and not) so that we systematically support language and content growth within the classroom.

Creative Learning is an opportunity for our campus. We have focused on strategies in other areas like those for emergent bilinguals in a way that has not centered CLI.

Family and Community Involvement

Family and Community Involvement Strengths

Perez Elementary is committed to working together with families and community to provide a positive, enriching experience for students. We have multiple partnerships and avenues for family and community engagement.

Family and Community Involvement Weaknesses

Areas for growth include: communication around engagement opportunities at the campus (beyond existing forms) to increase participation in school/community events; anti-tobacco/drug prevention programming.

Family and Community Involvement Summary

While we had clear strengths in the family and community engagement, we will focus in on communicating effectively to increase family and community participation in school events that promote health and wellness, including anti-tobacco/drug prevention programming. We selected these areas because communication in the way that works best for families is always an opportunity for growth to better meet families where they are, and because we were somewhat limited in our implementation of activities last year due to COVID-19 restrictions. This year, we have the opportunity to resume in person and hybrid programming to make learning and engagement more accessible for families, and we have a counselor who can support planning and implementation of anti-tobacco/drug prevention activities in particular.

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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. Add a Whole Child, Every Child section to staff weekly newsletter to share information and provide updates on continuous activities and health education requirements. (Conditions #4, #5) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3)	Administrators	Ongoing		Criteria: Review of weekly newsletters shows standing Whole Child, Every Child information.
2. Add a Whole Child, Every Child section to weekly family newsletter to share information and discuss current activities. (Conditions 5 & 6) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Administrators, Parent Support Specialist	Ongoing		Criteria: Review of weekly newsletters shows standing Whole Child, Every Child information.
3. Invite families and community to family fitness event(s) and focus on all areas of health and wellness by providing information and activities. (Condition 5) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.4)	Administrators, Cafeteria staff, CATCH Team, Counselor, Nurse, Nutrition Staff, Parent Support Specialist, PE Teacher	Once a semester		Criteria: Review of CSH events & family involvement calendar
4. Ensure the CSH team meets at least five times during the school year and all required members are represented on the committee (Condition 5) (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3,3.4)	Administrators, CATCH Team	ongoing		Criteria: Review master calendar for CSH meetings; CSH meeting notes

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Objective 2. (Social and Emotional School Climate) Increase the percentage of students who rate the connections between student and teachers as strong on the 2022-23 Panorama student survey to at least 85%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with counselor, Communities in Schools team, and Youth Anew coordinators to provide ongoing professional learning and coaching/feedback on strength of Perez Practices at Tier 1 level (Conditions 1, 2, 3, 4, 5, 6) (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3)	Campus Leadership Team, Community Partner, Counselor, Restorative Committee	ongoing		Criteria: Student Support Team Meeting notes, professional learning agendas, and coaching conversations indicate feedback and professional learning developed to address individual and campus needs.
2. Utilize Student Support Team (LMHP, counselor, Parent Support Specialist, Communities in School, and Administrators) to connect students with tier 2 supports, including with Youth Anew restorative coordinators, to create connections and engagement at school. (Conditions 4, 5, 6) (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All,AA,SPED) (Strategic Priorities: 2,3,4) (ESF: 3,3.3)	Student Support Committee	ongoing		Criteria: SST referrals and meeting notes indicate referrals and connections for at least 10% of student body (43 students).
3. Staff use and model SEL signature practices during school-wide events for staff (professional learning, PLCs, meetings) and students (assemblies, cafeteria, common areas). (Conditions 5, 6) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3)	Administrators, Campus Leadership Team, Counselor, Teachers	ongoing		Criteria: Review agendas from staff meetings to look for mindfulness, optimistic openings and closings; school-wide events: plans reflect mindfulness, tier 1 practices and expectations, and optimistic opening/closing with students

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Objective 3. (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff with professional learning and collaboration on how to effectively communicate with families in preparation for family conferences. (Condition 3) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.4)	Administrators, CIS Leader, Counselor, Parent Support Specialist	Aug/Sept		Criteria: Review faculty meeting plans at BOY and MOY to ensure completion
2. Communicate opportunities to engage with school on an ongoing basis and via a variety of methods, including via monthly events calendars and the campus website. (Conditions 5 & 6). (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.4)	Administrators, Counselor, Parent Support Specialist, Technology Team	ongoing		Criteria: Review weekly newsletter, Facebook, Twitter, website, and Thursday folders for regular updates; review family engagement attendance sign ins
3. Collaborate with PTA and Robert Wood Johnson Foundation grant to strengthen relationships with families and connect families with leadership opportunities. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, Community Partner, Parent Support Specialist, PTA	ongoing, 2022-23 and 2023		Criteria: Meetings complete; review family participation; PTA meeting agendas

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.3) Increase the percentage of students who rate the connections between student and teachers as strong on the 2022-23 Panorama student survey to at least 85%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with Communities in Schools and Youth Anew Restorative coordinators to ensure that every classroom build community through morning routines, circles, and check ins. (Conditions 1, 2, 4, 5, 6) (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.3)	Administrators, Campus Leadership Team, CIS Leader, Counselor, Student Support Committee, Teachers	Ongoing		Criteria: Walk through observations of morning routines, Youth Anew coaching cycles
2. Develop student leadership council to support SEL initiatives and to provide feedback and input on school climate and services. (Conditions 2, 4, 5, 6) (Title I SW Elements: 1.1,2.2) (Target Group: All,5th,6th) (Strategic Priorities: 1,4) (ESF: 3.3)	Administrators, CIS, CIS Leader, Community Partner, Counselor, Project Specialist, Restorative Practice Associate	Ongoing		Criteria: Student leadership meeting notes, membership, and student surveys
3. Provide ongoing professional learning and reflection for staff around culturally sustaining practices, tiered campus practices, and updated school values to recognize the gifts and interests of each student. (Conditions 1, 2, 3, 5, 6) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.3)	Administrators, CAC Members, Campus Leadership Team, CIS Leader, Counselor, Instructional Specialists/Coaches, Librarian, Restorative Committee	BOY & MOY		Criteria: PD agendas from BOY, October, and MOY

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) All teachers and instructional staff will review student work and assessment data throughout the year and adjust instruction, resulting in increases in the percentage of students meeting their growth goals on STAAR and MAP assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery focused on meeting the needs of both striving learners and learners needing acceleration. (Conditions 1, 3, 6) (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,ECD,EB,SPED) (Strategic Priorities: 4) (ESF: 5.3)</p>	<p>Academic Leadership Team, Administrators, Grade Level Lead, Grade Level Team, Instructional Specialists/Coaches</p>	<p>Ongoing</p>		<p>Criteria: Data walls, school-wide data spreadsheet, PLC agendas, classroom observations</p>
<p>2. Teachers track progress of individual students (on specific standards and towards growth goals) in order to identify students that would benefit from intervention and enrichment. (Conditions 1, 3, 6) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,H,AA,ECD,EB,SPED,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 5,5.3)</p>	<p>Academic Leadership Team, Administrators, Grade Level Lead, Grade Level Team, Instructional Specialists/Coaches</p>	<p>Ongoing</p>		<p>Criteria: data wall, school-wide data snapshot, PLC meeting notes</p>
<p>3. Teachers lead students in goal setting and reflection on progress (MAP data in primary grades and ongoing assessments/SCAs in intermediate grades). (Conditions 1, 2, 3, 4) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 5,5.3)</p>	<p>Academic Leadership Team, Instructional Specialists/Coaches, Students, Teachers</p>	<p>Ongoing</p>		<p>Criteria: Individual goal setting conferences with students; class representations of goals; teacher tracking of student progress</p>

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 430 to 450 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize tracking system to monitor which schools students will enroll in upon withdraw. (Condition 4) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Registrar	Ongoing		Criteria: System is up to date and comprehensive throughout the year
2. Spring semester: set monthly registration goals and create various registration drives, events, and supports during this time. (Condition 5) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Leadership Team, Parent Support Specialist, Registrar	Spring semester		Criteria: Review of communication and attendance at registration events; percentage of students registered by month
3. Recruit families with informational flyers at local businesses, highlighting early childhood programming and after-school opportunities, yard signs, and family champions. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Parent Support Specialist	ongoing		Criteria: completion of flyers, yard signs, and family meetings to ID champions

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Goal 5. (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 achieve Meets Expectations on the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that phone/voicemail practices are systematically reviewed and actively maintained. (Condition 7) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Administrative Assistant, Principal	August/September		Criteria: List of staff with accurate phone messages
2. Ensure the grounds and safety signage are consistently monitored and maintained. (Condition 7) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Parent Support Specialist	Ongoing		Criteria: Regular walk throughs of facilities and grounds
3. Onboard new office staff and train existing office staff in CARES customer service standards and best practices to ensure exceptional customer service, support a culture of respect, and ensure safety protocols are followed. (Condition 7) (Title I SW Elements: 1.1) (Strategic Priorities: 1)	Office Staff, Principal	BOY and ongoing		Criteria: Office staff meeting notes, safety training modules completed

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- Goal 6.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.
- Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments. **Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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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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

PEREZ EL Site Base

Name	Position
Valdez, Carmela	co-chair
Peacock, Natalie	PK4 Teacher
Rivera, Rosalinda	Parent Support Specialist
Hopkins, Grace	4th Grade DL teacher
Turullols, Valerie	CAC parent member
Gutierrez, Esther	co-chair (parent)
Bochette, Kelly	CAC member
Ibarra, Melissa	CAC membe

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	56				74
Grade	NR*	--	--	--	C

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	72				91
Grade	C	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	71				88
Grade	C	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	52				73
STAAR Performance Meets	29				45
STAAR Performance Masters	12				20
STAAR Performance Raw Score	31				46
STAAR Performance Scaled Score	56				74

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	70				83
Academic Growth Scaled Score	72				91
Academic Growth Grade	C	--	--	--	A
Economically Disadvantaged %	85.6	85.6	85.6	85.6	85.6
Economically Disadvantaged % Grouping	85.1 to 86	85.1 to 86	85.1 to 86	85.1 to 86	85.1 to 86
Relative Performance Raw Score	31				46
Relative Performance Scaled Score	58				82
Relative Performance Grade	NR*	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	2	out of 14	2022 Values:	8	out of 11
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:	8	out of 14	2023 Goals:	10	out of 11

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	72				90
Grade	C	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	0	out of 7
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 7

Campus Name: **Perez**
 Campus Number: **227901190**

Template by Campus & District Accountability



Campus, Student and Parent/Guardian Compact

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades and test scores are higher and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social, emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers and students need to work together. We ask that you agree to do this by signing and returning this agreement.

School's Role and Commitment

As a campus, we want all of our students to succeed academically. We will:

- ✓ Host monthly parent meetings to discuss progress and strategies towards student achievement
- ✓ Encourage students to participate in extra-curricular, enrichment, and/or intervention classes after school, if appropriate
- ✓ Conduct ongoing formative and summative assessments at the campus/district level and share results with parents on a regular basis
- ✓ Host academic learning events for families to strengthen partnerships between campus and home
- ✓ Communicate with parents through calendars for parents, newsletter, etc. on an ongoing basis
- ✓ Provide a rigorous curriculum and quality teaching for every child every day.
- ✓ Welcome parents/visitors on campus, but for the safety and security of campus always sign in at the front office upon arrival (once limited visitor protocol is lifted)

Date: _____

Principal's Signature _____

Parent/Guardian Agreement

As a parent/guardian, I want my child to be successful, prepared for school and ready to learn every day. I will:

- ✓ Ensure my child attends school daily, unless ill, and arrives to school on time everyday so he/she will not miss important instruction.
- ✓ Ask my child to share what he/she is learning in school each day and make sure my child completes homework assignments- especially nightly reading and math practice.
- ✓ Enroll my child in available After School Programs that provide enrichment and intervention.
- ✓ Attend Academic Learning Nights and other extra-curricular activities.
- ✓ Attend and/or request parent conferences to discuss my child's academic progress.
- ✓ Review my child's grades, Parent Cloud, report cards, progress reports, daily work and assessment scores regularly.
- ✓ Maintain current contact information with the school office.
- ✓ Review and discuss the *Campus, Parent/Guardian and Student Compact* with my child.

Date: _____

Parent/Guardian Signature _____

Student Agreement

As a student, I understand that I need my education in order to make choices in my future. I will:

- ✓ Attend school every day and on time.
- ✓ Come prepared to learn every day. This means I should arrive with a positive attitude, bring my books and supplies every day, and complete assignments on time.
- ✓ Follow the school rules, be respectful and be responsible for my behavior.
- ✓ Keep my mind on learning and following directions during class time so I will not miss any opportunities to learn and succeed while at school.
- ✓ Exercise my mind and my body everyday (weekends too).
- ✓ Review my grades and test results and set goals that will help me work towards improvement.
- ✓ Tell a teacher or other adult if I see someone being hurt or bullied (*No Place for Hate*).
- ✓ Promise to do my best to be kind to everyone-even if they are not like me (*No Place for Hate*).

Date: _____

Student Name _____



Contrato para una mejor escuela

Las investigaciones muestran que cuando los padres participan en las escuelas, los estudiantes logran más, la asistencia es mejor, las calificaciones y los puntajes de los exámenes son más altos y las tasas de graduación aumentan. Los estudiantes también tienen más probabilidades de alcanzar su mayor potencial de crecimiento intelectual, social, emocional y físico. La participación de la familia en la educación es fundamental para el éxito de los estudiantes. Para lograr esto, los padres, maestros y estudiantes deben trabajar juntos. Le pedimos que acepte este contrato firmándolo y devolviéndolo.

Compromiso del Plantel

Como plantel, queremos que todos los estudiantes tengan éxito académico. Seremos responsables de:

- ✓ Organizar reuniones mensuales de padres para discutir el progreso y las estrategias hacia el logro estudiantil
- ✓ Animar a los estudiantes a participar en clases extracurriculares, de enriquecimiento y/o de intervención después de la escuela, si corresponde. Procurarles una atmosfera positiva y segura para el aprendizaje
- ✓ Llevar a cabo evaluaciones formativas y sumativas continuas a nivel de la escuela/distrito y compartir los resultados con los padres de forma regular
- ✓ Organizar eventos de aprendizaje académico para que las familias fortalezcan las asociaciones entre la escuela y el hogar
- ✓ Comunicarse con los padres a través de calendarios para padres, boletín informativo, etc. de forma continua
- ✓ Proporcionar un plan de estudios riguroso y una enseñanza de calidad para cada estudiante todos los días
- ✓ Dar la bienvenida a los padres/visitantes en el plantel, pero por la seguridad del plantel, siempre regístrese en la oficina principal al llegar (una vez que se levante el protocolo de limitación de visitantes)

Fecha: _____

Firma de la Directora _____

Acuerdo de Padre/Guardián

Como padre/guardián, quiero que mi hijo/a tenga éxito, esté preparado para la escuela y esté listo para aprender todos los días. Voy a:

- ✓ Asegurarme de que mi hijo/a tenga buena asistencia y llegue a la escuela a tiempo todos los días para que no se pierda instrucción importante.
- ✓ Pedirle a mi hijo que comparta lo que está aprendiendo en la escuela todos los días y asegúrese de que complete las tareas escolares, especialmente la lectura y la práctica de matemáticas por la noche.
- ✓ Inscribir a mi hijo en los programas extracurriculares disponibles que brinden enriquecimiento e intervención.
- ✓ Asistir a noches de aprendizaje académico y otras actividades extracurriculares
- ✓ Asistir y / o solicitar conferencias de padres con el maestro de mi hijo/a para discutir su progreso académico.
- ✓ Revisar las calificaciones de mi hijo, la Nube de Padres, boletas de calificaciones, informes de progreso, trabajo diario y puntajes de evaluación con regularidad
- ✓ Mantener la información de contacto actualizada con la oficina de la escuela
- ✓ Revisar y discutir el *Pacto entre la escuela, padre y el estudiante* con mi hijo/hija.

Fecha: _____

Firma de padre/ madre/guardián _____

Acuerdo del estudiante

Como estudiante, entiendo que necesito mi educación para poder tomar decisiones en mi futuro. Seré responsable de:

- ✓ Asistir a la escuela todos los días y a tiempo
- ✓ Venir preparado para aprender todos los días. Esto significa que debo llegar con una actitud positiva, traer mis libros y útiles todos los días y devolver las tareas completadas a tiempo.
- ✓ Seguir las reglas de la escuela y ser responsable de mi comportamiento
- ✓ Mantener mi mente en aprender y seguir instrucciones durante el tiempo de clase para no perder ninguna oportunidad de aprender y tener éxito en la escuela.
- ✓ Ejercitar mi mente y mi cuerpo todos los días (fin de semana también)
- ✓ Revisar mis calificaciones y los resultados de las pruebas y ver los objetivos que me ayudarán a trabajar para mejorar
- ✓ Informar a un maestro u otro adulto si veo que alguien está siendo lastimado o acosado (No hay lugar para el odio)
- ✓ Prometo hacer todo lo posible para ser amable con todos, incluso si no son como yo (No hay lugar para el odio)

Fecha: _____

Nombre del estudiante _____



LCpl Nicholas S. Perez Elementary

Family Engagement Policy

2022-2023

The faculty, parents, staff, and community members of the school shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan.

- I. The Parental Involvement Policy will be distributed during the first quarter of the school year.
- II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their children's academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.
- III. The school will make every effort to communicate with parents in a language that is understandable. Communication with parents may include, but not be limited to homework, telephone trees, electronic mail, texts, newsletters, meetings, etc.
- IV. School will hold an annual meeting for parents and the community during the first quarter to share and discuss the Title I program.
- V. Monthly meetings will be held the third Friday of every month at 7:40 a.m. and selected evenings.
- VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Parent Compact and the Parent Involvement Policy through the Parent Advisory Council, the CAC or any other scheduled parent meetings.
- VII. During the first quarter of school, parents will be provided information regarding the school's curriculum and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.
- VIII. In order to meet the changing needs of our school, the Parent Involvement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.

Sept 28, 2022

Dear Parents,

Each year, we revise our Parent Engagement Policy with input from our wonderful parents. The policy from 2022-23 is printed on the back of this page. Please give us your feedback to help us improve the policy in 2022-23. What do you like about it? What suggestions do you have for improving it? Please write directly on the draft on the other side of this page, or use the space below to make your comments. Please return to your teacher by Oct. 5. We also want to value the contributions of parents. How can we do a better job of this? What trainings might staff attend to improve in this area?

Please contact our Parent Support Specialist, Rosalinda Rivera, or me if you have any questions. You can reach us at 512-841-9100. Thank you for your feedback!

Kara Mitchell-Santibañez, M.Ed.
Principal

Comments:

28 de sept de 2022

Estimados padres de familia,

Cada año, revisamos nuestra Póliza de Participación de los Padres con la contribución de Ustedes. La Póliza del 2022-23 se imprime en la parte posterior de esta página. Por favor, usted dé sus comentarios para ayudarnos a mejorar nuestra póliza en el año 2022-23. ¿Qué le gusta de ella? ¿Qué sugerencias tiene para mejorar esto? Por favor escriba en el otro lado de esta página, o utilice el siguiente espacio para hacer sus comentarios. Devuelva a su maestro/a el día 5 de oct. También queremos valorar las contribuciones de los padres. ¿Cómo podemos hacer un mejor trabajo con esto? ¿A qué capacitaciones podría asistir el personal para mejorar en esta área?

Póngase en contacto con nuestra especialista de apoyo para padres, Rosalinda Rivera, si usted tiene cualquier pregunta. Puede comunicarse con nosotros al 512-841-9100.

¡Gracias!

Kara Mitchell-Santibañez, M.Ed.
Directora

Comentarios

AUSTIN INDEPENDENT SCHOOL DISTRICT

*LCpl Nicholas S. Perez Elementary
7500 S. Pleasant Valley Drive, Austin, Texas 78744*

*Phone: 512.841.9100
Fax: 512.841.9101*



September 29, 2022

As a parent of a student at LCpl Nicholas S. Perez Elementary, you have the right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teaching staff:

- Whether the State of Texas has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether State of Texas has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please call Principal Kara Mitchell-Santibañez at 512.841.9100.

29 de septiembre, 2022

Como padre de un estudiante de la escuela LCpl Nicholas S. Perez Elementary, usted tiene derecho de saber acerca de las credenciales profesionales de los maestros y asistentes de maestros que instruyen a su hijo(a). La ley federal le permite solicitar cierta información acerca de los maestros de su hijo(a), y requiere que nosotros le proporcionemos dicha información en un tiempo razonable, si usted la solicita. Específicamente, usted tiene derecho de solicitar la siguiente información acerca del personal docente en el salón de clases de su hijo(a):

- Si el estado de Texas ha otorgado una licencia o calificado a un maestro(a) para los grados y materias que imparte
- Si el estado de Texas ha decidido que el maestro(a) puede enseñar en un salón de clases sin haber obtenido una licencia o haber sido calificado según las regulaciones estatales debido a circunstancias especiales
- La especialidad universitaria del maestro(a); si el maestro(a) tiene estudios superiores, de ser así, la materia de los títulos
- Si asistentes de maestro(a) o paraprofesionales similares proporcionan servicios a su hijo(a), y de ser así, conocer sus credenciales profesionales

Si desea recibir alguna de esta información, por favor llame al director(a) Kara Mitchell-Santibañez al 512.841.9100.

Effective Family Conferences

Ready. Set. Grow your relationship with parents!

Introduction (Why?)

Is it possible to get 100% parent/family attendance?

Reminders of key points for each conference:

- A. Update contact info
- B. Strengths (reference sheet for ideas: “How to turn negative labels into positive affirmations”)
- C. Attendance
- D. Academics (MAP results, small group instruction - CST notification/HB4545, Math)
- E. Behavior, if necessary (reference sheet for ideas: “How to turn negative labels into positive affirmations”)
- F. Teacher goals set with student
- G. Parent goals for student
- H. How can we work together? Offer tools/suggestions for how students can be supported at home.

What do we do right now?

Small group sharing: How will topics A-G be addressed at each conference?

Small group sharing: Anticipate possible barriers that may prevent you from covering the A-G topics above and how will you address them?

Suggestions from our team:

Turn negative labels into positive affirmations

demanding	has high standards
stubborn	determined, persistent, committed to goals
rude	blunt, honest
spoiled	used to certain things
naughty	explores boundaries
cocky	confident, values self
bossy	knows what he/she wants, assertive
obsessive	committed
anti-social	thoughtful, observant
rigid	has a high sense of order
rebellious	non-conforming, individualistic
defiant	bold, has strong beliefs, courageous
challenging	gutsy, strong-willed
silent	introspective
explosive	expressive
hyper	energetic
impatient	eager
sensitive	tuned into his/her emotions
dramatic	expressive
goofy	joyful, entertaining

impulsive	spontaneous
talks back	courageous, honest

2022-23 Title One Parent Meeting Agenda

1. **School status as TITLE I, PART A, explaining Title I, Part A requirements**
2. **Title I Allocation and Budget**
3. **Parent Allocation and Plan**
4. **Parent/Family Engagement Policy**
5. **Parent Compact**
6. **Academic progress/ratings for the campus**
7. **Initiatives unique to campus**
8. **Parent's right to be involved.**
9. **Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff.**

Agenda de la reunión de padres sobre el título uno

1. **Estado de la escuela como Título I, Parte A, Explicando el Título 1, los requisitos de la Parte A**
2. **Título 1 asignación y presupuesto**
3. **Asignación y plan para los padres**
4. **Política de participación de padres/familia**
5. **Compromiso sobre la participación de los padres y las familias**
6. **Convenio de padres**
7. **Iniciativas únicas de la escuela**
8. **Informándoles de su derecho a participar.**
9. **Los padres colaboraron y coordinaron con el personal para diseñar el desarrollo del personal relacionado con el valor y las contribuciones de los padres para el personal.**



LCpl Nicholas S. Perez Elementary
La norma sobre la participación de los padres
2022-2023

El personal docente, los padres, el personal y los miembros de la comunidad de la escuela *Perez* deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres durante el desarrollo y repaso del plan de mejoramiento del plantel.

- I. La norma de participación de los padres será distribuida durante el primer cuatrimestre del año escolar.
- II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.
- III. La escuela hará lo posible por comunicarse con los padres en un idioma que sea entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, llamadas telefónicas entre padres (un padre llama a otro, y así sucesivamente), correos electrónicos, boletines informativos, juntas, etc.
- IV. La escuela llevará a cabo una junta anual durante el primer cuatrimestre para discutir los programas de escuela de Título I.
- V. Las reuniones mensuales se llevarán a cabo el tercer viernes de cada mes a las 7:40 a. m. y en noches seleccionadas.
- VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, a través del Consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.
- VII. Durante el primer cuatrimestre de clase los padres recibirán información sobre el currículo (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.
- VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el plan de padres sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del plan de mejoramiento del plantel.

Join us on

Friday, October 21, 2022

For a

Bond Information Family Meeting

8: 45 a.m. – 9:15 a.m.

Come learn more about how this could affect Perez Elementary.



Únete a nosotros

viernes, 21 de octubre de 2022

para

Reunión familiar de información sobre bonos

8:45 am – 9:15 am

Venga a aprender más sobre cómo esto podría afectar a la Escuela
Primaria Perez.



LCPL Nicholas S. Perez Elementary School

OCTUBRE 2022

En sus marcas. Listos. ¡Crecemos!



Domingo	Lunes	Martes	Miercoles	Jueves	Viernes	Sabado
Mes Nacional del Director/a	Mes Nacional de Prevención de acoso	Apoya Perez! Joinpta.org				1
2 Semana de agradecimiento al custodio (del 3 al 7)	3	4 Clases de inglés para adultos 8-10:30 am Zumba 5:30-6:30 p.m.	5	6 BrighterBites (se necesitan voluntarios a las 8 a.m.) Clases de inglés para adultos 8-10:30 am	7 Estamos aceptando nominaciones de estudiantes para el Programa de Dotados y Talentosos (GT) hasta el 7 de octubre Día de Salida Temprana Los ESTUDIANTES SALEN A LA 1:30 p.m.	8
9 Transportación Semana de Apreciación al Trabajador	10 Día de los Pueblos Indígenas	11 Clases de inglés para adultos 8-10:30 am Zumba 5:30-6:30 p.m.	12	13 Vístase de rosa: concienciación sobre el cáncer de mama Clases de inglés para adultos 8-10:30 am	14 NO HAY CLASES <u>Vacaciones para estudiantiles/desarrollo del personal</u>	15
16 Semana de las Escuelas Seguras de Estados Unidos Transportación Semana de Apreciación al Trabajador (17th-21st)	17	18 Clases de inglés para adultos 8-10:30 am Consejo Asesor del Campus 4-5 p.m. Zumba 5:30-6:30 p.m.	19 Vístete de naranja: Día de la Unidad	20 BrighterBites (se necesitan voluntarios a las 8 a.m.) Clases de inglés para adultos 8-10:30 am	21 Reunión de padres: Título 1 a las 8:15 a.m. y información de bonos a las 8:45 am	22
23 ¡Semana de "Amar tu cerebro"!	24 Lunes consciente – Usa los colores de nuestra escuela (rojo y amarillo) o la camiseta de tu equipo favorito.	25 Clases de inglés para adultos 8-10:30 am Zumba 5:30-6:30 p.m. Inclina tu sombrero martes – Usa tu sombrero chistoso favorito.	26 Miércoles de bienestar – Usa ropa deportiva.	27 Clases de inglés para adultos 8-10:30 am Jueves pensativo – Usa colores neón y gafas de sol.	28 Siéntete bien viernes de ficción - Vístete como tu personaje de libro favorito	29 Plantación de árboles – ¡Día de Bienestar Comunitario de Perez de 9:00-2 p.m.! (Consulte los folleos para obtener más información.)
30	31	Nov. 1 Clases de inglés para adultos 8-10:30 am Zumba 5:30-6:30 p.m.	Nov. 2	Nov. 3 BrighterBites Clases de inglés para adultos 8-10:30 am	Nov. 4	Nov. 5

Para obtener más información, consulte el boletín y/o comuníquese con Rosalinda "Linda" Rivera, especialista de apoyo para padres, 512.841.9161, Rosalinda.Rivera@austinisd.org



LCPL Nicholas S. Perez Elementary School

OCTOBER 2022

Ready. Set. Grow!



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
National Principal's Month	National Bullying Prevention Month	Support Perez! Joinpta.org				1
2 Custodian Appreciation Week (3rd-7th) Food Service Workers Appreciation Week (7th-13th)	3	4 Adult ESL classes 8-10:30 a.m. Zumba 5:30-6:30 p.m.	5	6 BrighterBites (volunteers needed at 8 a.m.) Adult ESL classes 8-10:30 a.m.	7 Gifted and Talented Referrals close on Oct. 7 Early Release Day STUDENTS DISMISS AT 1:30 p.m.	8
9	10 Indigenous People's Day	11 Adult ESL classes 8-10:30 a.m. Zumba 5:30-6:30 p.m.	12	13 Wear pink: Breast Cancer awareness Adult ESL classes 8-10:30 a.m.	14 NO CLASSES Student Holiday/Staff Development	15
16 America's Safe Schools Week Transportation Worker Appreciation Week (17th-21st)	17	18 Adult ESL classes 8-10:30 a.m. Campus Advisory Council 4-5 p.m. Zumba 5:30-6:30 p.m.	19 Wear Orange: Unity Day	20 BrighterBites (volunteers needed at 8 a.m.) Adult ESL classes 8-10:30 a.m.	21 Parent Meeting/Coffee with the Principal: Title 1 and Bond Information at 7:40 am	22
23 <u>Love Your Brain week!</u>	24 Mindful Monday - Wear school colors (red and yellow) or your favorite team jersey.	25 Adult ESL classes 8-10:30 a.m. Zumba 5:30-6:30 p.m. Tip Your Hat Tuesday - Wear your favorite silly hat.	26 Wellness Wednesday - Wear workout clothes.	27 Adult ESL classes 8-10:30 a.m. Thoughtful Thursday - Wear neon colors and sunglasses.	28 Feel Good Fiction Friday - Dress As Your Favorite Book Character Day	29 Tree Planting - Community Day from 9:00-2 p.m.! (See flyers for more info.)
30	31	Nov. 1 Adult ESL classes 8-10:30 a.m. Zumba 5:30-6:30 p.m.	Nov. 2	Nov. 3 BrighterBites (volunteers needed at 8 a.m.) Adult ESL classes 8-10:30 a.m.	Nov. 4	Nov. 5

For more information see newsletter and/or contact Rosalinda "Linda" Rivera, Parent Support Specialist,
512.841.9161, Rosalinda.Rivera@austinisd.org

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

Name of Campus: Perez Elementary Org # 190

Name of District: Austin ISD

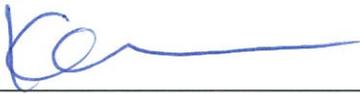
As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2022-2023.

YES NO

<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>4. A list of <i>Homeless and Foster care Students and Services</i> is maintained and updated quarterly.</p> <p>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.)</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>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.</p>

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 Perez Elementary


Signature of Principal

10/20/22
Date

Kara Mitchell-Santibañez
Typed/Printed Name of Principal

SAFA Initials & Date



PEREZ
ELEMENTARY SCHOOL
AUSTIN Independent School District

Title One Parent Meeting

Friday, Oct. 21 at 8:15 a.m. in the Family Room (coffee at 7:40 a.m.) or

Tuesday, Oct. 25 at 6-6:30 p.m. via zoom

<https://austinisd-org.zoom.us/j/8340512008?pwd=SytveHNxOUM1QjFJU29maDVjM1JSZz09>

Meeting ID: 834 051 2008

Passcode: python

- Title I, Part A requirements
- Campus Budget
- Academic progress/ratings for the campus
- Campus initiatives
- And more

Título I Reunión de Padres

el viernes 21 de octubre a las 8:15 a. m. en la sala familiar (Café a las 7:40 a.m.) o

Martes 25 de octubre de 6 a 6:30 p. m. a través de zoom

<https://austinisd-org.zoom.us/j/8340512008?pwd=SytveHNxOUM1QjFJU29maDVjM1JSZz09>

Meeting ID: 834 051 2008

Passcode: python

- Requisitos del Título I, Parte A
- Presupuesto escolar
- Progreso Académico / calificaciones de la escuela
- Iniciativas de la escuela
- y mas



LCpl. Nicholas S. Perez Elementary School
8/26/22 Coffee with the Principal Parent Meeting

Welcome/ Bienvenidos

Introductions: Staff and Participants

(Name and position OR Name and child's name, grade and teacher's name)

Agenda: (*Please sign-in!)

- Tour
- Values and Contributions
- **PTA Business:** What is PTA? Why should I join? What are our goals?
- **CAC Business:** What is CAC? Why should I join? What are our goals?
- **Volunteering in General:**
 1. Distribute flyer
 2. APIE
 3. Acknowledge volunteers who have helped out recently
- **Support:** Distribute flyer
- **Values and Contributions**
- **What topics would you like to see covered in future parent gatherings /classes/workshops/etc.?**

Small group discussion:

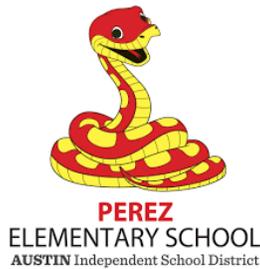
(Suggestions for after they share: Dual Language, SEL, SPED, PTA, CAC, Safety, resources/social services, physical or emotional health related issue info/attendance/how to read to your child, how to help with homework, Zumba, gardening, literacy, GED info, parenting classes, etc.?)

Announcements:

- Mrs. St. Pierre's prep for Pre-K (sign-up sheet)
- Share the importance of guardians informing us of your current contact info. if/when it changes –in case of emergencies!
- Lastly, if you (or someone you know) are having behavior, academic and/or attendance issues, please see the PSS after this meeting.
- Let's get to know other parents and help build a strong supportive and unified campus!

(Please sign-in!)

For more information, please contact me, Rosalinda "Linda" Rivera, Parent Support Specialist
Rosalinda.Rivera@austinisd.org or at 512-841-9161. Thank you!



Coffee with the Principal Agenda

September 23, 2022

1. Introductions
How to guide our children to be problem solvers today and in the future?
Restorative Practices are key!
¿Como guiamos a nuestros hijos/a que sean solucionadores de problemas hoy y en el future? ¡Las practicas restauratives son clave!
2. PTA
3. CAC
4. Values and Contributions
5. Raffle
6. Q & A

Campus Improvement Plan



CAC goal: review the draft campus improvement plan and provide input, feedback, and revise to include the seven conditions that all students need for success.

In breakout rooms (until 4:40pm)

- Group 1: read, review, and provide feedback on strategies (type up & share)
- Group 2: read, review, and connect the seven conditions to each strategy (7 Conditions in folder)

9/15/2022 15:30:57 9/15/22 Reeves, ReLaine
9/15/2022 15:30:59 9/15/22 Sweet, Caroline
9/15/2022 15:38:18 9/15/22 Sather, Randi
9/15/2022 15:39:16 9/15/22 Gomez-Flores, Johany
9/15/2022 15:39:35 9/15/22 Calzado, Dalila
9/15/2022 15:39:36 9/15/22 Friedland, Samuel
9/15/2022 15:39:57 9/15/22 Gomez Dulce
9/15/2022 15:40:19 9/15/22 Turnipseed Alyssa
9/15/2022 15:40:30 9/15/22 Juana
9/15/2022 15:42:51 9/15/22 Benitez, Alexandra
9/15/2022 15:43:22 9/15/22 Briones, Arturo
9/15/2022 15:44:38 9/15/22 Casapao Rohenalyn
9/22/2022 15:38:21 9/15/22 Trevino, Angelique

Faculty
Faculty Meeting
Faculty mtg
Faculty Meeting/ Parent conference
Faculty Meeting
09/15/faculty meeting
Faculty
9/15 faculty meeting
Conference session
Faculty Meeting: Effective Family Conference
Faculty Meeting: Effective family conferences
Faculty Meeting Effective Fa,/mily Conferences
faculty meeting from last week sorry I forgot to sign in but I was here, it was about conferences

I confirm that the information above is completed and maintained on file at my campus for 5 years.

Principal Signature _____ Printed Name _____ Date _____

 *Department of State, Federal, & Private Accountability*
2022-2023

