

Menchaca Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



MENCHACA
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Campus Mission

Menchaca Elementary works to create a strong community of educators and students who can work collaboratively in an ever changing dynamic. Our community of learners strive to think creatively and problem solve through real-world challenges with a focus on equity and anti-racism.

Campus Vision

The faculty and staff of Menchaca believe in creating an inclusive environment for students to learn, create, and explore. Through a focus in the humanities and arts we will help develop students' understanding of the world around them with a focus on equity and anti-racism.

Campus Values

Menchaca Elementary values inclusiveness, collaboration, and creative problem solving.

Campus Motto

I am a Menchaca Mustang, I believe I can do what is right even when no one is watching me. I will achieve through cooperation with others. I will succeed by doing my best.

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.

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus. The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning

The district provides opportunities for ongoing support and coaching of the campus leader.

Lever 2: Effective, Well-Supported Teachers

The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)

If the district provides ongoing opportunities for support and coaching of the campus leader and assessments that are district provided with detailed reports then campus leaders can better track student outcomes throughout the year and impact academic student performance.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Debbie Warnken

Date

11/10/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Eliza Loyola

Date

11/10/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Campus has selected this area based on STAAR data and the need to align lesson planning, formative assessments, and instructional delivery. Admin team needs clear roles and responsibilities in order to support campus teams in a consistent manner.

How will the campus build capacity in this area? Who will you partner with?

Weekly administrative team meeting that includes reading specialist, LMHP, counselor, and sped dept chair to support ensure that students are monitored and follow up occurring for students and families.

How will you communicate these priorities to your stakeholders? How will create buy-in?

Role and responsibilities will be shared with team leaders and CAC.

Weekly "admin updates" can provide campus to updates on work of admin team such as monitoring assessments, planning for interventions and instruction. This helps build a stronger understanding for campus of what is done in admin meetings.

Desired Annual Outcome

Clear roles and responsibilities of admin and support team to monitor instruction, formative assessments, and instructional strategies.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Weekly meetings in place for admin team to meet, with admin and support team.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Task list for admin team to monitor and support student using VOM and MAP data.

Desired 90-day Outcome: Cycle 3 (March-May)

Clearly defined roles and responsibilities of admin and support staff that are communicated to campus as well as weekly update to staff of work of admin team.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

Campus based challenges such as staffing and monitoring students during specials and recess have created daily challenges in prioritizing weekly meetings that focus instruction and formative assessment.

Barriers to Address: Cycle 1 (Sept-Nov)

Aligning meeting times for staff that are working virtually or onsite so that time is held in place.

Barriers to Address: Cycle 2 (Dec-Feb)

Schedule of staff who can rotate through to support recess and specials and prioritized time to meet.

Barriers to Address: Cycle 3 (March-May)

Assigned staff who facilitate coverage of classrooms, specials, and recess as needed.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

DCSI will support principal with adjustments.

District Actions: Cycle 2 (Dec-Feb)

DCSI is working with principal on interventions and support from curriculum and instruction

District Actions: Cycle 3 (March-May)

DCSI is working with principal on interventions and support from curriculum and instruction

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

This areas was selected based on walk through observations in 2018, 2019, and 2020. STAAR data also reflected discrepancy of performance among teachers at third and fourth grade.

How will the campus build capacity in this area? Who will you partner with?

Admin team will work with team leaders and grade levels to reflect on VOM data and discuss instructional practices.

How will you communicate these priorities to your stakeholders? How will create buy-in?

Admin working with grade level teams and team leaders. Team leaders sharing work of grade level and strategies for collaboration.

Desired Annual Outcome

Lesson plans that prioritize the TEKS and higher level thinking for students. Weekly formative assessments for 1st-5th grade that are reviewed, discussed and analyzed by grade level teams and admin.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Instructional planning aligned to TEKS with a focus of Readiness Standards.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Common assessments that are accessible to students who are virtual and in person that are TEKS aligned.

Desired 90-day Outcome: Cycle 3 (March-May)

Grade level data that reflects alignment of instruction.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

Delay to the school year. Covid planning and protocols. Staff morale due to staff working remotely and staff onsite supervising students from other teachers. Admin team focused heavily on covid protocols and reopening of campus.

Barriers to Address: Cycle 1 (Sept-Nov)

Assigned admin to manage onsite while other admin monitors instruction.

Barriers to Address: Cycle 2 (Dec-Feb)

Schedule for admin team that allocates blocks of time to monitor instruction and discuss planning with teams.

Barriers to Address: Cycle 3 (March-May)

Continued work focused on campus morale and rebuilding trust among staff.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the district will provide Blueprints and BLEND formats aligned to TEKS throughout the year then the teachers will be able to focus on assessment and interventions for all students.

District Actions: Cycle 1 (Sept-Nov)

DCSI will work with principal to ensure all teachers have been appropriately trained on district platforms.

District Actions: Cycle 2 (Dec-Feb)

DCSI will support principal through walkthroughs focused on student outcome.

District Actions: Cycle 3 (March-May)

DCSI will review data with principal and coach through making adjustments in teaching and intervention.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

The first prioritized focus area 90 day outcome has been achieved. Prioritized Focus Area 2 has been reached.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

The performance goal was not met for MAP Growth but very close in Reading. Many students took the test who are learning remotely and validity of those tests are a concern.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Data meeting around MAP Growth and compared to other assessments that teachers have done to check fidelity. Continuing VOMs and using the data collection to make adjustments and intervention groups.

What new action steps do you need to add to the next cycle?

Specific focus with special education due to the inconsistencies in the data for these students.

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

The first prioritized focus area 90 day outcome was not achieved. We have begun MAP testing and VOMs but do not have a task list. Prioritized focus area 2 has been achieved.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

We did not achieve our student performance goals based on benchmark assessments and accountability standards. Classroom data varying across campus based on assessment supervision, preparation, and expectations.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Use of short cycle assessments, explicit preparation for standardized assessment, MAP Growth/Reading Fluency assessments

What new action steps do you need to add to the next cycle?

End of year assessments to be shared with next grade level

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

We did not achieve our desired goals but established routines to build upon in the Fall.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

No. Student did not meet student performance goals. Students were not provided a lot test taking strategies to prepare and less than 40% of students tested.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Continue frequent admin check-ins that were established in May. 20 meeting daily more effective than once a week.

What new action steps do you need to add to the next cycle?

Continue to build on the work we truly started in March. Utilize the student needs list that was created to establish priorities and direction for admin and counselors.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

No - it took a very long time to establish consistent routines on campus since our numbers onsite started out so low and continued to grow weekly. Students and families in crisis were the priority for the school counselor. In April and May we truly began to have clear roles and responsibilities with consistent routines for the counselor and admin.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

No - however grade levels did collect meaningful eoy data on students that will help with planning and acceleration at the beginning of the year.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

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

Student Achievement Strengths

Increased academic performance of students in 2-5th grade in 2019 with the use of Verification of Mastery weekly assessments.
Benchmark data for MEETS from 2019-2020

Student Achievement Weaknesses

STAAR Performance at MEETS for all subject in 3rd-5th grade.

Student Achievement Needs

Increased focus on MEETS performance in all subject areas will improve overall student performance on TEA report card, especially on Achievement Gap.

Student Achievement Summary

Increased focus on student mastery of TEKS at weekly and bi-weekly intervals will provide time for intervention and differentiated instruction for those who mastered TEKS in order to increase MEETS standard on STAAR.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Focus Groups/Interviews

School Culture and Climate Strengths

Menchaca has a strong sense of community among faculty, staff, and families. We have generations of Menchaca families within our community and are proud of the relationships we have worked hard to establish. We collaborate with our PTA to create fun and inviting activities for our community. Additionally, we have done a lot of work to increase our collective inclusiveness for our LGBTQIA families. We have a well established two-way dual language program that is supported by our teachers and parents.

Visitors to our campus often comment on the "feel" of our school and that there is a sense of community here.

School Culture and Climate Weaknesses

Faculty and staff are not accustomed to engaging in critical conversations about race, privilege, and oppression. This contributes to patterns of oppression not being disrupted in an explicit manner. Faculty and staff are not skilled at facilitating conversations around race and privilege with students.

School Culture and Climate Needs

Menchaca's Equity Planning Team engaged in a summer program with Harvard called RIDES, Reimagining Integration Diverse and Equitable Schools. This has served as a foundation for our work in racializing our own identities. As a team we are working through short cycle improvement with the guidance of an equity coach. The challenges are in generalizing this work with our staff. A collective need is understanding and recognizing the four types of oppression, ideological, institutional, internalized, and interpersonal.

We are working to balance the needs of our staff as we have reopened our campus to onsite learners, supporting our students virtually, and maintaining health and safety for all.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Through collective reflection and understanding of oppression and privilege we believe that we can create a school community that better supports the beliefs around equity and access for all our students and families.

Data Sources for TIP Planning Needs Assessments

Student Data

19-20 Classroom performance across grade levels on VOM and STAAR

RIDES Equity Planning with Leadership Team

Conversations and Observation from equity work from BOY professional development

Equity Survey Developed by Equity Planning Team 11/2020

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

2017 Educational Suitability Assessment score
MOY disaggregated by grade, subj., & stud. grp.
PPFT results for teachers
STAAR disaggregated by subj., grade, & stud. grp.

Curriculum, Instruction and Assessment Strengths

Teachers are able to access the TEKS, online curriculum, and resources with ease. Teachers are creative in their approach to planning for student engagement and demonstration of learning. Teachers have worked to minimize or eliminate workbooks that do not support higher level thinking and mastery of skills.

Curriculum, Instruction and Assessment Weaknesses

Planning and assessment are not aligned at each grade level. This creates inconsistent instructional practices and outcomes.

Curriculum, Instruction and Assessment Needs

Aligned planning, instruction, and formative assessments among grade levels to ensure consistent outcomes for students. Explicit and ongoing conversations around instructional strategies, planning, and assessments. In time feedback to grade level teams regarding assessments and instructional strategies.

Curriculum, Instruction and Assessment Summary

The need for an aligned curriculum and formative assessments to adjust and shift instruction has become clearly evident over the last three years as some grade levels outperform other grade levels. Additionally, the discrepancy among teacher performance within a grade level has exceeded over 20 points in some grade levels. This demonstrates this is a systemic challenge at Menchaca.

Data Sources for TIP Planning Needs Assessments

Student Data

19-20 Classroom performance across grade levels on VOM and STAAR

RIDES Equity Planning with Leadership Team

Conversations and Observation from equity work from BOY professional development

Equity Survey Developed by Equity Planning Team 11/2020

Comprehensive Needs Assessment Data Sources

CAPR results for administrators

Menchaca Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective 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) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly meetings with grade level teams to review formative assessments in reading and math.	Assistant Principal, Principal	EOY Oct,Nov,Feb,Aug		Criteria: Weekly meetings with grade levels to discuss formative assessments 06/03/21 - Some Progress (S) 03/29/21 - Some Progress 12/07/20 - Some Progress
2. Weekly meetings with Special Education team to track student performance and discuss services of students with general education teachers to ensure students are accessing grade level TEKS	Assistant Principal, Special Education Staff	May 2020 Oct,Nov,Feb,Aug		Criteria: Documented tracking of students in special education on grade level TEKS with accommodations. 06/03/21 - Some Progress 03/29/21 - No Progress 12/07/20 - Some Progress
3. Administrative team will be assigned to a grade level to train and monitor lesson planning, VOM, student data and parent concerns in order to increase accountability of communication among teams.	Assistant Principal, Principal	May 2020 Oct,Nov,Feb,Aug		Criteria: Admin team attends weekly assigned team meetings, monitors planning, formative assessments, differentiation. 06/03/21 - Some Progress (S) 03/29/21 - Some Progress 12/07/20 - Some Progress

Menchaca Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective 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 plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers enter formative assessment data in a Verification of Mastery Data Sheet for the class and enter data weekly to track student progress to ensure students are mastering grade level TEKS in the appropriate scope and sequence.	Assistant Principal, Grade Level Team, Principal	Weekly/May 2020		Criteria: weekly completion of VOM data tracking 06/03/21 - No Progress (S) 12/07/20 - No Progress

Menchaca Elementary School

Goal 2. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3rd-5th grade will conduct formative assessments every 2 weeks in reading and math.	Admin, Grade Level Team	Every 9 weeks		Criteria: DMAC assessment scores 06/03/21 - Significant Progress (S) 03/29/21 - Significant Progress 12/07/20 - On Track
2. Mid month data meetings with grade level teams in Prek-5th to monitor student performance on MAPGrowth and formative assessments.	Admin, Grade Level Team	May 2020 Quarterly		Criteria: ISIP and formative assessments 06/03/21 - Significant Progress (S) 03/29/21 - Significant Progress 12/07/20 - Some Progress
3. Team leader meets to reviews formative assessments that will be used within the nine weeks and work with other team leaders to ensure vertical alignment on tasks and assessments.	Admin, Team Leaders	Monthly		Criteria: DMAC and ISIP data for Kinder through 5th grade. 03/29/21 - Discontinued 12/07/20 - No Progress

Menchaca Elementary School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lessons will be shared at weekly team meetings that admin leads will attend. Master schedule structured to provide common planning for 2nd-5th grade.	Assistant Principal, Principal	Weekly mtg throughout yr		Criteria: Implementation of lessons and strategies by other team members. 06/03/21 - Completed (S) 03/29/21 - On Track 12/07/20 - On Track
2. Common Formative assessments will be conducted weekly in the area of math or reading. 1st-3rd grade will complete 2 math and 2 reading assessments a month. 4th and 5th grade will include Writing and Science formative assessments along with Math and Reading.	Assistant Principal, Grade Level Team, Principal	Weekly in data meetings		Criteria: Data collected weekly and feedback provided to the team in person or in writing regarding assessment and performance of students 06/03/21 - Significant Progress (S) 03/29/21 - Significant Progress 12/07/20 - Some Progress

Menchaca Elementary School

Goal 3. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrative team will review weekly formative assessment data by class and grade level Kinder-5th grade. Time set on master schedule to review weekly data on Tuesday afternoons.	Assistant Principal, Principal	Weekly		Criteria: Grade level Verification of Mastery spreadsheets and individual class Verification of Mastery Forms 06/03/21 - Some Progress (S) 12/07/20 - Some Progress

SY 20-21 CIP Developers List

Name	Position
Trish, Adams	teacher
Ann, Weitzman	Teacher
Richards, Trudy	Community Member
Gillam, Mary Ellen	teacher
George, Bryce	parent
Amador, Samantha	assistant principal
Pena, Gracie	Teaching Assistant
Greenman, Kristen	teacher

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Summative Goal
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	75	MAP Growth	76		MOY	77		MAP Growth	78		80
		All	All	Reading	Meets	STAAR	43	MAP Growth	42		MOY	43		MAP Growth	44		45
		All	All	Reading	Masters	STAAR	23	MAP Growth	23		MOY	27		MAP Growth	31		35
		All	All	Mathematics	Approaches	STAAR	75	MAP Growth	76		MOY	77		MAP Growth	78		80
		All	All	Mathematics	Meets	STAAR	41	MAP Growth	42		MOY	43		MAP Growth	44		45
		All	All	Mathematics	Masters	STAAR	21	MAP Growth	22		MOY	23		MAP Growth	24		25
		All	All	Science	Approaches	STAAR	69	MAP Growth	70		MOY	71		MAP Growth	73		75
		All	All	Science	Meets	STAAR	38	MAP Growth	40		MOY	41		MAP Growth	43		45
		All	All	Science	Masters	STAAR	21	MAP Growth	22		MOY	23		MAP Growth	24		25
		All	All	Social Studies	Approaches	STAAR	na	MAP Growth	na	na	MOY	na	na	MAP Growth	na	na	na
		All	All	Social Studies	Meets	STAAR	na	MAP Growth	na	na	MOY	na	na	MAP Growth	na	na	na
		All	All	Social Studies	Masters	STAAR	na	MAP Growth	na	na	MOY	na	na	MAP Growth	na	na	na
		All	All	Writing	Approaches	STAAR	69	MAP Growth	na	na	MOY	70		MAP Growth	na	na	na
		All	All	Writing	Meets	STAAR	32	MAP Growth	na	na	MOY	34		MAP Growth	na	na	na
		All	All	Writing	Masters	STAAR	16	MAP Growth	na	na	MOY	18		MAP Growth	na	na	na
2. Domain 3 Focus 1	Focus 1 Components (Academic Achievement)	All	ECD	Reading	Meets	STAAR	30	MAP Growth	30		MOY	31		MAP Growth	32		33
		All	ECD	Mathematics	Meets	STAAR	32	MAP Growth	33		MOY	34		MAP Growth	35		36
3. Domain 3 Focus 2	Focus 2 Components (Academic Achievement)	All	AA	All	Meets	STAAR	32	MAP Growth	33		MOY	34		MAP Growth	35		36
		All	SpEd	All	Meets	STAAR	20	MAP Growth	20		MOY	21		MAP Growth	22		23
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	53	MAP Growth	52		MOY	53		MAP Growth	54		55

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	75		MAP Growth	76		MOY	77		MAP Growth	78	57	80
		All	All	Reading	Meets	STAAR	43		MAP Growth	42		MOY	43		MAP Growth	44	28	45
		All	All	Reading	Masters	STAAR	23		MAP Growth	23		MOY	27		MAP Growth	31	12	35
		All	All	Mathematics	Approaches	STAAR	75		MAP Growth	76		MOY	77		MAP Growth	78	39	80
		All	All	Mathematics	Meets	STAAR	41		MAP Growth	42		MOY	43		MAP Growth	44	9	45
		All	All	Mathematics	Masters	STAAR	21		MAP Growth	22		MOY	23		MAP Growth	24	5	25
		All	All	Science	Approaches	STAAR	69		MAP Growth	70		MOY	71		MAP Growth	73	46	75
		All	All	Science	Meets	STAAR	38		MAP Growth	40		MOY	41		MAP Growth	43	17	45
		All	All	Science	Masters	STAAR	21		MAP Growth	22		MOY	23		MAP Growth	24	7	25
		All	All	Social Studies	Approaches	STAAR	na		MAP Growth	na	na	MOY	na	na	MAP Growth	na	na	na
		All	All	Social Studies	Meets	STAAR	na		MAP Growth	na	na	MOY	na	na	MAP Growth	na	na	na
		All	All	Social Studies	Masters	STAAR	na		MAP Growth	na	na	MOY	na	na	MAP Growth	na	na	na
		All	All	Writing	Approaches	STAAR	69		MAP Growth	na	na	MOY	70		MAP Growth	na	32	na
		All	All	Writing	Meets	STAAR	32		MAP Growth	na	na	MOY	34		MAP Growth	na	16	na
All	All	Writing	Masters	STAAR	16		MAP Growth	na	na	MOY	18		MAP Growth	na	4	na		
2. Domain 3 Focus 1	(Choose two targets in the Academic Achievement or Student Success	All	ECD	Reading	Meets	STAAR	30		MAP Growth	30		MOY	31		MAP Growth	32	13	33
All		ECD	Mathematics	Meets	STAAR	32		MAP Growth	33		MOY	34		MAP Growth	35	3	36	
3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success	All	AA	All	Meets	STAAR	32		MAP Growth	33		MOY	34		MAP Growth	35	14	36
All		SpEd	All	Meets	STAAR	20		MAP Growth	20		MOY	21		MAP Growth	22	0	23	
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	53		MAP Growth	52		MOY	53		MAP Growth	54	13	55