

# Rodriguez Elementary School

## Campus Improvement Plan

### 2020/2021

*Includes Targeted Improvement Plan*



**RODRIGUEZ**  
ELEMENTARY SCHOOL  
AUSTIN Independent School District

Monica Mills  
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### **Campus Mission**

The mission of Hermelinda Rodriguez Elementary is to provide a quality 21st century educational experience in partnership with parents and community to develop the whole child academically, ethically, emotionally, physically, and socially to build lifelong learners.

### **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.

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP 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](http://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**

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#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)

# District Commitments Theory of Action (ToA)

*For campuses with Targeted Improvement Plans*

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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 places its most effective school leaders in its highest need schools.

## **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**

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

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 principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be an improved campus culture and student learning outcomes.

# TIP Assurances

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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**

11/1/2020

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**

Monica Mills

**Date**

11/1/2020

## Prioritized Focus Area #1

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### Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

#### Rationale

In 2019, we continued to have 2 underperforming groups (Hispanic and EcoDis) for the last 3 years in Reading. Teachers need support to develop content knowledge and understanding of instructional practice when using data to improve instructional delivery in Reading. Therefore, we will focus on teacher content and leadership feedback to ensure the biggest impact on instruction is being made.

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

We will focus on teacher content and leadership feedback to ensure the biggest impact on instruction is being made. Leadership team and district personnel with work together to build teacher capacity.

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

Through updated roles and responsibilities list, learning plans and lesson plans  
Parent Meetings, Faculty Meetings, and weekly Leadership Meetings will be used to communicate priorities to stakeholders

#### Desired Annual Outcome

76% of all students will achieve Approaches, 44% will achieve Meets, and 14% will achieve Masters on the Reading STAAR

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

100% of teachers will be trained on blended learning, MapGrowth, and IXL Reading curriculum

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

75% of students will meet standard on STAAR Release MOY

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

\*75% of students will meet standard on MAP Growth Assessment

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

\*100% of teachers will be trained and provided data analysis opportunities to prepare for instruction/intervention, and small group opportunities.

#### Barriers to Address During the Year

Lack of Technology  
Lack of wifi  
Lack of knowledge in blended teaching and learning by both students and teacher  
Quality assessments for on-line and in-person instruction

#### Barriers to Address: Cycle 1 (Sept-Nov)

Lack of technology or wifi

#### Barriers to Address: Cycle 2 (Dec-Feb)

Teacher knowledge of blended instruction

#### Barriers to Address: Cycle 3 (March-May)

Quality assessments for on-line and in-person instruction

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

\*\*Time for training and data analysis for teachers

#### 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.**

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# Prioritized Focus Area #2

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## Prioritized Focus Area #2

5.3 Data-driven instruction.

### Rationale

In 2018 64% of all students met approaches in STAAR Science and in 2019 only 51% of students met approaches level on Science STAAR. We determined that teachers need support to develop content knowledge and understanding of instructional practices when using data to improve instructional delivery in science.

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

Teachers need support to develop content knowledge and understanding of instructional practices when using data to improve instructional delivery in science.

Leadership team and district personnel will work together to build teacher capacity.

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

Through updated roles and responsibilities list, Learning plans, and lesson plans

Parent Meetings, Faculty Meetings, and weekly Leadership Meetings will be used to communicate priorities to stakeholders

### Desired Annual Outcome

65% of all students in 5th grade will meet approaches level on STAAR Science

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

100% of teachers will be trained on blended learning, IXL, and EduSoft Science curriculum

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

65% of all students will meet standard on IXL assessments

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

65% of all students will meet standard on MOY STAAR assessments

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

\*\*100% of teachers will be trained and provided data analysis opportunities to prepare for instruction/intervention, and small group opportunities

### Barriers to Address During the Year

Lack of Technology

Lack of wifi

Lack of knowledge in blended teaching and learning by both students and teacher

Quality assessments for on-line and in-person instruction

### Barriers to Address: Cycle 1 (Sept-Nov)

Lack of technology and wifi

### Barriers to Address: Cycle 2 (Dec-Feb)

Teacher knowledge of blended instruction

### Barriers to Address: Cycle 3 (March-May)

Quality assessments for on-line and in-person instruction

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

\*Time for training and data analysis for teachers

### District Commitment Theory of Action (ToA)

The district supports principals by protecting their time dedicated for school instructional leadership and if 50% of required PD is offered in an online, flexible format principals will have  $\leq 5$  more hours on campus to dedicate to instructional leadership month then principal will have time to support teachers with monitoring this population.

### District Actions: Cycle 1 (Sept-Nov)

District will communicate with all departments so that they plan trainings accordingly.

### District Actions: Cycle 2 (Dec-Feb)

District will plan meetings according to this criteria

### District Actions: Cycle 3 (March-May)

District will review the trainings to ensure principals are not being taken off campus more than necessary.



**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*

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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?**

\* Yes, 100% of teachers have been trained on blended learning, MapGrowth, and IXL Reading curriculum

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

\*Due to new MAP assessment we were unable to measure performance goals at this time

**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?**

\*We will continue utilizing and training on various components within MAP, Imagine Learning, Dreambox, and IXL

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

\*No new action steps needed at this time

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

## *Reflection and Planning for Next 90-Day Cycle*

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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?**

Our Goal was 75% of students met standard on MOY Reading assessment. Only 41% met standard at this time. In Science our goal was 65% of students met standard. However, only 45% met standard.

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

\*No only 41% of students met reading standard and 45% met science standard at this time. Due to unforeseen weather and class illnesses/quarantines in each grade level, only a small percentage of students were on campus to take assessments

**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?**

\*Instructional Specialist and additional content time will be utilized to assist with struggling students

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

\*Use of STAAR Strategies will be emphasized to prepare students for state assessment

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

## *Reflection and Planning for Next 90-Day Cycle*

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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?**

\*Our Goal was 75% of students met standard on MOY Reading assessment. Only 41% met standard at this time. In Science our goal was 65% of students met standard. However, there was no MAP assessment available for Science.

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

\*\*No only 41% of students met reading standard and no MAP assessment for science standard at this time. Due to unforeseen class illnesses/quarantines in each grade level, only a small percentage of students were on campus to take assessments

**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?**

\*Summer instructional packets and technology sights were assigned for summer

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

\*Plan for interventions/small group instruction when all students are face to face in the fall

## **End of Year Reflection - due June 4**

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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 we did not achieve our desired outcomes due to limited face to face instruction and the amount of students participating in instruction had a huge impact on achievement.

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

\*\*\*No we did not achieve our desired outcomes due to limited face to face instruction and the amount of students participating in instruction had a huge impact on achievement.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

8% Identified GT

### Demographics Weaknesses

98.3% EcD  
78% At-Risk  
61% ELLs  
13% SPED  
25% Mobility Rate

### Demographics Needs

Additional support needed for newcomers  
Additional small group or individual interventions need for at-risk learners

### Demographics Summary

Additional support needed for newcomers  
Additional small group or individual interventions need for at-risk learners

## Student Achievement

### Student Achievement Strengths

2019 Math STAAR 76% Approaches, 42% Meets, 20% Masters

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

2019 Reading STAAR 72% Approaches, 30% Meets, 12% Masters

2019 Writing STAAR (+15 pts) 60% Approaches, 26% Meets, 6% Masters

## Student Achievement Weaknesses

2020 Reading MOY 60% Approaches, 25% Meets, 10% Masters

2020 Writing MOY Approaches 45%, Meets 11%, Masters 5%

2020 Science MOY 45% Approaches, 24% Meets, 12% Masters

2019 STAAR Science 51% Approaches, 28% Meets, 8% Masters

## Student Achievement Needs

Reading and Science curriculum and assessment training continue to be our areas of focus

## Student Achievement Summary

Reading and Science continue to be our areas of focus

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

100% All campus staff are committed to their jobs  
98% Overall, my school is a good place to work and learn  
97% My principal clearly defines expectations for our school.  
97% Teachers are trusted to make sound professional decisions about instruction.

### School Culture and Climate Weaknesses

74% Parents exert pressure to maintain high standards.

### School Culture and Climate Needs

Continue working on parental involvement

### School Culture and Climate Summary

Our campus has made tremendous gains in school culture and climate over the years!

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

1-5 Years of Experience 8  
6-10 Years Experience 8  
11-20 Years Experience 6  
Over 20 Years Experience 6

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

6 Male Teachers

## Staff Quality, Recruitment and Retention Weaknesses

Teacher demographics does not match student demographics

AA Students 7.7% Teachers 0%

Hisp. Students 89.5% Teachers 56.3%

Anglo Students 1.26% Teachers 25%

Other Students 1.47% Teachers 16.67%

## Staff Quality, Recruitment and Retention Needs

Need to hire teachers/staff that match our demographics better

## Staff Quality, Recruitment and Retention Summary

Need to hire teachers/staff that match our demographics better

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

2019 Math STAAR 76% Approaches, 42% Meets, 20% Masters

2019 Reading STAAR 72% Approaches, 30% Meets, 12% Masters

2019 Writing STAAR (+15 pts) 60% Approaches, 26% Meets, 6% Masters

## Curriculum, Instruction and Assessment Weaknesses

# Comprehensive Needs Assessment

2020 Reading MOY 60% Approaches, 25% Meets, 10% Masters  
2020 Writing MOY Approaches 45%, Meets 11%, Masters 5%  
2020 Science MOY 45% Approaches, 24% Meets, 12% Masters  
2019 STAAR Science 51% Approaches, 28% Meets, 8% Masters

## Curriculum, Instruction and Assessment Needs

Reading and Science curriculum and assessment training continue to be our areas of focus

## Curriculum, Instruction and Assessment Summary

Reading and Science continue to be our areas of focus

# Family and Community Involvement

## Family and Community Involvement Strengths

PTA is slightly growing

## Family and Community Involvement Weaknesses

Little on campus family involvement

## Family and Community Involvement Needs

Parents need training on how to help their children at home  
Parents need hands on technology training



# Comprehensive Needs Assessment

## Family and Community Involvement Summary

Focus needs to be training on how to help their children at home and on the use of technology.

## Technology

### Technology Strengths

Access to technology is increasing

### Technology Weaknesses

Students and families struggle with on-line learning structure  
Lack of technology usage  
Not all families have computers or internet

### Technology Needs

Additional training for families is need

### Technology Summary

Continued focus on training for families on technology usage

## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$420,772)			

# Rodriguez 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, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and update leadership roles and responsibilities (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Principal	Oct15		Criteria: Updated Roles and Responsibilities list  05/24/21 - Completed (S) 02/23/21 - Completed 02/23/21 - Pending 02/23/21 - On Track 12/07/20 - On Track
2. Calendar weekly leadership meetings to discuss campus teaching and learning goals and next steps (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Principal	Oct15,Nov15,Feb 21,Aug17		Criteria: Calendar of Leadership Meetings  05/24/21 - Completed (S) 03/29/21 - On Track 03/29/21 - On Track 03/29/21 - On Track 03/29/21 - On Track
3. Weekly meetings will include classroom observations, lesson implementations, team meeting discussions, and next steps (Title I SW Elements: 1.1,2.2) (Target Group: All,ECD,LEP,SPED,GT,Dys) (Strategic Priorities: 2)	Principal	Oct15,Nov15,Feb 21,Aug17		Criteria: Meeting Minutes  05/24/21 - Completed (S) 02/23/21 - On Track 02/23/21 - On Track 02/23/21 - On Track 02/23/21 - On Track 12/07/20 - On Track
4. Documentation for individual teacher assistance and follow up will be maintained by admin and instructional coaches (Title I SW Elements: 1.1,2.2) (Target Group: All,ECD,LEP,SPED,Dys) (Strategic Priorities: 2)	Principal	Oct15,Nov15,Feb 21,Aug17		Criteria: Documentation System  05/24/21 - Completed 05/24/21 - Completed 02/23/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez 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. Google Data Progress Monitor Forms will be created for classrooms and maintained by teachers (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Principal	Sept-May Quarterly		Criteria: Google Data Progress Monitoring Forms  05/24/21 - Completed (S) 12/07/20 - Completed
2. Admin, team leads, and Instructional Coaches will meet on a weekly basis to review current assessment data and plan for teacher assistance (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Principal	Sept-May Quarterly		Criteria: Google Data Progress Monitoring Form Instructional Coaches/PLC Meeting Minutes  05/24/21 - Completed (S) 02/23/21 - On Track 12/07/20 - On Track 12/07/20 - Pending
3. Calendars for teacher assistance and follow-up discussions will be set and maintained on the Google calendar (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Principal	Sept-May Quarterly		Criteria: Google Calendar Instructional Coaches/Team Leader Documentation Follow Up Discussion Minutes  05/24/21 - Completed (S) 02/23/21 - On Track 02/23/21 - On Track 12/07/20 - On Track
4. PLCs will be used to review and discuss reading progress with teachers. Next steps will be created. (Title I SW Elements: 1.1,2.2) (Target Group: All,ECD,LEP,SPED,Dys) (Strategic Priorities: 2)		Sept-May Quarterly		Criteria: Google Progress Monitoring Form  05/24/21 - Completed (S) 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 2.** (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. Teachers will create daily science lesson plans that address the 5 E model (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Instr Admin	Sept-May Quarterly		Criteria: Lesson Plans 05/24/21 - Completed (S) 03/29/21 - On Track 03/29/21 - On Track
2. Weekly lessons, science notebooks, and common assessments will include focus questions, sentence stems, anchors of support and a visual literacy component (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Instructional Coaches	Sept-May Quarterly		Criteria: Individual Science Notebooks 05/24/21 - Completed (S) 03/29/21 - On Track 03/29/21 - On Track 03/29/21 - On Track
3. Common assessments, IXL, and EduSmart and verification of mastery forms will be used to align instruction and plan for interventions. Feed back will be provided on Verification of Mastery forms (Title I SW Elements: 1.1,2.2) (Target Group: All,H,ECD,LEP,SPED,Dys) (Strategic Priorities: 4)	Instructional Coaches	Sept-May Quarterly		Criteria: Common Assessment Results Verification of Mastery Forms 05/24/21 - Completed (S) 02/23/21 - On Track 12/07/20 - On Track
4. Admin and instructional coaches will attend planning and review completed plans weekly (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Instr Admin	Sept-May Quarterly		Criteria: Lesson Plans 05/24/21 - Completed (S) 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 2.** (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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Science Notebook, Pre-teach strategies, IXL, EduSmart, and the 5 E Model will be used to support English Learners, Special Needs students, and other struggling students. h (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,ECD,LEP,SPED,GT) (Strategic Priorities: 4)	Teachers	Nov.-April		05/24/21 - Completed (S) 05/24/21 - Completed 03/29/21 - On Track
2. Create walk through form targeting key instructional components such as student/teacher talk balance/ use of content notebooks, and lessons that promote critical thinking and problem solving (Title I SW Elements: 1.1,2.5) (Target Group: All,ECD,LEP,SPED,GT) (Strategic Priorities: 4)	Instr Admin	Sept-May Quarterly		Criteria: Walkthrough forms  05/24/21 - Completed (S) 12/07/20 - Completed
3. Create calendar for ensuring weekly walkthroughs are conducted by admin and instructional coaches (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Principal	Sept-May Quarterly		Criteria: Calendars Feedback Documentation Walkthrough Forms  05/24/21 - Completed (S) 03/29/21 - On Track
4. Calendar timely feedback conferences by coaches and admin (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Principal	Sept-May Quarterly		Criteria: Calendar Feedback Documentation  05/24/21 - Completed (S) 03/29/21 - On Track

# Rodriguez Elementary School

**Goal 2.** (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 3.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common Assessments and Verification of Mastery Forms will be used to ensure target lessons and interventions are planned. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Principal	Sept-May		Criteria: Google Form Verification of Mastery Form  05/24/21 - Completed (S) 03/29/21 - On Track
2. Instructional Coaches and Administrators will attend weekly planning/PLC sessions to review data, identify misconception, determine root causes for outcomes and plan for instruction (Title I SW Elements: 1.1,2.2) (Target Group: ECD,LEP,SPED) (Strategic Priorities: 4)	Principal	Sept-May		Criteria: Weekly Lesson Plans PLC Minutes Verification of Mastery Form  05/24/21 - Completed (S) 03/29/21 - On Track

# Rodriguez Elementary School

**Goal 2.** (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 4.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common Assessments and Verification of Mastery Forms will be used to monitor student progress. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Principal, Teachers	Sept/ Quarterly		Criteria: Google Form Verification of Mastery  05/24/21 - Completed (S) 03/29/21 - On Track 03/29/21 - On Track
2. Pull-out/Push In by instructional coach will be utilized to provide intervention for struggling students (Title I SW Elements: 1.1,2.2) (Target Group: H,ECD,SPED) (Strategic Priorities: 4)	Instr Admin	Oct-May Quarterly		Criteria: List of tutor/times/lesson plans  05/24/21 - Completed (S) 12/07/20 - On Track
3. Monthly eCST teacher planning meetings will be used to ensure progress monitoring and interventions are updated. (Title I SW Elements: 1.1,2.2) (Target Group: ECD,LEP,SPED) (Strategic Priorities: 4)	Assistant Principal	Sept-Oct Quarterly		Criteria: eCST Google Form  05/24/21 - Completed (S) 05/24/21 - Completed 03/29/21 - On Track 12/07/20 - On Track



# Rodriguez Elementary School

**Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish Committee at Oct. Faculty Meeting (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Instr Admin	Oct.		Criteria: Meeting Minutes List of Committee Members  05/24/21 - Completed (S) 12/07/20 - Completed
2. Schedule and Conduct Monthly Attendance Meetings to review data and implement attendance incentives (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Instr Admin	Oct-May		Criteria: Attendance Meetings Scheduled Incentive Dates  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track
3. Scheduled Incentive Dates/Events for both parents and students (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Instr Admin	Oct-May		Criteria: Attendance Incentives for parents and students  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/17/20 - On Track
4. Support team will review eCST for Attendance and create intervention plans (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal	Oct-May		Criteria: Support Team Meeting Minutes eCST Notes Intervention Plans  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 2.** (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Child study team will meet bi-week to review students and brainstorm interventions	Assistant Principal	May		Criteria: eCST Notes Support Team Meeting Minutes  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track
2. Teachers will meet monthly to discuss individual students and ensure eCST records are maintain and updated	Assistant Principal	May		Criteria: eCST Notes/Minutes  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track
3. Teachers use BLEND in classrooms: PageView goals at 4000	Teachers, Technology Team	Ongoing		Criteria: % of teachers using BLEND: ES 20% of goal measured thru Blend PageView Spreadsheet  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 02/23/21 - Pending 12/07/20 - On Track
4. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents	Teachers, Technology Team	Ongoing		Criteria: % of Parents using BLEND thru Parent BLEND tour  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 4.** (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 1.** (Green Team) Green Team

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Eco Green Team Committee and a lead (Title I SW Elements: 2.1) (Target Group: All)	Green Committee	May 2020		Criteria: Committee Agenda and Minutes  05/24/21 - Completed (S) 03/29/21 - Completed 02/23/21 - Completed 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 4.** (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 2.** (Food) Food

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Survey Day will be added to campus calendar (Target Group: All)	Instr Admin	May 2020		Criteria: Survey Completion Rate 05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 4.** (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 3.** (Nature) Nature

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Outdoor Learning PD using our new outdoor learning area (Title I SW Elements: 2.5) (Target Group: All)	Principal	Oct. 2019		Criteria: PD Agenda 05/24/21 - Completed (S) 02/23/21 - Completed 12/07/20 - Completed

# Rodriguez Elementary School

**Goal 4.** (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. [austinisd.org/sustainability](http://austinisd.org/sustainability)

**Objective 4.** (Water) Water

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a water audit and review results with school community (Title I SW Elements: 2.1) (Target Group: All)	Teachers	May 2020		Criteria: Audit report Action Plan  05/24/21 - Pending (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 5.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include Feedback item on monthly Coffee with the Principal agendas (Title I SW Elements: 1.1) (Target Group: All)	Parent Support Specialist, Principal	Oct-May		Criteria: Parent Coffee Agendas Meeting Minutes  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track
2. Set up Parent Involvement Committee (Title I SW Elements: 1.1,3.1) (Target Group: All)	Principal	Oct.		Criteria: List of committee members  05/24/21 - Completed (S) 12/07/20 - Completed
3. Calendar monthly Parent Involvement Committee Meetings (Title I SW Elements: 2.1,3.1) (Target Group: All)	Parent Support Specialist	Sept.		Criteria: Calendar of Meeting Dates  05/24/21 - Completed (S) 12/07/20 - Completed
4. Conduct virtual family nights/events such as Literacy Day, Texas Book Festival, PE play days, Family Fitness Night, Math/Science Day, etc. (Title I SW Elements: 2.1,3.1) (Target Group: All)	Parent Support Specialist, Principal	Oct.-May		Criteria: Calendar of Events Monthly Meeting Minutes Sign In sheets from events  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 5.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 2.** (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain Facebook and Twitter to showcase Rodriguez learning and events (Title I SW Elements: 2.1,3.1) (Target Group: All)	Social Services Specialist	Sept.-May		Criteria: Posts on social media  05/24/21 - Completed (S) 03/29/21 - Completed 03/29/21 - Completed 02/23/21 - On Track 12/07/20 - On Track
2. Webmaster will maintain campus website to highlight Rodriguez events (Title I SW Elements: 2.1,3.1) (Target Group: All)	Social Worker/Social Services Specialist	Sept.-May		Criteria: Rodriguez Website  05/24/21 - Completed (S) 03/29/21 - Completed 02/23/21 - On Track 12/07/20 - On Track



# Rodriguez Elementary School

**Goal 6.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increased coordination with family and community partners: Parents will receive communication regarding SEL themes monthly, connected to Social Emotional Learning. Families will engage in 2 SEL learning opportunities. While we are providing families opportunities to connect and engage in SEL, we are also focused on including parents as partners in planning and implementing SEL for our educational community. In order to increase coordination with family and community partners, this year our steering committee will include a family member. (Title I SW Elements: 3.1) (Target Group: All)	SEL Campus Coordinator, SEL Committee	Oct-May		Criteria: Agenda/Meeting Minutes Monthly Newsletters  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 7.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 1.** (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase family and partner collaboration and participation through monthly newsletters and family engagement opportunities (Title I SW Elements: 3.1) (Target Group: All)	SEL Committee	Oct-May		Criteria: Monthly Newsletters Parent agendas/sign in sheets  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 7.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 2.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct daily Mindfulness Moments and SEL Lessons with entire school (Title I SW Elements: 1.1,2.5) (Target Group: All)	SEL Committee, Teachers	Sept-May		Criteria: Lesson Plans Mindful Minutes/Strategies  05/24/21 - Completed (S) 03/29/21 - On Track 02/23/21 - On Track 12/07/20 - On Track

# Rodriguez Elementary School

**Goal 8.** (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	10/30/2020		Criteria: Principal Attestation Form 11/11/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 02/23/21 - On Track 11/11/20 - No Progress
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	10/30/2020		Criteria: Parent/Family School Compact 11/11/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, 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)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/11/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/11/20 - Completed

# Rodriguez Elementary School

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**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
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	10/30/2020		Criteria: Documentation of notice on school letterhead  11/11/20 - Completed
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	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings  02/23/21 - On Track 11/11/20 - No Progress
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. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports  11/11/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet  11/11/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List  11/11/20 - Completed

## SY 20-21 CIP Developers List

Name	Position
Vazquez, Liliana	Co-CAC Chair
Mills, Monica	Principal
Martinez, Norma	Asst. Principal
Bowles, Emily	Asst. Principal
Ramos, Gloria	Parent
McElaney, Nancy	Co-CAC Chair

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	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	72		Map Growth	75	28	STAAR Release MOY	75	28	Map Growth	75	41	75
		All	All	Reading	Meets	STAAR	30		Map Growth	44	19	STAAR Release MOY	44	19	Map Growth	44	13	44
		All	All	Reading	Masters	STAAR	12		Map Growth	14	8	STAAR Release MOY	14	8	Map Growth	14	3	14
		All	All	Mathematics	Approaches	STAAR	76		Map Growth	78	32	STAAR Release MOY	78	32	Map Growth	78	36	78
		All	All	Mathematics	Meets	STAAR	42		Map Growth	46	14	STAAR Release MOY	46	14	Map Growth	46	8	46
		All	All	Mathematics	Masters	STAAR	20		Map Growth	22	7	STAAR Release MOY	22	7	Map Growth	22	3	22
		All	All	Science	Approaches	STAAR	51		Map Growth	70		STAAR Release MOY	70		Map Growth	70		70
		All	All	Science	Meets	STAAR	28		Map Growth	32		STAAR Release MOY	32		Map Growth	32		32
		All	All	Science	Masters	STAAR	8		Map Growth	12		STAAR Release MOY	12		Map Growth	12		12
		All	All	Social Studies	Approaches	STAAR	N/A		Map Growth	N/A		STAAR Release MOY	N/A		Map Growth	N/A		N/A
		All	All	Social Studies	Meets	STAAR	N/A		Map Growth	N/A		STAAR Release MOY	N/A		Map Growth	N/A		N/A
		All	All	Social Studies	Masters	STAAR	N/A		Map Growth	N/A		STAAR Release MOY	N/A		Map Growth	N/A		N/A
		All	All	Writing	Approaches	STAAR	60		Map Growth	65		STAAR Release MOY	65		Map Growth	65		65
		All	All	Writing	Meets	STAAR	26		Map Growth	30		STAAR Release MOY	30		Map Growth	30		30
		All	All	Writing	Masters	STAAR	6		Map Growth	10		STAAR Release MOY	10		Map Growth	10		10
2. Domain 3 Focus 1	(Choose two targets in the Academic Achievement or Student Success	All	All	Reading	Meets	STAAR	30		Map Growth	44	19	STAAR Release MOY	44	19	Map Growth	44	13	44
		All	All	Mathematics	Meets	STAAR	44		Map Growth	48	14	STAAR Release MOY	48	14	Map Growth	48	8	48
3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success	All	EcD	Reading	Meets	STAAR	30		Map Growth	44	19	STAAR Release MOY	44	19	Map Growth	44	13	44
		All	ELL	Reading	Meets	STAAR	25		Map Growth	44	11	STAAR Release MOY	44	11	Map Growth	44	11	44
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	25		Map Growth	36		STAAR Release MOY	36		Map Growth	36		36