

# **MENDEZ M S**

## **Mendez Middle School Campus Improvement Plan**

### **2021/2022**

*Working in #Unity for Student Success!*

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### **Campus Mission**

We believe in diversity and equality. In order to develop 21st century citizens, we collaborate and engage with our students. By creating a safe, creative, and accepting learning environment, we work to prepare our students for tomorrow's careers.

### **Campus Vision**

Equip every student with the knowledge, skills and principles to succeed as a global citizen and contribute in a competitive and technologically advancing world.

### **Campus Values**

Mendez Mavericks have **PRIDE**; Prepared, Respectful, Impeccable, Disciplined, Excellence.

### **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 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](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**

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.

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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. The campus will continue to work towards achieving all 11 areas of the coordinated school survey successfully, ensuring to implement all strategies required. (Title I SW Elements: 1.1,2.2,2.5,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, CATCH Team, Teachers	May 27, 2022		Criteria: Coordinated School Health Survey  11/29/21 - Some Progress 11/29/21 - Pending 11/08/21 - Some Progress



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**Objective 2.** (Health Education) SMART Goal: By the end of SY 21-22, the campus will have at least 95% of students complete the fitness gram.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Physical Education coaches will conduct physical fitness assessments and analyze results to determine if there is a relationship between student academic achievement levels, attendance levels, obesity, student discipline problems and school meal programs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	PE Teacher	October 29, 2021		Criteria: Fitness gram results.  11/29/21 - Some Progress
2. Teach CATCH lessons through advisory class 1x weekly. (Target Group: All)	CATCH Team, Teachers	May 27, 2022		Criteria: Participation results from completed lessons.  11/08/21 - Some Progress
3. Educate students on the dangers of vaping, the use of E-cigarettes, drugs. (Target Group: All) (Strategic Priorities: 4)	Counselor	May 27, 2022		Criteria: eCST notes, Counseling logs.  11/29/21 - Some Progress

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**Objective 3.** (Physical Education and Physical Activity) SMART Goal: By the end of SY 21-22, 100% of students enrolled in physical education activities will participate in moderate or vigorous daily physical activity for at least 225 minutes during each period of a block schedule in two school weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop students' knowledge of positive attitudes towards physical activity. (Target Group: All) (Strategic Priorities: 4)	PE Teacher	May 27, 2022		Criteria: Physical education participation grades.  11/29/21 - On Track 11/08/21 - Some Progress
2. Develop students' mastery of and confidence in motor and behavioral skills for participating in physical activity. (Target Group: All) (Strategic Priorities: 4)	PE Teacher	May 27, 2022		Criteria: Fitness gram results.  11/29/21 - On Track
3. Promote participation in enjoyable physical activity in the school, community, and home. (Target Group: All)	PE Teacher	May 27, 2022		Criteria: Fitness gram results. Coordinated School Health surveys.  11/29/21 - On Track 11/08/21 - Some Progress
4. Kickstart Karate classes provided to 25% of total school population for PE credit and promotes character education curriculum. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Kickstart Kids Program	May 27, 2022	(F)Title 1, Part A	Criteria: Enrollment rosters, lesson plans.  11/29/21 - Completed (S)

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**Objective 4.** (Food Services) SMART Goal:By the end of SY 21-22, the campus shall consistently promote healthy nutrition messages in the 100% of designated areas i.e.: cafeteria, classrooms and during daily announcements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus food service department will provide healthy choices for students and will mandate that students choose 1 item from each required food group daily. (Target Group: All) (Strategic Priorities: 4)	Cafeteria staff	May 27, 2022		Criteria: Documentation of % of students eating from the cafeteria.  11/29/21 - On Track 11/08/21 - Some Progress
2. The campus shall share educational nutrition information with families to promote healthy nutrition choices and positively influence the health of students through the campus website, monthly family newsletters, and social media. (Target Group: All) (Strategic Priorities: 4)	Administrators, Cafeteria staff, Parent Support Specialist	May 27, 2022		Criteria: Website, newsletters, social media shared information.  11/29/21 - On Track 11/08/21 - Some Progress

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**Objective 5.** (Employee Wellness) SMART Goal: By September 1, 2021, 100% of the staff will have access to community circles once a week.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and establish a staff mindfulness suite for de-stressing opportunities. (Title I SW Elements: 2.2,2.4,2.5,3.2) (Target Group: All) (Strategic Priorities: 1)	SEL Campus Coordinator, SEL Committee, Social Worker/Social Services Specialist	May 27, 2022	(F)Title 1, Part A	Criteria: Mindfulness suite check-ins.  11/29/21 - Some Progress
2. Provide stress relief strategies through mindfulness, social emotional learning strategies for the entire school community. (Title I SW Elements: 2.2,2.4,2.5,3.2) (Target Group: All) (Strategic Priorities: 1)	SEL Campus Coordinator, SEL Committee, Social Worker/Social Services Specialist	May 27, 2022	(F)Title 1, Part A	Criteria: Lesson plans, mindfulness room check-ins, CIS check-ins, circle check-ins.  11/29/21 - Significant Progress

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**Objective 6.** (Social and Emotional School Climate) SMART Goal: By the end of the SY 21-22, at least 80% of students and staff will develop self-awareness and self-management skills to achieve school and life success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for training/learning with social emotional learning and restorative practice techniques. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, SEL Campus Coordinator, SEL Committee, Social Worker/Social Services Specialist, Teachers	December 17, 2021	(F)Title 1, Part A	Criteria: District TELL Survey results.  11/29/21 - Significant Progress
2. Provide individual/group counseling with internal and external agencies. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: AtRisk) (Strategic Priorities: 4)	CIS, CIS Leader, Counselor, SEL Campus Coordinator, Social Worker/Social Services Specialist, System of Support Team, Teachers	May 27, 2022	(F)Title 1, Part A	Criteria: Counseling, CIS, SEL family services anecdotal notes, eCST.  11/29/21 - On Track
3. Maintain SEL/RP committee to collaborate and facilitate monthly meetings. (Title I SW Elements: 2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	CIS, CIS Leader, Restorative Committee, School Improvement Facilitator, SEL Campus Coordinator, SEL Committee, Social Worker/Social Services Specialist	May 27, 2022	(F)Title 1, Part A	Criteria: Agendas, meeting notes, sign-in sheets, SEL/RP data.  11/29/21 - On Track
4. Gather emotional regulation data in the Mindfulness suite to monitor student emotional state. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4)	SEL Campus Coordinator	May 27, 2022	(F)Title 1, Part A	Criteria: Sing-in sheets, eCST goal tracking, Mindfulness regulation data.  11/29/21 - On Track
5. Continue to provide a safe environment and support for our LGBTQ youth/allies group and work collaboratively with the No Place for Hate campus organization. (Target Group: All) (Strategic Priorities: 4)	Campus Club Sponsors	July 1, 2022		Criteria: Calendar of meeting schedule, agenda, event schedule.  11/29/21 - Significant Progress

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**Objective 7.** (Physical Environment/Sustainability) SMART Goal: By the end of SY 21-22, 100% of the staff and students will work to maintain and sustain the natural environment and work to conserve energy, including but not limited to Food, Nature, Waste, Procurement, Air Quality, Energy, and/or Water.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reduce the amount of energy when not in use by switching off standby appliances and turning lights off when not in use. Limit the use of non-essential appliances. Unplug all appliances over any breaks. (Target Group: All)	Administrators, Assistant Principal, Leadership Team, Nurse, Office Staff, School Improvement Facilitator, Teacher Assistants, Teachers	May 27, 2022.	(L)Campus BTO	Criteria: Monitor electricity use (bills).  11/29/21 - Significant Progress
2. Promote reusable and eco-friendly alternatives. (Target Group: All)	Administrators, Facilities Manager, Maintenance, Parents, Teachers	May 27, 2022		Criteria: Monitor reusable, eco-friendly use.  11/29/21 - Some Progress
3. Promote more embedded technology use to lower paper products. (Title I SW Elements: 2.1,2.2,2.4) (Target Group: All)	Administrators, Students, Teachers	May 27, 2022		Criteria: Paper ordering costs.  11/29/21 - Some Progress
4. Recycle rubbish in the correct bins. Reuse what is possible. (Target Group: All)	Cafeteria staff, Maintenance, Teachers	May 27, 2022		Criteria: Monitor recycling cycles.  11/29/21 - On Track
5. Provide Heppa filters to all classrooms and cafeteria to ensure good air quality. (Target Group: All)	District Departments	September 1, 2022		Criteria: Heppa filter assignment list.  11/29/21 - Completed
6. Ensure all procurement purchases are made through approved vendor lists. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Bookkeeper, Principal	May 27, 2022	(F)Comprehensive School Improvement Grant, (F)Title 1, Part A, (L)Campus BTO	Criteria: Budget expenditure analysis.  11/29/21 - On Track
7. Limit food consumption - following the Foods of Minimal Nutritional Value guidelines. (Target Group: All)	Administrators, Cafeteria staff, CATCH Team, Principal, Teachers	May 27, 2022		Criteria: Monitor FMNV use.  11/29/21 - On Track
8. Work collaboratively with the district facilities department to devise a plan for facility upgrades and improvements. (Target Group: All) (Strategic Priorities: 4)	Campus Committees, District Departments, Principal	July 1, 2022		Criteria: Facility reports, work-order reports.  11/29/21 - Significant Progress

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**Objective 8.** (Family Engagement) SMART Goal: By the end of SY 21-22, the campus will work to include at least 85% of families, and at least 7 community support groups to support student learning and achievement, family well being, and the continuous learning and development of children, families and educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide time for one on one opportunities to discuss family needs, student academic check-ups by working around family schedules. (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4)	CIS, Counselor, Family Resource Center, Parent Support Specialist	May 27, 2022	(F)Title 1, Part A, (O)Other	Criteria: eCST reports, parent communication.  11/29/21 - On Track
2. Provide multiple educational, academic and social emotional workshop opportunities at different times during the day/evening. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	CIS, Parent Support Specialist, SEL Campus Coordinator	May 27, 2022	(F)Title 1, Part A, (O)Other	Criteria: AISD PSS Guide, Sing-in sheets, fliers, agendas, school messenger reports, family newsletters, evaluation form results.  11/29/21 - Significant Progress
3. Provide Family Nights one day a month in the evening on the last Thursday of the month at least 7 times a year to promote learning opportunities for STEM, SEL, RP and Academic growth. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 4)	Administrators, Campus Club Sponsors, Campus Committees, CATCH Team, Department Chairs, Parent Support Specialist, Teachers	May 27, 2022	(F)Title 1, Part A, (L)Campus BTO	Criteria: T-STEM Blueprint, Sing-in sheets, fliers, family newsletters, agendas, school messenger reports, evaluation form results, TELL survey results.  11/29/21 - On Track
4. Provide campus updates/news/family engagement activities to families through school messenger robocalls, family newsletters, and fliers. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	May 27, 2022	(F)Title 1, Part A	Criteria: School messenger reports, newsletters, fliers.  11/29/21 - On Track
5. Provide family opportunities to connect with the Campus Director one time monthly through CommUNITY circles. Campus news/updates and informational speakers will be provided for family support. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	May 27, 2022	(F)Title 1, Part A	Criteria: Sign-in sheets, agendas, newsletters, evaluation form results, AISD TELL survey results.  11/29/21 - On Track

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**Objective 9.** (Community Engagement) SMART Goal:By the end of SY 21-22, the campus will work with 100% of community members partnered with the campus to incorporate community development and engagement activities to improve student and family opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for community members to have use of campus facilities for community events. (Target Group: All)	Administrative Assistant, Principal	May 27, 2022		Criteria: Facility use agreements. 11/29/21 - Significant Progress
2. Provide opportunities for community members to be members of the Campus Design Team to provide stakeholder input. Meetings are held one time monthly. (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Committees, Campus Leadership Team, Executive Director, Principal	May 22, 2022		Criteria: Agendas, Sign-in sheets 11/29/21 - On Track
3. Collaborate with community members and school initiatives to promote college and career readiness with opportunities for exposure to students. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	CIS, CIS Leader, Parent Support Specialist, Principal, Teachers	May 27, 2022	(F)Title 1, Part A, (O)Other	Criteria: Agendas, sign-in sheets, schedule college, career events. 11/29/21 - On Track



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**Objective 10.** (Counseling, Mental Health & Social Services) SMART Goal:By the end of SY 21-22, counseling services will be provided to 100% of the campus enrolled students to develop academic achievement, personal and social development, and college and career readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To help students improve their verbal communication skills when need to express their frustrations. (Target Group: All,AtRisk) (Strategic Priorities: 4)	Counselor	May 27, 2022	(L)Campus BTO	Criteria: Confidential/individual student goal tracking and counselor anecdotal notes.  11/29/21 - On Track
2. All students will enroll in a PLTW class for STEM enhancement. (Target Group: All) (Strategic Priorities: 2,3,4)	Academic Dean, Counselor	May 27, 2022	(L)Campus BTO	Criteria: PLTW high school credits/transcripts.  11/29/21 - On Track
3. Promote student opportunities for Gifted and Talented Services. (Target Group: All,GT) (Strategic Priorities: 2,3,4)	Academic Dean, Counselor, Parents	October 29, 2022		Criteria: GT enrollment rosters.  11/29/21 - On Track
4. Develop students' personal learning plan for transition to next grade level and high school graduation pathway. (Target Group: All,ESL,LEP,SPED,GT,CTE,Dys,504) (Strategic Priorities: 2,3,4)	Counselor, Parents, Students	May 27, 2022		Criteria: Individual student learning plans.  11/29/21 - On Track
5. Develop and promote productive work habits in the classroom that apply to college and career opportunities. (Target Group: All) (Strategic Priorities: 2,3,4)	Counselor, Parents, Students	May 27, 2022		Criteria: Confidential Counselor anecdotal notes, student academic pathway choice, student transcripts, academic grade reports.  11/29/21 - On Track
6. Suicidal screening and protocols provided to offer support for students in need. (Target Group: All) (Strategic Priorities: 4)	Counselor, Crisis Response Team	July 1, 2022		Criteria: Counseling confidential logs.  11/29/21 - On Track

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**Objective 11.** (Health Services) SMART Goal:By the end of SY 21-22, the campus will ensure 100% of our students receive health services on campus when needed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Notifications and health resources are provided to parents to maintain proper immunization requirements in a timely fashion. (Target Group: All) (Strategic Priorities: 4)	Nurse, Parents	October 29, 2021		Criteria: Immunization reports. 11/29/21 - Some Progress
2. Promote optimum healthy and safe protocols for hygiene, personal care, for students to help them achieve their individual educational goals. (Target Group: All) (Strategic Priorities: 4)	Nurse	May 27, 2022		Criteria: Nurse - student visit logs. 11/29/21 - Significant Progress
3. Observe school facilities and recommend modifications to maintain optimum health and safety of students and staff. (Target Group: All)	Nurse, Principal	May 27, 2022		Criteria: Facility evaluation results. Work-order reports. 11/29/21 - On Track
4. Provide education on a variety of health topics to students, families and staff. (Target Group: All)	Nurse	May 27, 2022		Criteria: Agendas, sign-in sheets, pamphlets 11/29/21 - On Track

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- Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 1.** (ESF Essential Action 1.1) By the end of SY 21-22, 100% of our campus instructional leaders (principal, assistant principal, counselors, teacher leaders) will maintain clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars. (Strategic Priorities: 1,2,3,4)	Administrators	May 27, 2022		Criteria: Organizational chart, Responsibility duty list, teacher assigned evaluation list, evaluation tracking  11/29/21 - On Track
2. Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility. (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Administrators, Department Chairs, Grade Level Team	September 1, 2021		Criteria: Roles, responsibilities list  11/29/21 - On Track
3. Campus instructional leaders meet weekly to focus on student progress and formative data. (Strategic Priorities: 2,4)	Academic Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches, Instructional Team	May 27, 2021		Criteria: Agendas, student artifacts, attendance, grades, discipline, assessment data reports.  11/29/21 - On Track
4. Principal improves campus leaders through regularly scheduled, job embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. (Strategic Priorities: 1)	Principal	May 27, 2022		Criteria: Professional development agendas, sign-in sheets.  11/29/21 - On Track

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- Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 2.** (ESF Essential Action 1.2) By the end of SY 21-22, 100% of the leadership will follow the T-STEM Blueprint and regularly monitor implementation and outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leaders regularly use data and other evidence to track progress towards intended outcomes form T-STEM Blueprint. (Strategic Priorities: 1,2,3,4)	Campus Leadership Team	May 27, 2022		Criteria: T-STEM Blueprint matrix. 11/29/21 - On Track
2. Use embedded data systems (Frontline, School City, Map, 5Lab, eCST, Deeds, etc) to track all discipline referrals, attendance, and interventions to regularly review to identify trends and adapt accordingly. (Strategic Priorities: 4)	Administrators, Attendance Committee, Campus Committees, ECST chair	May 27, 2022		Criteria: Frontline, School City, Map, 5Lab, eCST, Deeds software platform reports. 11/29/21 - On Track

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**Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective 1.** (ESF Essential Action 2.1) By the end of SY 21-22, the campus will recruit, select, assign, induct, and retain 100% of the staff who are highly qualified, culturally proficient educators that match the demographics of the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. (Strategic Priorities: 1,4)	Administrators, Campus Committees, Department Chairs, Team Leaders	September 1, 2022		Criteria: Interview questions, T-STEM Blueprint, new teacher training agendas, sign-in sheets.  11/29/21 - On Track
2. Provide and support adult learning, campus expectations, department and team dynamics. (Strategic Priorities: 1,4)	Department Chairs, Grade Level Lead, Instructional Specialists/Coaches	May 27, 2022		Criteria: Instructional coaching logs, Department Chair and Grade Level Lead agendas and minutes.  11/29/21 - On Track

# **MENDEZ M S**

**Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective 2.** (ESF Essential Action 2.2) By the end of SY 21-22, the campus will build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regularly scheduled walkthroughs and provide effective, timely feedback. (Strategic Priorities: 1,2,3,4)	Administrators, Instructional Specialists/Coaches	May 27, 2022		Criteria: Walkthrough reports, instructional specialist/coach logs.  11/29/21 - Some Progress
2. Trends in walkthroughs will be discussed through PLCs with mini-trainings. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Instructional Leadership Team, Instructional Specialists/Coaches	July 30, 2022		Criteria: PLC agendas, sign-in sheet, walkthrough data.  11/29/21 - Significant Progress

# MENDEZ M S

**Goal 4.** (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 3.1) By the end of SY 21-22, the campus will sustain a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By using the T-STEM Blueprint, the campus will continue to demonstrate high expectation and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. (Target Group: All,AtRisk) (Strategic Priorities: 4)	Academic Leadership Team, Administrators, Campus Committees, Instructional Leadership Team, Instructional Specialists/Coaches, Intervention Staff, Teachers	July 1, 2022		Criteria: T-STEM Blueprint matrix and reporting data. ESF survey results.  11/29/21 - Significant Progress
2. Regular campus climate surveys will assess and measure progress on student and staff experiences (UTeach, ESF, TELL) (Target Group: All) (Strategic Priorities: 4)	Administrators, School Improvement Facilitator	July 1, 2022		Criteria: UTeach, ESF, TELL Survey results.  11/29/21 - On Track

# MENDEZ M S

- Goal 4.** (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 2.** (ESF Essential Action 3.2) By the end of SY 21-22, the campus will sustain and maintain explicit behavioral expectations and management systems for 100% of students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students and staff are taught, practice, and reinforce behavioral expectations with a common language. (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Committees, Restorative Practice Associate, SEL Campus Coordinator, Teachers	July 1, 2022		Criteria: Campus Student Code of Conduct.  11/29/21 - Significant Progress
2. Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	Academic Leadership Team, Administrators, Attendance Committee, Campus Committees, Common Expectation Committee	July 1, 2022		Criteria: Frontline, eCST, Deeds, 5Lab reports  11/29/21 - Significant Progress



# **MENDEZ M S**

- Goal 4.** (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 3.** (ESF Essential Action 3.3) By the end of SY 21-22, the campus will provide proactive and responsive student support services for 100% of students in need.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus has a campus-wide SEL/RP and CATCH program to proactively teach mental health and wellness skills to students. (Target Group: All) (Strategic Priorities: 4)	CATCH Team, Restorative Committee, Restorative Practice Associate, SEL Campus Coordinator, SEL Committee	July 1, 2022		Criteria: SEL/RP, counselor, CATCH lesson plans, activities, and logs. UTeach, ESF, TELL , CATCH survey results.  11/29/21 - On Track
2. Students are provided with the support services (counseling, SEL, PSS, CIS, mentoring, external service providers, that address student needs. (Title I SW Elements: 2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 3,4)	CIS, Counselor, Crisis Response Team, Family Resource Center, Parent Support Specialist, Principal, Restorative Practice Associate, SEL Campus Coordinator, Social Worker/Social Services Specialist, Student Support Committee, Tutor, VIDA Clinic	July 1, 2022		Criteria: SSS team agendas, tracking charts, service logs. UTeach, ESF, TELL survey results.  11/29/21 - On Track

# MENDEZ M S

**Goal 4.** (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 4.** (ESF Essential Action 3.4) By the end of SY 21-22, the campus will work to increase family and community involvement by 20%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Family and community engagement and impact data are reviewed regularly and plans are adapted as needed in an iterative cycle. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	July 1, 2022		Criteria: Family and community engagement agendas and sign-in sheets.  11/29/21 - Some Progress
2. The campus provides an inclusive and welcoming environment that engages all families in critical aspects of student learning. (Target Group: All,AtRisk) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Principal, Teachers	July 1, 2022		Criteria: UTeach, ESF, TELL, CARES survey results.  11/29/21 - Significant Progress

# **MENDEZ M S**

- Goal 4.** (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 5.** (Disproportionality in discipline referrals) Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to 10% by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Data systems exist to track all discipline referrals, emphasizing review of African American, Special Education student data. (Target Group: AA,SPED) (Strategic Priorities: 4)	Administrators, Campus Committees, Restorative Practice Associate, School Improvement Facilitator, SEL Campus Coordinator, SpEd Administrator, SpEd Department Chair, Student Support Committee	July 1, 2022		Criteria: 5Lab reports, Special Education IEPs.  11/29/21 - On Track
2. Review and discuss discipline data and work through RP systems to ensure discipline numbers are kept at a minimum. (Target Group: AA,SPED,AtRisk) (Strategic Priorities: 4)	Administrators, Leadership Team	July 30, 2022		Criteria: Discipline dat, discipline tracking sheets  11/29/21 - On Track

# **MENDEZ M S**

- Goal 4.** (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 6.** (Culturally Responsive Restorative Practices) By the end of SY 21-22, the campus will work to bridge the gap between teacher and student by helping the teacher understand the cultural nuances that may cause a relationship to break down.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train students and staff in cultural self-awareness. (Title I SW Elements: 2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Cultural Committee, Restorative Practice Associate, SEL Campus Coordinator	July 1, 2022		Criteria: Training agendas, sign-in sheets.  11/29/21 - Significant Progress
2. Discover students' primary cultural roles; incorporate culture in teaching and build on students' cultural strengths. (Target Group: All) (Strategic Priorities: 4)	Administrators, Cultural Committee, Teachers	July 1, 2022		Criteria: SEL/RP/CA lesson plans, activities, daily announcements.  11/29/21 - Some Progress

# **MENDEZ M S**

**Goal 5.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) By the end of SY 21-22, 100% of the teachers will use high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments according to the T-STEM Blueprint.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily lesson-level, units, PBL projects and interim assessments are administered to determine if students learned what was taught. Appropriate level and rigor assessments are aligned to TEKS and instructional materials. (Target Group: All,ESL,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2,3,4)	Academic Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches, Instructional Team, Intervention Staff, Teachers	July 1, 2022		Criteria: Lesson Plans, assessment results, walkthroughs.  11/29/21 - On Track
2. Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor. (Target Group: All,ECD,ESL,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4)	Academic Dean, Academic Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches			Criteria: Walkthroughs, instruction leadership/coaching logs.  11/29/21 - On Track

# **MENDEZ M S**

**Goal 6.** (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.** (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) By the end of SY 21-22, 100% of the teachers will formulate objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders will provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time and building strong relationships. (Target Group: All) (Strategic Priorities: 3,4)	Campus Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches	July 1, 2022		Criteria: Training agendas, sign-in sheets, PLC agendas and minutes.  11/29/21 - On Track
2. Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated and scaffolded supports for students with disabilities, English Learners, and other student groups. (Target Group: All,ESL,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4)	Academic Dean, Bilingual Specialist/Instructional Coach, Campus Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches, Multilingual Office, PLCs - Instructional, SpEd Administrator, SpEd Department Chair	July 1, 2022		Criteria: Training agendas, instructional coach logs, PLC agendas and minutes.  11/29/21 - On Track

# **MENDEZ M S**

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 2.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) 100% of the teacher will use effective classroom routines and instructional strategies (support new teachers through the process).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders use normed tools and processes to conduct observations, capture trends and track progress over time. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches	May 27, 2022		Criteria: Walkthrough data, observation data.  11/29/21 - On Track
2. Observation/walkthrough debrief conversations occur of observation and include high-leverage, bite sized, clear, actionable feedback with clear models and opportunities to practice. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	May 27, 2022		Criteria: Walkthrough/observation data, instructional coaching logs.  11/29/21 - Some Progress
3. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	May 27, 2022		Criteria: Walkthrough/observation data, instructional coaching logs.  11/29/21 - On Track

# MENDEZ M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 3.** (Data-driven instruction (ESF Essential Action 5.3)) By the end of Sy 21-22, STAAR data will improve by 25% in each tested subject area to ensure student growth and academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Dean, Academic Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	July 1, 2022		Criteria: School city, MAP, TELPAS, STAAR data results.  11/29/21 - On Track
2. Teachers use PLC content and grade-level time that is built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (Target Group: All,ESL,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 1,2,3,4)	Academic Dean, Administrators, PLC Leaders, PLCs - Grade-level, PLCs - Instructional, Teachers	July 1, 2022		Criteria: PLC agendas and minutes.  11/29/21 - On Track
3. Teachers will target students who failed the 2020 STAAR test or did not take the STAAR test and provide accelerated individualized plans. (Target Group: AtRisk) (Strategic Priorities: 2,4)	Academic Dean, Teachers	July 1, 2022		Criteria: Accelerated Improvement Plans, lesson plans.  11/29/21 - On Track
4. Teachers and instructional team will unpack the stand into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	July 30, 2022		Criteria: PLC agenda, sign-in sheets, instructional coach anecdotal notes.  11/29/21 - On Track



# **MENDEZ M S**

**Goal 6.** (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 4.** (RTI for students with learning gaps (ESF Essential Action 5.4)) By the end of Sy 21-22, STAAR data will improve by 25% in each tested subject area to ensure student growth and academic success with targeted RTI students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. (Target Group: All,ESL,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2,3,4)	Campus Committees, Teachers	July 1, 2022		Criteria: Frontline, eCST, Attendance, discipline, School City and Map reports.  11/29/21 - On Track
2. Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,ESL,SPED,AtRisk,Dys,504) (Strategic Priorities: 2,3,4)	Academic Dean, Advisory Teachers, Leadership Team, Parent Support Specialist, Teacher Assistants	July 1, 2022		Criteria: Parent connect phone calls/emails, CommUNITY circles - agenda, minutes, AIP logs.  11/29/21 - On Track
3. Accelerated Improvement Plans will be created in eCST for each student who either failed the 2021 STAAR test or did not take the STAAR test to ensure we are meeting specific academic student needs. HB4545 required minutes will be met. (Target Group: ECD,ESL,SPED,AtRisk,504) (Strategic Priorities: 2,3,4)	Academic Dean, Academic Leadership Team, Instructional Leadership Team, Instructional Specialists/Coaches, Leadership Team, Special Education Staff	July 30, 2022		Criteria: AIP plans in eCST, STAAR 2021 scores  11/29/21 - On Track

# **MENDEZ M S**

**Goal 6.** (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 5.** (BLENDED Learning Strategies) By the end of SY 21-22, 100% of the teachers will provide a blended learning opportunity for instruction and assessments to meet the varied needs of learners and prepare them for college, career, and future educational pathways.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Project Based Learning activities that enhance authentic projects where students see the relevance of Blended Learning. (Target Group: All) (Strategic Priorities: 2,3,4)	Instructional Team, Teachers	July 22, 2022		Criteria: PBL lesson plans 11/29/21 - On Track
2. Create student generated S.M.A.R.T. Goals to be able to reflect on their learning. Students can become agents of their own learning and reflect on their goals both online and off-line to create personal connection to learning and personalized goals. (Target Group: All) (Strategic Priorities: 2,3,4)	Teachers	May 27, 2022		Criteria: Student created S.M.A.R.T. Goals 11/29/21 - On Track
3. Create module specific lessons that enable students to work in BLEND to help meet targeted individual student needs and to extend their learning, clarify instruction, and provide practice. (Target Group: All) (Strategic Priorities: 2,3,4)	Teachers	May 27, 2022		Criteria: BLEND reports, lesson plans 11/29/21 - On Track
4. Provide student access to Imagine Learning, iXL, Khan or Zearn and monitor student use and success. (Target Group: All) (Strategic Priorities: 2,3,4)	Academic Dean, Teachers	May 27, 2022		Criteria: Imagine Learning, iXL, Khan or Zearn reports 11/29/21 - On Track

# MENDEZ M S

**Goal 6.** (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 6.** (Support for Emergent Bilingual students) By the end of SY 21-22, 100% of our Emergent Bilinguals will show at least one year language proficiency growth on TELPAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use teaching strategies that promote language development within each subject area by developing lessons that are centered on each of the TELPAS Language Proficiency Domains of Listening, Speaking, Reading and Writing. (Target Group: ESL,LEP) (Strategic Priorities: 2,3,4)	Academic Dean, Teachers	June 30, 2022		Criteria: Lesson plans 11/29/21 - On Track
2. Create a warm and welcoming environment for Emergent Bilinguals to help lower the affective filter. (Target Group: ESL,LEP) (Strategic Priorities: 4)	Teachers	June 30, 2022		Criteria: Lesson plan activities, classroom protocols 11/29/21 - On Track
3. Create lessons that include languages and cultures that celebrate the gift of multilingualism. (Target Group: ESL,LEP) (Strategic Priorities: 2,3,4)	Teachers	June 30, 2022		Criteria: Lesson plans 11/29/21 - Some Progress
4. Provide small group instructional support for emergent bilinguals. (Target Group: ESL,LEP) (Strategic Priorities: 2,3,4)	System of Support Team, Teacher Assistants, Teachers	June 30, 2022		Criteria: Lesson plans, accommodations 11/29/21 - On Track
5. Use project based learning approach that allows students to take the lead in identifying a question or problem to solve/research. (Target Group: ESL,LEP) (Strategic Priorities: 2,3,4)	Instructional Specialists/Coaches, Teachers	June 30, 2022		Criteria: Lesson plans, PBL Templates 11/29/21 - On Track
6. Utilize Imagine Learning and Summit K-12 to enhance language proficiency skills in listening, speaking, reading and writing. (Target Group: ESL,LEP) (Strategic Priorities: 2,3,4)	Academic Dean, Student Support Committee, Teacher Assistants, Teachers	June 30, 2022		Criteria: Imagine Learning, Summit K-12 reports 11/29/21 - On Track

# **MENDEZ M S**

**Goal 6.** (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 7.** (Support for Students with Special Needs) By the end of the SY 21-22, 100% of students with special needs will be provided with high quality, rigorous instruction with high expectation and clear goals, while focusing on individual academic needs and personal and career aspirations, interests, and talents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide multiple post secondary pathways and improve access to transition and counseling services, with a clear transition plan based on student interests while providing clear information regarding high school program options available in AISD. (Target Group: ESL,LEP,SPED,GT,Dys,504) (Strategic Priorities: 3,4)	504 Coordinator, Counselor, Special Education Staff, Student Support Committee	July 30, 2022		Criteria: Student choice sheets, ARD. 504, LPAC documentation, student transcripts  11/29/21 - On Track
2. Develop rigorous, research-based instructional practices and meet accommodation and acceleration access to individual students in need. (Target Group: ESL,LEP,SPED,GT,CTE,504) (Strategic Priorities: 2,3,4)	Academic Dean, Instructional Leadership Team, Instructional Specialists/Coaches, Special Education Staff	July 30, 2022		Criteria: Lesson plans, 504, ARD, LPAC documentation/accommodations, AIP plan  11/29/21 - On Track
3. Students will continue to develop skills, knowledge, and academic background to prepare for high school level work with a focus on improving critical skills such as independence, self-advocacy, social/emotional skills, critical thinking, and lifelong learning. (Target Group: ESL,LEP,SPED,GT,Dys,504) (Strategic Priorities: 2,3,4)	Special Education Staff, Student Support Committee, Teachers	July 30, 2022		Criteria: Lesson plans, AIP  11/29/21 - Significant Progress
4. Foster the belief system that all students with special needs have the capability to successfully create high-quality work. (Target Group: ESL,LEP,SPED,GT,CTE,504) (Strategic Priorities: 2,3,4)	Administrators, Counselor, Special Education Staff, System of Support Team, Teacher Assistants, Teachers	July 30, 2022		Criteria: Student artifacts, student academic data  11/29/21 - Significant Progress
5. Provide professional development and training for teachers on using assessments and data to inform instructional decisions based on the individual needs al all students . (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Instructional Specialists/Coaches, Special Education Staff, Teachers	July 30, 2022		Criteria: PD agendas, sign-in sheets, PLC agendas, sign-in sheets  11/29/21 - Significant Progress
6. Provide adequate training regarding effective instructional strategies for students	Academic Leadership Team, Instructional	July 30, 2022		Criteria: PD agendas, sign-in sheets, PLC agendas, sign-in

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**Goal 6.** (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 7.** (Support for Students with Special Needs) By the end of the SY 21-22, 100% of students with special needs will be provided with high quality, rigorous instruction with high expectation and clear goals, while focusing on individual academic needs and personal and career aspirations, interests, and talents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
with special needs. (Target Group: ESL,LEP,SPED,GT,CTE,Dys,504) (Strategic Priorities: 1,2,3,4)	Specialists/Coaches, Special Education Staff, Teachers			sheets  11/29/21 - Significant Progress

# **MENDEZ M S**

**Goal 6.** (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 8.** (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide multiple post secondary pathways and improve access to transition and counseling services, with a clear transition plan based on student interests while providing clear information regarding high school program options available in AISD. (Target Group: GT) (Strategic Priorities: 3)	Counselor, Gear Up Facilitator	June 30, 2022		Criteria: Student choice sheets, transcripts  11/29/21 - Significant Progress
2. Develop rigorous, research-based instructional practices and meet acceleration access to individual students. (Target Group: GT) (Strategic Priorities: 2,3,4)	Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	July 30, 2022		Criteria: Lesson plans, student academic data.  11/29/21 - Significant Progress
3. Students will continue to develop skills, knowledge, and academic background to prepare for advanced high school level work with a focus on improving critical skills such as independence, self-advocacy, social/emotional skills, critical thinking, and lifelong learning. (Target Group: GT) (Strategic Priorities: 2,3,4)	Academic Leadership Team, Counselor, Instructional Leadership Team, Instructional Specialists/Coaches, Teachers	July 30, 2022		Criteria: Lesson plans, student academic data, counseling/student plans  11/29/21 - On Track

# **MENDEZ M S**

**Goal 6.** (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 9.** (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure every student benefits from the arts and creative learning across core curriculum subjects during and outside of the school day. (Target Group: All) (Strategic Priorities: 3,4)	CLI Team, Teachers	May 27, 2022		Criteria: Lesson plans, CLI campus activity schedule  11/29/21 - Significant Progress
2. Create a community network that supports and sustains the arts-rich life of every student. (Target Group: All) (Strategic Priorities: 3,4)	CLI Team, Community Partner, Community School Facilitator	May 27, 2022		Criteria: School design team agendas and minutes  11/29/21 - Significant Progress
3. Provide a specialized curriculum and professional development for educators using emergent, culturally responsive, rigorous, and fun Creative Teaching Strategies and arts-based activities that support positive social-emotional learning and development. (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,3,4)	CIS Leader, CLI Team, SEL Campus Coordinator, SEL Committee, Teachers	June 30, 2022		Criteria: PD agendas, sign-in sheets, Staff meeting agenda sign-in sheets, lesson plans  11/29/21 - Some Progress

# **MENDEZ M S**

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Students with 504 services) SMART Goal: By the end of the SY 21-22, 100% of students with 504 needs will be provided with high quality, rigorous instruction with high expectation and clear goals, while focusing on individual academic needs and personal and career aspirations, interests, and talents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with personnel and parents to ensure 504 student education plans are developed, monitored and met in a timely manner. (Target Group: 504) (Strategic Priorities: 2,3)	504 Coordinator, Teachers	July 1, 2022		Criteria: 504 individualized plans. 11/29/21 - On Track
2. Review 504 rosters each 9 weeks to ensure appropriate accommodations are met and monitor student progress, transfers and ensure evaluations are held in a timely manner. (Target Group: 504) (Strategic Priorities: 2,3,4)	504 Coordinator, Teachers	July 1, 2022		Criteria: 504 documentation. 11/29/21 - On Track
3. Monitor systems to allow alternative means of 504 participation via telephone, video conferencing or in person. (Target Group: 504) (Strategic Priorities: 2,4)	504 Coordinator	July 1, 2022		Criteria: 504 meeting schedule, 504 plans. 11/29/21 - On Track



# **MENDEZ M S**

- Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
- Objective 2.** (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to 26% by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Data systems exist to track all discipline referrals, emphasizing review of African American, Special Education, at-risk student data. (Target Group: AA,SPED,AtRisk) (Strategic Priorities: 2,3,4)	Administrators, Special Education Staff, SpEd Administrator, Teachers	June 30, 2022		Criteria: Discipline campus data, student discipline data tracking sheet  11/29/21 - On Track
2. Provide opportunities for training/learning with social emotional learning and restorative practice techniques to meet the needs of all students. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All,AA,SPED,AtRisk) (Strategic Priorities: 1,4)	SEL Campus Coordinator, SEL Committee, Teachers	July 30, 2022	(F)Title 1, Part A	Criteria: PD agendas/sign-in sheets, staff meeting agendas/sign-in sheets  11/29/21 - On Track
3. Provide individual/group counseling with internal and external agencies. (Title I SW Elements: 1.1,2.2,2.3,2.6,3.1,3.2) (Target Group: AtRisk) (Strategic Priorities: 3,4)	CIS, Counselor, SEL Campus Coordinator, Social Worker/Social Services Specialist, Student Support Committee, System of Support Team	July 30, 2022		Criteria: Counseling logs, SSS team documentation  11/29/21 - On Track

# **MENDEZ M S**

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 3.** (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: By the end of the SY 21-22, 100% of ARDS will be completed on time with accurate individual student information to meet the needs of students with special education needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with personnel and parents to ensure special education student individual education plans are developed, monitored and met in a timely manner. (Target Group: SPED) (Strategic Priorities: 2,3,4)	Parents, Special Education Staff, SpEd Administrator, SpEd Department Chair, Teachers	July 2, 2022		Criteria: Progress monitoring reports, student IEPs.  11/29/21 - On Track
2. Review special education rosters each 9 weeks to ensure appropriate accommodations are met and monitor student progress, transfers and ensure evaluations are held in a timely manner. (Strategic Priorities: 2,3,4)	Special Education Staff, SpEd Administrator, SpEd Department Chair, Teachers	July 2, 2022		Criteria: IEPs, progress monitoring reports, evaluation reports.  11/29/21 - On Track
3. Monitor systems and schedules to allow alternative means of special education ARD participation via telephone or video conferencing if needed. (Target Group: SPED) (Strategic Priorities: 2,3,4)	Parents, Special Education Staff, SpEd Administrator, SpEd Department Chair	July 2, 2022		Criteria: ARD Meeting schedules. Available technology devices.  11/29/21 - On Track

# **MENDEZ M S**

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 4.** (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Targeted instruction will be provided to students with STAAR Alt 2 needs to ensure accommodations and modification to the curriculum are provided to meet individual student needs. (Target Group: SPED) (Strategic Priorities: 2,3,4)	Special Education Staff	July 30, 2022		Criteria: STAAR Alt 2 IEPs, lesson plans  11/29/21 - On Track
2. Provide instruction that is based on prerequisite skills that link to the students' expectations for each grade and subject. (Target Group: SPED) (Strategic Priorities: 3,4)	Special Education Staff	July 30, 2022		Criteria: Lesson plans, Student IEPs  11/29/21 - On Track
3. Ensure that a student meets all mandated participation requirements, as explained in the STAAR Alt 2 participation requirements and determine assessment decisions prior to the start of the STAAR Alt 2 testing window. (Target Group: SPED) (Strategic Priorities: 2,3,4)	Administrators, Special Education Staff, SpEd Administrator	March 28, 2022		Criteria: ARDd, IEP documentation, STAAR Testing schedule  11/29/21 - On Track

# **MENDEZ M S**

**Goal 8.** (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) SY 21-22 attendance rates for African American students 87.6%, Hispanic students 86.22%, and Emergent Bilingual students 87.5% will increase by 3 percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incentives will be provided to students with perfect attendance each 9 weeks. (Target Group: All,AA,ESL,AtRisk)	Administrators, Counselor, Teachers	Each 9 weeks		Criteria: Attendance reports 11/29/21 - Significant Progress
2. Teachers will refer students to SSS team for excessive absences for additional assistance in helping students get back on track and attend school/class regularly. (Target Group: All,AtRisk) (Strategic Priorities: 2,3,4)	Student Support Committee, Teachers	July 1, 2022		Criteria: SSS team rosters, support list, attendance reports, eCST logs. 11/29/21 - Significant Progress
3. Personal attendance family calls will be made daily for students who have absences. (Target Group: All) (Strategic Priorities: 4)	Attendance Clerk	July 1, 2022		Criteria: Attendance reports, family contact log, eCST 11/29/21 - Some Progress

# **MENDEZ M S**

**Goal 8.** (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)) By the end of SY 21-22 100% of 7th and 8th graders will be enrolled in a CTE course to empower them to be successful citizens, workers, and leaders in a global economy and be provided academic and technical preparedness to succeed in their chosen careers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide all CTE students with the academic and technical skills, knowledge and training necessary to prepare and succeed in the high school pathway of their choice and future careers. (Target Group: CTE,AtRisk) (Strategic Priorities: 2,3,4)	Instructional Leadership Team, Teachers	July 1, 2022		Criteria: CTE enrollment rosters, grades, attendance, student transcripts, assessments.  11/29/21 - Significant Progress
2. Incorporate CTE into instruction and curriculum to expand student career skills and plan for a career pathway of their choice in high school and future career endeavors. (Target Group: CTE,AtRisk) (Strategic Priorities: 3,4)	Instructional Team, Teachers	July 1, 2022		Criteria: Lesson plans, student attendance and grades.  11/29/21 - Significant Progress
3. All 7th and 8th grade students will be enrolled in a PLTW class for CTE/STEM enhancement. (Target Group: All,CTE,AtRisk) (Strategic Priorities: 3,4)	Academic Dean, Counselor	January 7, 2022		Criteria: Student transcripts, CTE enrollment rosters, master schedule.  11/29/21 - Completed (S)
4. Provide technology support for students and families. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 3,4)	Academic Leadership Team, Administrators, Counselor, District Departments, Parent Support Specialist, Teachers, Technology Team	July 1, 2022		Criteria: Technology support logs, chromebooks check out logs, CIC support logs.  11/29/21 - On Track

# **MENDEZ M S**

- Goal 8.** (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 3.** (College, Career and Life Readiness) By the end of SY 21-22 100% of 8th grade students will have a transitional plan to help guide them to a pathway plan for high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide support to discuss transcripts, plans for the future, and develop a 4 year plan for high school with a pathway plan of their choice to connect high school, career and/or college. (Target Group: 8th) (Strategic Priorities: 3)	Counselor	July 1, 2022		Criteria: Individualized transcripts and four year plans.  11/29/21 - On Track
2. Work to increase African American student enrollment in Gifted and Talented Math courses. (Target Group: AA) (Strategic Priorities: 3,4)	Academic Leadership Team, GT Advocate, Teachers	July 1, 2022		Criteria: GT enrollment reports. African American campus enrollment counts.  11/29/21 - Some Progress

# **MENDEZ M S**

**Goal 9.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 505 to 575 by December 15, 2021.SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide campus information and activities on social media. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All,5th) (Strategic Priorities: 3,4)	Administrators, Parent Support Specialist, Website Manager	Dec	(F)Title 1, Part A	Criteria: Social media data, fliers 11/08/21 - On Track
2. Provide campus visit opportunities for elementary students transitioning to middle school at least 3 times a year. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: 5th) (Strategic Priorities: 3,4)	Administrators, Counselor, Parent Support Specialist, Teachers	July 30, 2022	(F)Title 1, Part A	Criteria: Transition camp schedules. Parent Connect call outs, fliers, social media 11/08/21 - Some Progress
3. Invite elementary feeder students/families to school-wide events. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: 5th) (Strategic Priorities: 3,4)	Administrators, Counselor, Parent Support Specialist, Teachers	July 30, 2022	(F)Title 1, Part A	Criteria: School-wide event schedules, parent connect calls/emails, fliers 11/08/21 - Some Progress

# **MENDEZ M S**

**Goal 10.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a process to ensure the website is always up to date with the required information. (Target Group: All) (Strategic Priorities: 4)	Principal, Website Manager	July 30, 2022		Criteria: Website 11/08/21 - Significant Progress
2. Encourage the staff to interact with guests in the hallways with a concentration on professional and appropriate communication skills. (Target Group: All) (Strategic Priorities: 4)	Administrators, Cultural Committee, Grade Level Lead, Office Staff, Principal, Teacher Assistants, Teachers	July 30, 2022		Criteria: CARES audit 11/08/21 - Some Progress



# **MENDEZ M S**

**Goal 11.** (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 11/08/21 - 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	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 11/08/21 - Completed
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 11/08/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/08/21 - Completed
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 11/08/21 - On Track

# **MENDEZ M S**

**Goal 11.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead  11/08/21 - 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	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings  11/08/21 - On Track
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.				11/08/21 - On Track
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet  11/08/21 - Completed
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  11/08/21 - Completed

## 1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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### **4th 9 weeks report - due June 3**

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

**Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?**

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

# MENDEZ M S Site Base

Name	Position
Rowley, Joanna	Director
Walker, Roxanne	Deputy Director
Haney, Juan	Assistant Director/Campus Culture Coordinator
Rodriguez, Yolanda	Assistant Director/EL-SpEd Administrator
Wise, Donna	Academic Dean
Helmink, Kaeli	SEL/Mindfulness Coordinator
Wagner, Maliah	Restorative Practice Coordinator
Medrano, Rocky	Catch Coordinator
Victoria, Jessica	Parent Support Specialist
Reyna, Krista	Campus Nurse
Nava, Andres	History Department Chair
Hanner, Blair	Science Department Chair
Kenny, Michael	Math Department Chair
Walls, Cedric	CTE Department Chair
Baird, Joseph	Fine Arts Department Chair
Hughes, Kimberly	UTeach Partner
Gomez, Rebecca	CIS Supervisor - Partner
Sherrill, Patrick	Community Member
Kibby, Robert	Parent
Ramos, Gloria	Parent
Steinhauser, Suki	CIS CEO - Partner
Simmons, David	Mendez Executive Director

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

**Sept 13-24: (SEP) Recommended monitoring visit window**

**Sept 17: CIP/TIP final drafts due in BLEND**

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

**Oct 4-8: (OCT) Recommended monitoring visit window**

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

**Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND**

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

**Nov 8-12: (NOV) Recommended monitoring visit window**

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

**Dec 6-10: (DEC) Recommended monitoring visit window**

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

**Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND**

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

**Jan 24-28: (JAN) Recommended monitoring visit window**

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

**Feb 7-11: (FEB) Recommended monitoring visit window**

Feb 22: TIL Lesson Alignment and Formative Assessment

**Feb 28- March 4: (MAR) Recommended monitoring visit window**

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

**March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND**

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

**April 25-29: (APR) Recommended monitoring visit window**

May 31-June 3: MAP Growth data analysis and EOY reports

**June 3: EOY reports submitted to BLEND**

June 6-9: DCSI/EDs review of EOY submissions



## TITLE I COMPLIANCE PACKET

2021-2022

### Principal Confirmation

**Documents uploaded in PlanWorks no later than September 17, 2021**

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* (Sign and attach the form)
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach documentation of Parent/Family Involvement Policy on your campus stationary)
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach documentation of Parent/Family School Compact)
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Attach documentation: **MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE**)
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Attach documentation and submit at least 2 sample communications of languages other than English)
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Attach documentation for notice on school letterhead)
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Attach documentation: agendas, sign in sheets, minutes or records of meetings)
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5<sup>th</sup> of the month.* (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP developers is completed)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Mendota MS  
Campus Name

[Signature]  
Principal's Signature

9-17-21  
Date



## AUSTIN INDEPENDENT SCHOOL DISTRICT

## Title I Principal Attestation

Compliance with P.L. 107-110, Section 1119(i)  
Qualifications for Teachers and ParaprofessionalsName of Campus: Mendez MS Org # 058Name 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 2021-2022.

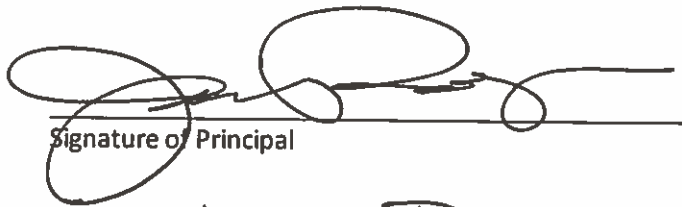
YES NO

<u>JK</u> —	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 in a computer laboratory; (4) conduct parental involvement 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.
<u>JK</u> —	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.
<u>JK</u> —	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.
<u>JK</u> —	4. A list of <b>Homeless and Foster care Students and Services</b> is maintained and updated quarterly.  ALL Title I School campuses are now required to post information on their website regarding local services and program that assist homeless students.  (Contact Project HELP for assistance – 512-414-3690.)
<u>JK</u> —	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) Time and Effort Reports to the State & Federal Office.



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

Printed Name of Campus Mendez MS

  
Signature of Principal

9-17-21  
Date

Joanna Rowley  
Typed/Printed Name of Campus Principal

SAFA Initials & Date

➡ **Submit via PlanWorks no later than September 17, 2021**

1/1

1/1

1/1

1/1

1/1

1/1



## CONSUELO MENDEZ STEM ACADEMY

The faculty, parents, staff and community members of Consuelo Mendez STEM Academy shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan. Vision statement: Equip every student with the knowledge, skills, and principles to succeed as a global citizen and contribute in a competitive and technologically advancing world.

- I. The Parent & Family Engagement Policy will be distributed during the first six weeks 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 process. This should include, but not be limited to: process 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, newsletters, meetings, school messenger etc.
- IV. Consuelo Mendez STEM Academy will hold an annual meeting during the first six weeks to share and discuss Title 1 school-wide programs.
- V. Monthly meetings are the following:
  - a. School Design Team
  - b. PTA meeting
  - c. Consuelo Mendez Community Circles with Director Rowley
  - d. Family Night
- VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title 1 program, and the Parent & Family Engagement Policy & Compact through the District Parent Advisory Council, the School Design Team or at parent meetings.
- VII. During the first six week 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 at our Project-Based learning and Welcome Back to School night.
- VIII. In order to meet the changing needs of our school, the Parent & Family Engagement Policy and Campus Improvement Plan will be updated & reviewed annually during the annual Campus Improvement Plan revision process.



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## CONSUELO MENDEZ STEM ACADEMY

conocimientos, habilidades y principios para tener éxito como ciudadano global y contribuir en un mundo competitivo y tecnológicamente avanzado.

- I. La norma de participación de los padres será distribuida durante las primeras seis semanas 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, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.
- IV. La escuela secundaria Consuelo Mendez llevará a cabo una junta anual durante las primeras seis semanas para discutir los programas de escuela de Título 1.
- V. Juntas mensuales serán:
  - a. Equipo de Diseño Escolar
  - b. Juntas del PTA de Mendez
  - c. Círculos de la Comunidad de Consuelo Mendez con la Directora
  - d. Noches familiar
- VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el plan de mejoramiento del plantel escolar, el programa de título 1 y las normas de participación activid de los padres, a través del consejo de asesoría del plantel del distrito, el representante de equipo de diseño escolar, o en las juntas para padres.
- VII. Durante las primeras seis semanas de clase los padres de familia recibirán información sobre el curricular (el Plan Escolar) de la escuela u sobre las evaluaciones académicas usadas para medir el nivel de progreso/ conocimiento que se espera cumplir el estudiante en las noche de aprendizaje en base a proyectos y noche de regreso a clases.
- VIII. Para poder cumplir con los cambios en las necesidades de nuestra escuela, el plan de participación de los padres será revisado y actualizado anualmente durante el proceso de revisión anual del plan de mejoramiento del plantel escolar.



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# Consuelo Mendez STEM Academy

## School-Parent & Family Compact 2021-2022

### Acuerdo entre Escuela y Padres y su Familia 2021-2022

Consuelo Mendez STEM Academy is committed to the belief that all children can learn and acknowledges that all teachers, administrators, and parents - working together - can make a positive difference in student achievement. Consuelo Mendez STEM Academy will provide a rigorous learning environment where students will experience success and achieve at high levels both socially and academically. Research shows that when parents/guardians are involved in schools, students achieve better attendance rate, 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 engagement in education is critical for the success of students.

Consuelo Mendez STEM Academy and the parents of the students participating in activities, services, and programs funded by Title 1 agreement in is compact outlines how we will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. Vision statement: Equip every student with the knowledge, skills, and principles to succeed as a global citizen and contribute in a competitive and technologically advancing world

#### Student Agreement

1. I will show respect for teachers, school staff, students, school property, and myself.
2. I will believe in myself and will be honest and accept responsibility for my actions.
3. I will follow the school's student code of conduct and exhibit excellent behavior.
4. I will communicate what I learn with my family and ask for assistance in class and attend tutorials, if needed.
5. My education is important to me. I will show this by:
  - a. attending class every day.
  - b. being prepared to learn.
  - c. completing work and submitting it on time.
  - d. doing my best every day.

Signed by Student: \_\_\_\_\_

Date: \_\_\_\_\_

#### Family Agreement

1. I will ensure regular and punctual attendance by my child.
2. I will ensure that class work and homework are completed and submitted on time.
3. I will set aside time for my child to read and study outside school hours.
4. I will conference with my child after the receipt of academic interim-progress reports and report cards.
5. I will stay informed about my child's education and communicate with the school by promptly reading notices from the school or the school district either received by my child or by mail and responding when appropriate.

Signed by Parent and/or Guardian \_\_\_\_\_

Date: \_\_\_\_\_

#### Teacher Agreement

1. Providing instruction in a way that will motivate and encourage my students.
2. Providing a positive and safe atmosphere for learning
3. Keep students and parents informed of student progress on a regular basis
4. Communicating with parents via parent conferences as needed
5. Being available for parents to contact me when not teaching classes

Signed by Teacher \_\_\_\_\_

Date: \_\_\_\_\_

#### School Agreement

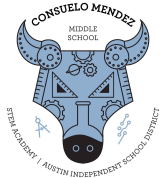
1. Consuelo Mendez STEM Academy will implement the District's aligned curriculum and utilize research-proven instructional practices in a supportive and nurturing learning environment that enables the students to meet the State's academic achievement standards.
2. Consuelo Mendez STEM Academy will facilitate parent-teacher conferences throughout the school year, on an as needed basis, as a means to monitor student learning.
3. Consuelo Mendez STEM Academy will provide timely academic reports to parents, at the middle and end of every six weeks grading period, for the purpose of keeping parents informed about their child's academic status.
4. Consuelo Mendez STEM Academy will offer parents the opportunity to get involved in school activities via attendance at PBL academic nights, donuts with the Director, PTA meetings, School Design Team meetings and parent-teacher conferences and other planned parental engagement activities.

Signed by Principal \_\_\_\_\_

Date: \_\_\_\_\_



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# Consuelo Mendez STEM Academy

## School-Parent & Family Compact 2021-2022

### Acuerdo entre Escuela y Padres y su Familia 2021-2022

La Escuela Secundaria Consuelo Mendez está comprometida y está en la creencia de que todos los niños pueden aprender y reconocer que todos los maestros, administradores y padres - trabajando juntos - puedan hacer una diferencia positiva en el rendimiento de los estudiantes.

La Escuela Secundaria Consuelo Mendez ofrecerá un riguroso ambiente de aprendizaje donde los estudiantes tendrán una experiencia de tener éxito y alcanzar altos niveles académicamente y socialmente. Las investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan académicamente más, su asistencia es mejor, los resultados de los exámenes mejoran, la tasa de graduación aumenta y es más probable que alcancen su máximo potencial de crecimiento intelectual, social y padres, maestros y estudiantes necesitan colaborar juntos.

Escuela Secundaria Consuelo Mendez y los padres de los estudiantes que participan en las actividades, servicios y programas financiados por el Título 1 están de acuerdo en que este pacto se esboza cómo vamos a compartir la responsabilidad para mejorar los logros académicos del estudiante y los medios por los cuales la escuela y los padres podrán construir una asociación y desarrollar esta idea que ayudará a los niños alcanzar el alto nivel que requiere el Estado. Declaración de la visión: Equipar a cada estudiante con los conocimientos, habilidades y principios para tener éxito como ciudadano global y contribuir en un mundo competitivo y tecnológicamente avanzado.

#### Acuerdo del Estudiante

1. Voy a mostrar respeto por los maestros, personal de la escuela, los estudiantes, la propiedad de la escuela, y yo mismo.
2. Voy a creer en mí mismo y ser honesto y aceptar la responsabilidad de mis acciones.
3. Voy a seguir el código de la escuela que está escrito en el folleto "Student Handbook" o "Código de conducta y comportamiento"
4. Voy a comunicar lo que aprendo con mi familia y pedir ayuda en las clases. Asistiré a tutorías, si es necesario.
5. Mi educación es importante para mí. Voy a mostrar esto:
  - A. asistiendo a clase todos los días.
  - B. estaré dispuesto a aprender.
  - C. completar el trabajo y presentarlo a tiempo.
  - D. haciendo lo mejor que pueda.

**Firma por el Estudiante:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

#### Acuerdo de la Familia

1. Me aseguraré que la asistencia de mi hijo sea regular y puntual.
2. Me aseguraré de que la tarea de mi hijo/a sea completa y presentada a tiempo.
3. Voy a hacer tiempo para mi hijo/a y ayudarles a leer y estudiar fuera del horario escolar.
4. Después de recibir calificaciones o resultados académicos haremos tiempo para hablar con mi hijo/a sobre los resultados.
5. Voy a estar informado acerca de la educación de mi niño/a y comunicare con la escuela con prontitud en la forma de leer los avisos de la escuela, informes del distrito escolar, o comunicaciones por correo y daré la respuesta cuando sea apropiado.

**Firmado por los Padres y / o Guardián** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

#### Acuerdo del Maestro(a)

1. Instrucción positiva para estudiantes de modo que motive y anime a mis estudiantes
2. Proporcionar un ambiente positivo y seguro para el aprendizaje.
3. Mantener a los estudiantes y sus padres informados con regularidad del progreso de sus hijos.
4. Comunicarse con los padres mediante conferencias según sea necesario.
5. Estar disponible para que los padres hagan contacto conmigo cuando no esté dando clases.

**Firma del Maestro(a):** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

#### Acuerdo de la Escuela

1. La Escuela Secundaria Consuelo Mendez llevará a cabo del Distrito un plan alineados de estudios y se va utilizar prácticas de instrucción en un apoyo de aprendizaje que permita que los estudiantes puedan satisfacer el éxito académico que se espera del Estado.
2. La Escuela Secundaria Consuelo Mendez facilitará conferencias con padres y maestros durante del año escolar, en una base de necesidad, como un medio para supervisar el aprendizaje de los estudiantes.
3. La Escuela Secundaria Consuelo Mendez, con el propósito de mantener informado a los padres sobre sus hijos, mandará durante el periodo de calificaciones los informes académicos a los padres, a mitad y al final de cada seis semanas.
4. Escuela Secundaria Consuelo Mendez les dará a los padres la oportunidad de participar en las actividades escolares a través de la asistencia de noches académicos, durante de día almuerzos con director y padre, reuniones de PTA, juntas del Equipo de diseño de la escuela y las reuniones de padres y maestros y otras conferencias de participación de los padres.

**Firmado por Director** \_\_\_\_\_

**Fecha:** \_\_\_\_\_





# CONSUELO MENDEZ MIDDLE SCHOOL STEM ACADEMY

## Annual Title 1 Parent/Family Meeting

MORNING SESSIONS: 8:30 A.M.

Friday, October 1, 2021  
Monday, October 4, 2021

EVENING SESSION: 5:30 P.M.

Tuesday, October 5, 2021

### Topics of Discussion

Title I School Plan- Parent & Family Engagement Policy- School-Parent Compact- 1% Parental Involvement Budget



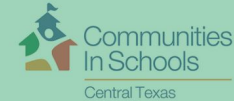
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**CLICK  
HERE**



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# CONSUELO MENDEZ MIDDLE SCHOOL STEM ACADEMY

## Junta Anual para Padres de Familia sobre Título 1

EN LA MAÑANA SESIONE: 8:30 A.M.

viernes, 1 de octubre del 2021  
lunes, 4 de Octubre del 2021

EN LA TARDE SESIONE: 5:30 P.M.

viernes, 1 de octubre del 2021

### Temas de discusión

Plan escolar del Título I - Política de participación de los padres de familia - Acuerdo entre la escuela y los padres - 1% del presupuesto de participación de los padres



ID de Junta: 237 209 6488

Contraseña: CMMSPSS

**CLICK  
HERE**



# MENDEZ MIDDLE SCHOOL STEM ACADEMY Annual Title I Meeting 2021-2022

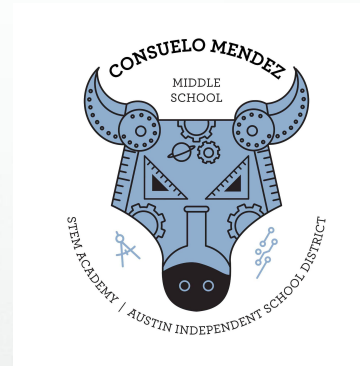
[Mendez Title I Zoom link](#)

Meeting ID: 237 209 6488

Passcode: CMMSPSS

October 1, 4, 2021 8:30 a.m.

October 5, 2021 5:30 p.m.



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# Agenda Powerpoint Title I:

- Share School Status, Explaining Title I Requirements
- Share Academic Progress/ratings for the campus
- Share Initiatives unique to the campus
- Share Family/Parent Rights to Be involved
- Share Family/Parent Right to Know Qualification of Teacher
- Share Title I Total Budget
- Share Parent Allocation Plan
- Review Family/Parent Engagement Policy
- Review Family/Parent Compact

**Evaluations:** Thank you for taking the time to join us for the Consuelo Mendez MS STEM Academy meeting. The following is our QR Code for our Parent Evaluation. We appreciate your input on future Parent/Family Engagement opportunities on our campus.

**Families the Title for our meeting is the following: Title I Annual Meeting**

**(Take a picture with your iPhone)**

**(Android phone use the link below)**

**URL:** <https://bit.ly/CMMSParentFamilySurvey2021>

**Have a great day.**

## **Agenda Presentación de Título I:**

- Compartir el estado de la escuela, explicando los requisitos del Título I
- Compartir el progreso académico / calificaciones del campus
- Compartir iniciativas exclusivas del campus
- Compartir los derechos de la familia y los padres a participar
- Compartir el derecho de la familia / los padres a saber la calificación del maestro
- Comparta el presupuesto total del Título I
- Compartir plan de asignación de padres
- Revise la Política de participación de la familia y los padres
- Revisar el pacto entre padres y familias

**Evaluaciones: Gracias por tomarse el tiempo de acompañarnos en la reunión de la Academia STEM de Consuelo Méndez MS. El siguiente es nuestro código QR para nuestra evaluación de padres. Agradecemos su opinión sobre las futuras oportunidades de participación de padres y familias en nuestro campus.**

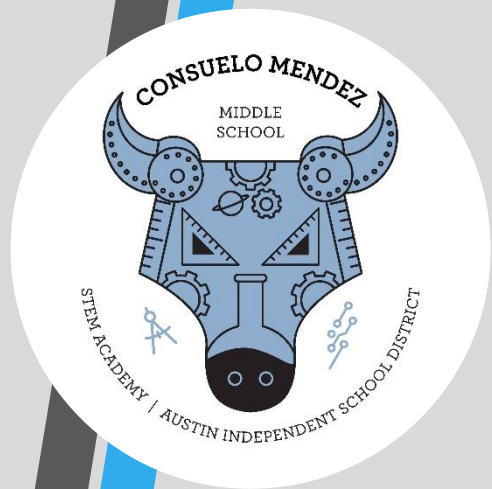
**El título de nuestro taller es el siguiente: Junta Anual del Título I**

**(toma una foto con su iPhone)**

**(teléfono Android use el siguiente enlace)**

**URL: <https://bit.ly/CMMSParentFamilySurvey2021>**

**Que tengas un buen día.**



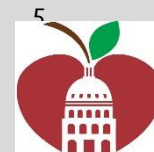
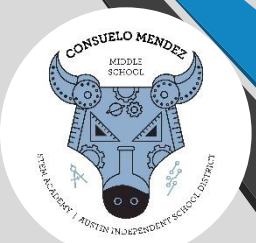
# Mendez Middle School Vision Statement

**Vision:** "It is our vision to equip every student with the knowledge, skills, and principles to succeed as a global citizen and contribute in a competitive and technologically advancing world. ."

**Mission:** "We believe in diversity and equality. In order to develop 21<sup>st</sup> century citizens, we collaborate and engage with our students. By creating a safe, creative, and accepting learning environment we work to prepare our students for tomorrow's careers."

*Your active participation is key to the success of your young Mavericks during his/her middle school years and the first step in helping us achieve our mission.*

Annual Title I Meeting

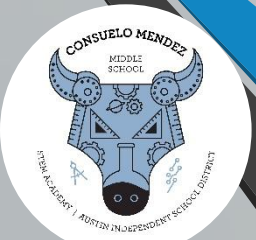


# Why are we here?

- Informing parents of a school's participation in Title I
- Explaining the requirements of the Title I program
- Explaining your rights as parents to be involved

ESSA Public Law 114-95, Section 1116 (c)(1)

Annual Title I Meeting

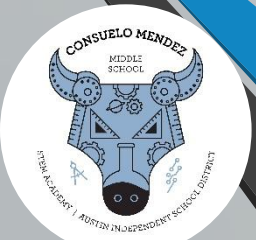


# What is a Title I School?

Receives federal funding (Title I dollars) to supplement the school's existing programs by:

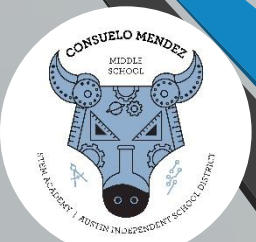
- Providing high-quality education
- Helping students meet the challenging State academic standards
- Providing supplemental meetings, trainings, activities
- Recruiting/Hiring/Retaining Highly Effective Teachers

Annual Title I Meeting



# Mendez Facts

- 506 students
- 98.1% Economically Disadvantaged
- 100% Free breakfast/lunch
- 54% English Learners
- 26% Special Education
- 100% At-Risk
- Attendance: 73.65% (2019-2020 95.13%)
- Parent and family engagement/involvement
- CNA/CIP/TIP



# What is the 1% set-aside and how are parents involved?

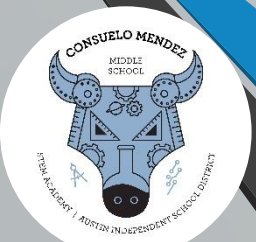
## Title I allocation for parent and family engagement:

- Of that 1% set aside, 10% may be reserved at the district level for system-wide initiatives related to parent and family engagement.
- The remaining 90% must be allocated to all Title I schools in the district.
- Each Title I school receives its portion of the 90% **to implement school-level parent and family engagement.**
- Mendez was cut \$263,000 due to new district allocations and drop in enrollment.

***Title I parents have the right to be involved in how this money is spent.***

ESSA Public Law 114-95, Section 1116 (a)(3)(A)(B)(C)(D)

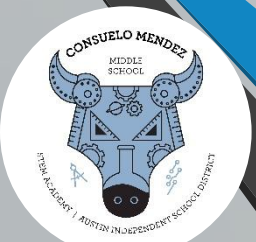
Annual Title I Meeting



# Parent and Family Engagement

- parents can be involved in decision-making and activities
- parent and family engagement funds are being used
- information and training will be provided to parents
- the school will build capacity in parents and staff for strong parent and family engagement

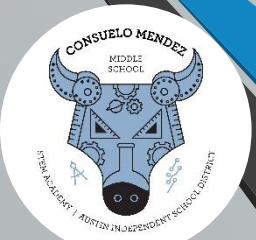
***Title I parents have the right to be involved in the development of the Parent and Family Engagement Policy.***





# Parent/Family Nights

- A parent/family night will be held the last Thursday of each month at Consuelo Mendez MS (pending CoVid)
- Each parent/family night will have a PBL/STEM activity embedded into the activities
- **STEM Night, October 28, 2021 5:30-6:30**
  - Help build family collaboration
  - Build family communication
  - Understanding of the PBL/STEM Process

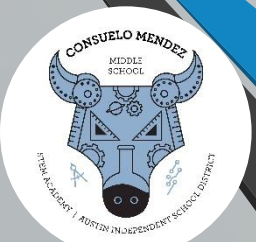


# School-Parent Compact

The compact is a commitment from the school, the parent, and the student to share in the responsibility for improved academic achievement

- share the responsibility for improved student academic achievement
- the school and parents will build and develop a partnership to help children achieve the State's high standards.
- ✓ Developed with parents
- ✓ Agreed upon with parents
- ✓ Distributed to parents

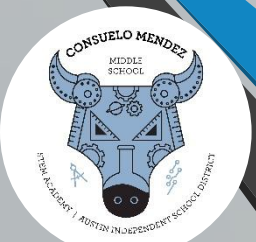
Annual Title I Meeting



# School:

To help students achieve the State's challenging academic standards by:

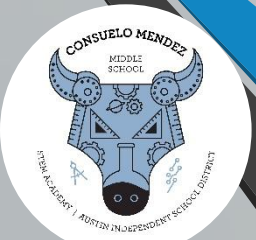
- ✓ Building and developing a partnership between the school and parents
- ✓ Describing the school's responsibility to provide high-quality curriculum and instruction
- ✓ Providing a supportive and effective learning environment



# Parents:

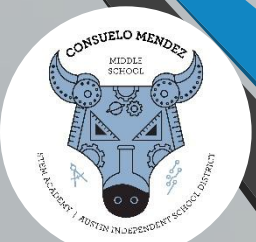
To help students achieve the State's challenging academic standards by:

- ✓ Incorporating techniques in which parents will be responsible for supporting their children's learning
- ✓ Volunteering in their child's classroom
- ✓ Participating in decisions relating to the education of their children
- ✓ Positive use of extracurricular time



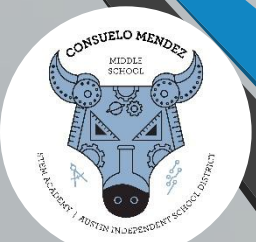
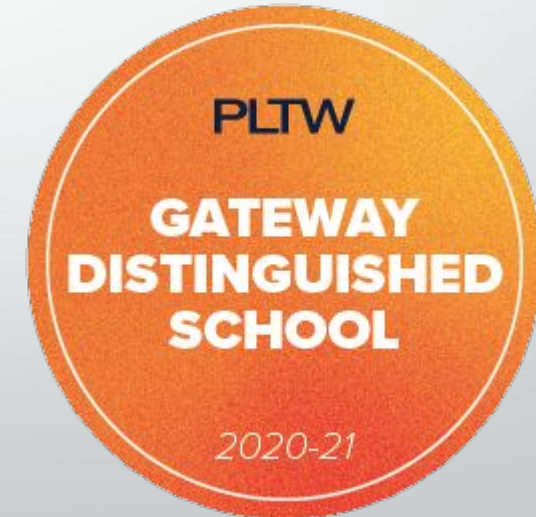
# Title I Program Activities

- provides students with a unique STEM Project-based Learning Environment
- provide SEL/RP support for students in need
- provide SEL/RP lessons and activities within the classroom
- students are immersed in the arts, humanities, and real-world opportunities for service and personal growth.
- foundation needed to prepare students for college, career, military and life readiness



# Project Lead the Way Distinguished School

- Goal is 100% student enrollment in PLTW
- 70% currently enrolled
- Description of PLTW components
  - 6th/7th: Design & Modeling/Automation & Robotics
  - 8th: Magic of Electrons/Science & Technology
- Distinguished Honor
  - 1 of 158 middle schools across the U.S.
  - 1 of 5 In Texas
  - Approximately 12,000 schools offer PLTW programs Nationally



# T-STEM

- **Description of T-STEM Support**
  - Governance of the campus
  - SB 1882
  - Design Teams
  - PBL Learning Method
  - Implements effective STEM Program Model
  - Instructional Coaches



# UTeach

- **Description of UTeach Support**
  - **Interns**

UTeach  
Institute



# Communities In Schools

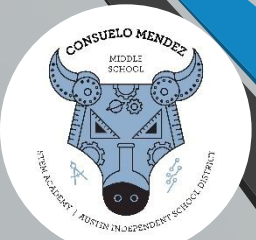
- Description of CIS Services (2 staff members)
  - Behavior Management Support
  - SEL support
  - Restorative Practice Support



# Campus Activities

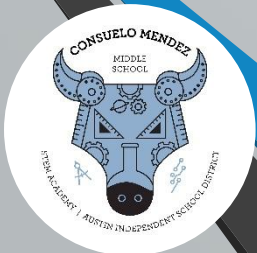
- Awards Assemblies
- PBL formative and summative
- MAP/STAAR Testing
- Family Night last week of every month (except Dec/May)
- College visits
- STEM based activities
- After school Clubs – ACE Program

Annual Title I Meeting



# Academic Assessments

- Formative Assessments
  - Checkpoints (verbal or written)
  - Unit Tests
- Summative Assessments
  - iReady – Reading & Math
    - Imagine Learning Reading for Newcomer students
  - STAAR
  - TELPAS
  - Curriculum Based Tests



# STAAR 2020-21 ASSESSMENT DATA

## No Accountability Rating Declared State of Disaster

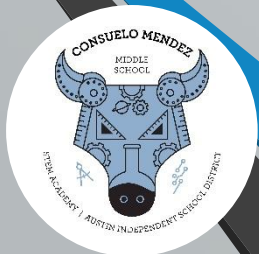
### Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	9
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 96.7%)	9
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	99%
2020-21	70%

### Distinction Designations

Distinction designations were not awarded in 2021.

Annual Title I Meeting



# CNA and CIP

The CNA & CIP are the school's Comprehensive Needs Assessment and Campus Improvement Plan.

Components include:

- A Needs Assessment and Summary of Data
- Goals, Performance Objectives and Strategies to Address Academic, SEL, Health Needs of Students
- Professional Development Needs
- Coordination of Resources/Comprehensive Budget
- A family component to address parent and family engagement

***Title I parents have the right to be involved in the development of these plans.***

Annual Title I Meeting



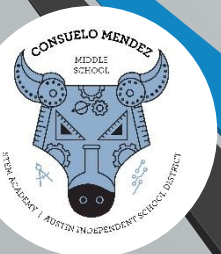
# Targeted Improvement Plan

## GOAL #1:

### ESF 4.1 High Quality Instructional Materials & Assessments

#### Desired annual outcome:

- Daily lesson, unit and assessments are at appropriate level of rigor and aligned to TEKS state standards.
- High quality instructional materials are consistently used across classrooms and intentionally designed to meet the needs of students with disabilities and English Learners along with other student groups with diverse needs.

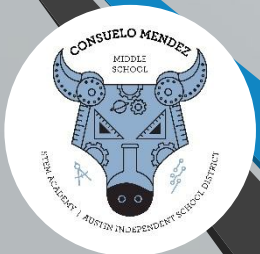


# Targeted Improvement Plan

## GOAL #2: ESF 5.1 *Effective Instruction*

### Desired annual outcome

- *Provide training and ongoing support to teachers.*
  - *to implement best practices in maintaining class culture*
  - *maximize instructional time*
  - *build strong relationships.*
  - *use high quality instructional materials*
  - *promote critical thinking*
  - *differentiated and scaffolded student support*



# Targeted Improvement Plan

## GOAL #3: ESF 5.3 Data Driven Instruction

### Desired Annual Outcome:

*PLCs are led by teachers and ILT and follow data driven instruction protocol after all common assessments.*





# Title I Budget Allocation on our Campus

- 2021-2022 Campus Total Title I Budget Allocation:

**\$505,715.**

- Amount reserved for Campus Parent and Family Engagement Program:

**\$5,057.**



# Teacher Qualifications

District ensures that parents of students in Title I schools are informed of their right to request and receive information on the qualifications of their child's teachers.

ESSA Public Law 114-95, Section 1112 (e)(1)(A)

Annual Title I Meeting



# Timely Notification for non-certified teachers



Title I Part A campus provides timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

- The campus was provided an allocation for Dyslexia Teacher.
- She will not be able to begin until November 1, 2021.

ESSA Public Law 114-95, Section 1112 (e)(1)(B)(ii)

Annual Title I Meeting



# Evaluation of the Parent and Family Engagement Program



## Evaluation Requirements:

Conduct annually

Conduct with Title I parents

Analyze Content and Effectiveness of the current policy

Identify Barriers to parent and family engagement

Data/Input may include -

- ✓ Parent Survey
- ✓ Focus Groups
- ✓ Parent Advisory Committees
- ✓ Process and Timeline
- ✓ How the evaluation informs next year's policy

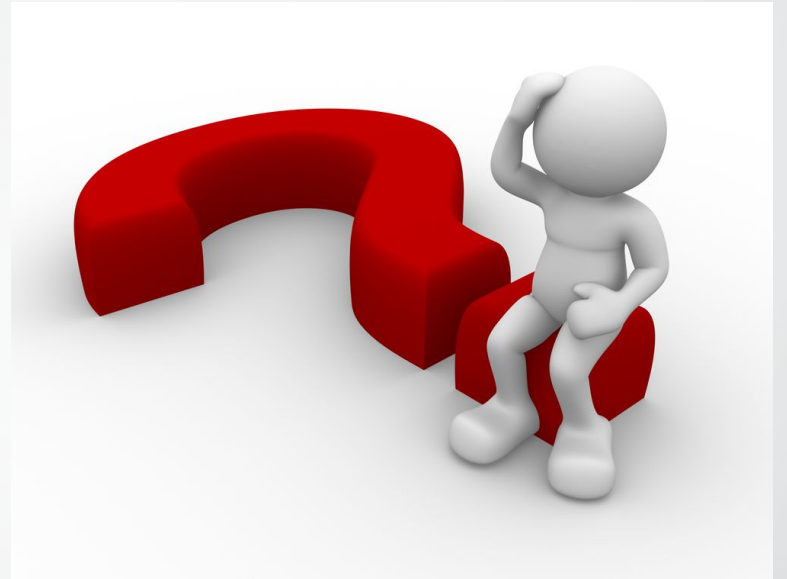
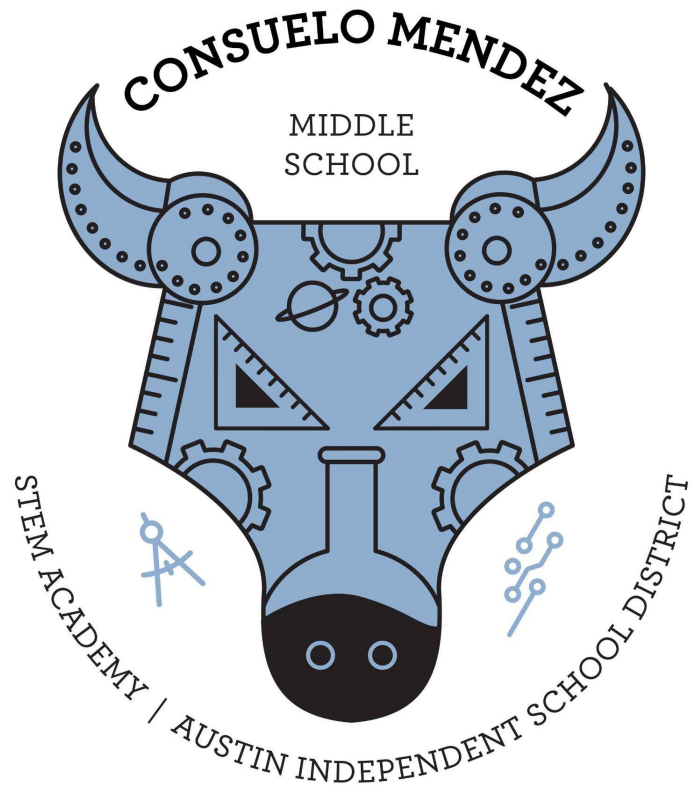


# Who can I contact?

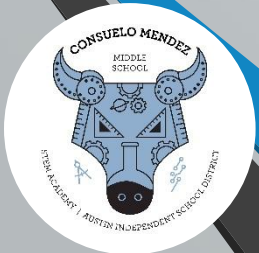
For more information please contact:

Name	Phone	E-mail Address
Joanna Rowley, Director	512-414-3547	<a href="mailto:Joanna.Rowley@austinisd.org">Joanna.Rowley@austinisd.org</a>
Donna Wise, Academic Dean	512-414-3284	<a href="mailto:Donna.wise@austinisd.org">Donna.wise@austinisd.org</a>
Juan Haney, 6th	512-414-3284	<a href="mailto:Juan.haney@austinisd.org">Juan.haney@austinisd.org</a>
Roxane Walker, 8th	512-414-3284	<a href="mailto:Roxanne.walker@austinisd.org">Roxanne.walker@austinisd.org</a>
Yolanda Rodriguez, 7th	512-414-3284	<a href="mailto:Yolanda.pachaco-rodriguez@austinisd.org">Yolanda.pachaco-rodriguez@austinisd.org</a>
Norma Rojas 8 <sup>th</sup> Grade & 6 <sup>th</sup> Grade A-L	512-414-3515	<a href="mailto:norma.rojas@austinisd.org">norma.rojas@austinisd.org</a>
Lydia Araujo, Counselor 7 <sup>th</sup> Grade & 6 <sup>th</sup> Grade M-Z	512-414-3528	<a href="mailto:Lydia.Araujo@austinisd.org">Lydia.Araujo@austinisd.org</a>





Annual Title I Meeting



# Thank you!

Please visit our website for additional information



<http://mendez.austinschools.org/>



Follow us on twitter:  
**@MendezMS\_STEM**



School Facebook: **@MendezSTEM**

PTSA Facebook: **Consuelo Mendez Middle School**  
**PTSA 2021-2022**

Annual Title I Meeting







## October 2021 Sessions

### Agenda Power-point Title I:

- Share School Status, Explaining Title I Requirements
- Share Academic Progress/ratings for the campus
- Share Initiatives unique to the campus
- Share Family/Parent Rights to Be involved
- Share Family/Parent Right to Know Qualification of Teacher
- Share Title I Total Budget
- Share Parent Allocation Plan
- Review Family/Parent Engagement Policy
- Review Family/Parent Compact

**Evaluations:** Thank you for taking the time to join us for the Consuelo Mendez MS STEM Academy meeting. The following is our QR Code for our Parent Evaluation. We appreciate your input on future Parent/Family Engagement opportunities on our campus.

Families the Title for our meeting is the following: **Title I Annual Meeting**

(Take a picture with your iPhone)

(Android phone use the link below)

URL: <https://bit.ly/CMMSParentFamilySurvey2021>

Have a great day.

### Agenda Presentación de Título I:

- Compartir el estado de la escuela, explicando los requisitos del Título I
- Compartir el progreso académico / calificaciones del campus
- Compartir iniciativas exclusivas del campus
- Compartir los derechos de la familia y los padres a participar
- Compartir el derecho de la familia / los padres a saber la calificación del maestro
- Comparta el presupuesto total del Título I
- Compartir plan de asignación de padres
- Revise la Política de participación de la familia y los padres
- Revisar el pacto entre padres y familias



**Evaluaciones:** Gracias por tomarse el tiempo de acompañarnos en la reunión de la Academia STEM de Consuelo Méndez MS. El siguiente es nuestro código QR para nuestra evaluación de padres. Agradecemos su opinión sobre las futuras oportunidades de participación de padres y familias en nuestro campus.

El título de nuestro taller es el siguiente: **Junta Anual del Título I**

(toma una foto con su iPhone)

(teléfono Android use el siguiente enlace)

URL: <https://bit.ly/CMMSParentFamilySurvey2021>

Que tengas un buen día.



UTeach Institute



Igual que

Empotrar

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343

# Consuelo Mendez MS STEM Academy

Participación del campus, los padres, la familia y la comunidad  
Septiembre de 2021

## Accessibility

 Translated Change

 High Contrast Mode

Aa

Aa

Aa

## Aspectos destacados del boletín

Contactos importantes

Reserve la fecha: Noche de regreso a clases 2021

Nominación para dotados y talentosos

Horario del día A y del día B

Horario de campana de la Academia Méndez STEM

Calendario de Austin ISD 2021-2022

Círculos comunitarios de Consuelo Méndez con la directora Rowley

Calendario de fútbol de CMMS

Tablero COVID-19

La asistencia importa todos los días

Registro en línea de Austin ISD 2021-2022

Únase a la PTA de Mendez hoy

Autoservicio para padres: horarios, calificaciones, asistencia



Jessica Victoria

Especialista en apoyo para padres en la Academia STEM de la escuela secundaria Consuelo Méndez

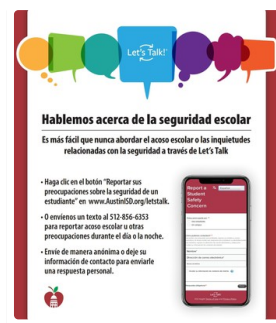
Recibe actualizaciones por correo electrónico de **Jessica** :

[Sigue a Jessica Victoria](#)

Follow @AISDMendezPSS

273 fo

[Póngase en contacto con Jessica Victoria](#)



## Consuelo Mendez Contactos importantes:

¡La comunicación es clave!

Estas son las formas en que nos comunicamos con nuestras familias en la Academia STEM de la Escuela Intermedia Consuelo Méndez. Si no recibe llamadas o correos electrónicos y necesita ayuda, comuníquese con nuestra oficina principal. ¡Podemos ayudar!

**Hablemos (número de texto): 512-856-1535**

Nuestra cuenta de Twitter del campus: [https://twitter.com/MendezMS\\_STEM](https://twitter.com/MendezMS_STEM)

Actualizaciones del sitio web: <https://mendez.austinschools.org/>

#### Oficina frontal:

Jennifer Rodríguez 512-414-3284

Asistencia: Erika Jaimes Gonzalez- [erika.jaimesgonzalez@austinisd.org](mailto:erika.jaimesgonzalez@austinisd.org)

Registradora: Cristina Arellano-Díaz- [fausta.arellano-diaz@austinisd.org](mailto:fausta.arellano-diaz@austinisd.org)

#### Directores:

Directora: Joanna [Rowley-joanna.rowley@austinisd.org](mailto:Rowley-joanna.rowley@austinisd.org)

Subdirector de sexto grado: Juan Haney - [juan.haney@austinisd.org](mailto:juan.haney@austinisd.org)

Subdirectora de 7mo grado: Yolanda Rodríguez Pacheco- [yolanda.pacheco@austinisd.org](mailto:yolanda.pacheco@austinisd.org)

Subdirectora de 8vo grado: Roxanne Walker- [roxanne.walker@austinisd.org](mailto:roxanne.walker@austinisd.org)

#### Consejeros:

Apellido de sexto grado: MZ y séptimo grado: Lydia Aruajo- [lydia.araujo@austinisd.org](mailto:lydia.araujo@austinisd.org)

Apellido de sexto grado: AL y octavo grado: Norma Rojas- [norma.rojas@austinisd.org](mailto:norma.rojas@austinisd.org)

**Consejera de SEL:** Kaeli Helmink- [kaeli.helmink@austinisd.org](mailto:kaeli.helmink@austinisd.org)

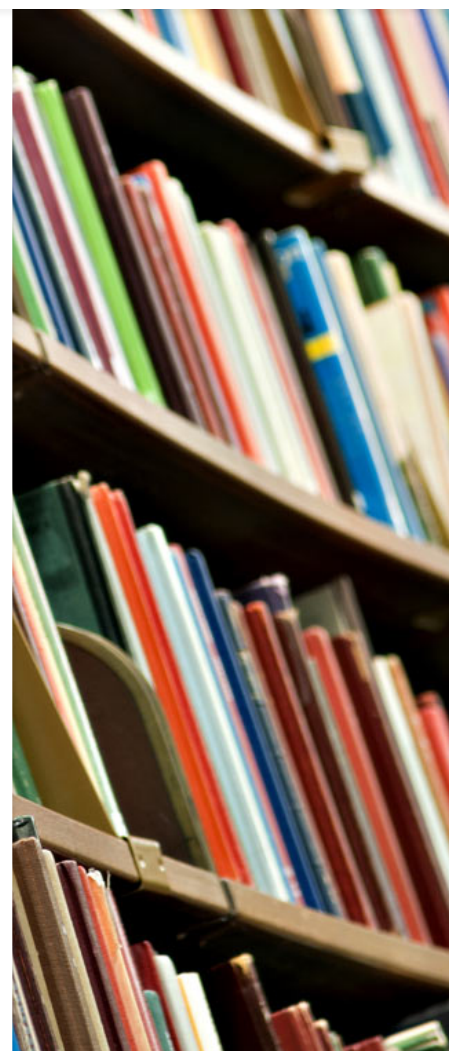
**Especialista en apoyo para padres:** Jessica Victoria- [jessica.victoria@austinisd.org](mailto:jessica.victoria@austinisd.org)

## Nominación para dotados y talentosos

Queridos padres y guardianes,

Consuelo Mendez STEM Academy se complace en anunciar que se aceptarán referencias para estudiantes dotados y talentosos del 13 de septiembre al 1 de octubre de 2021. Los padres y tutores interesados deben comunicarse con los defensores de Campus GT, Yolanda Rodríguez 512-414-3505 o Lydia Aruajo 512- 414-3508 para obtener información adicional sobre el proceso de nominación de GT. La evaluación y las pruebas de GT requieren el permiso de los padres / tutores antes de la fecha límite del campus. Se utilizan una variedad de medidas para la detección y las pruebas, incluidas las evaluaciones para estudiantes bilingües.

Para obtener más información sobre el programa para estudiantes dotados de Austin ISD, visite el sitio web de Austin ISD en [tinyurl.com/AISDadvanced](https://tinyurl.com/AISDadvanced) o llame a la escuela al 512-414-3284.



pdf	Carta de nominación de padres GT -21-22 (1) .pdf	Descargar 793,3 KB
pdf	Lista de verificación de observación de los padres_DT 09.08.2017 (1) .pdf	Descargar 343,6 KB
pdf	Parent_Observation_Checklist_Spanish_DT_06.27.2017 (3) .pdf	Descargar 376,9 KB

## Noche de regreso a clases 2021

Haga clic en Noche de Regreso a Clases 2021 para ver el volante con detalles. Guarde la fecha: martes, 15 de septiembre de 2021 5:00 pm-6: 00 pm Tendremos una opción en persona y virtual en el zoom. Seleccione una de las opciones que mejor se adapte a su familia.



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5106 Village Square Drive, Austin, Texas 78744 | (512) 414-3284

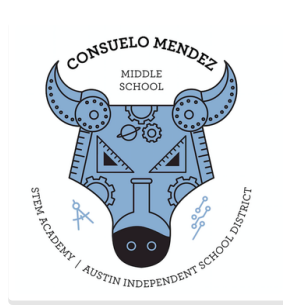
## Día festivo para estudiantes y personal: día del trabajo, lunes 6 de septiembre de 2021

Recordatorio amistoso de que tenemos un día festivo para estudiantes y personal el lunes 6 de septiembre de 2021. Los estudiantes regresan a la escuela el martes 7 de septiembre de 2021.

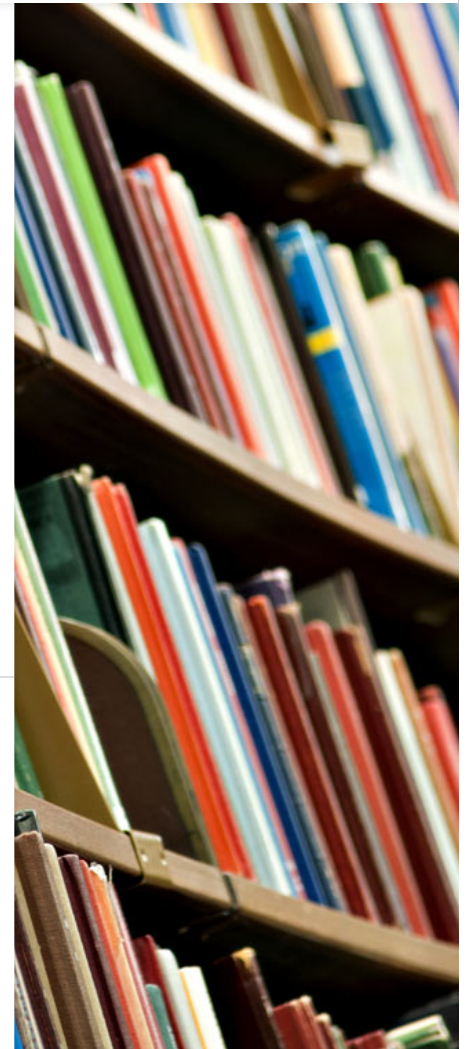
## Semestre de otoño 2021

Los estudiantes de la Academia STEM de la Escuela Intermedia Consuelo Méndez actualizaron el horario de la campana anterior es el horario para nuestro semestre de primavera. Recordatorio amigable para los estudiantes de nuestro horario de Día A y Día B a continuación. Si necesita ayuda, no dude en comunicarse con la línea de la oficina principal 512-414-3284.

Month	Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
August 2021	1st	A	B	A	B	A	B
September 2021	1st	A	B	A	B	A	B
October 2021	1st	A	B	A	B	A	B
November 2021	1st	A	B	A	B	A	B
December 2021	1st	A	B	A	B	A	B
January 2022	1st	A	B	A	B	A	B
February 2022	1st	A	B	A	B	A	B
March 2022	1st	A	B	A	B	A	B
April 2022	1st	A	B	A	B	A	B
May 2022	1st	A	B	A	B	A	B



MENDEZ STEM ACADEMY ON CAMPUS 24-32 BELL SCHEDULE 8 <sup>th</sup> GRADE		
A Day	TIMES	B Day
Breakfast	7:30 - 8:00	Breakfast
Period 1	8:00 - 8:40	Period 5
Period 2	8:40 - 9:20	Period 6
<b>FIRST LUNCH</b>	<b>9:20 - 10:10</b>	<b>FIRST LUNCH</b>
Period 3	10:10 - 10:50	Period 1
MC	11:00 - 11:20	MC
Period 4	11:20 - 12:00	Period 2
Period 5	12:00 - 12:40	Period 3
<b>2<sup>nd</sup> GRADE</b>		
A Day	TIMES	B Day
Breakfast	7:30 - 8:00	Breakfast
Period 1	8:00 - 8:40	Period 5
Period 2	8:40 - 9:20	Period 6
MC	9:30 - 10:00	MC
Period 3	10:00 - 10:40	Period 1
<b>SECOND LUNCH</b>	<b>10:40 - 11:30</b>	<b>SECOND LUNCH</b>
Period 4	11:30 - 12:10	Period 2
Period 5	12:10 - 12:50	Period 3
<b>3<sup>rd</sup> GRADE</b>		
A Day	TIMES	B Day
Breakfast	7:30 - 8:00	Breakfast
Period 1	8:00 - 8:40	Period 5
Period 2	8:40 - 9:20	Period 6
MC	9:30 - 10:00	MC
Period 3	10:00 - 10:40	Period 1
<b>THIRD LUNCH</b>	<b>10:40 - 11:30</b>	<b>THIRD LUNCH</b>
Period 4	11:30 - 12:10	Period 2
Period 5	12:10 - 12:50	Period 3



pdf

Austin ISD Calendar\_2021-2022v3.pdf

Descargar  
167,8 KB



**CONSUELO MENDEZ  
COMMUNITY CIRCLES**  
with Director Rowley



EVERY THIRD TUESDAY OF THE MONTH AT 8:30 A.M.  
FALL SEMESTER: 09/21/21, 10/19/21, 11/16/21  
SPRING SEMESTER: 01/25/22, 02/15/22, 04/19/22, 05/17/22

JOIN ZOOM MEETING  
MEETING ID: 237 209 6488  
PASSCODE: CMMSPSS

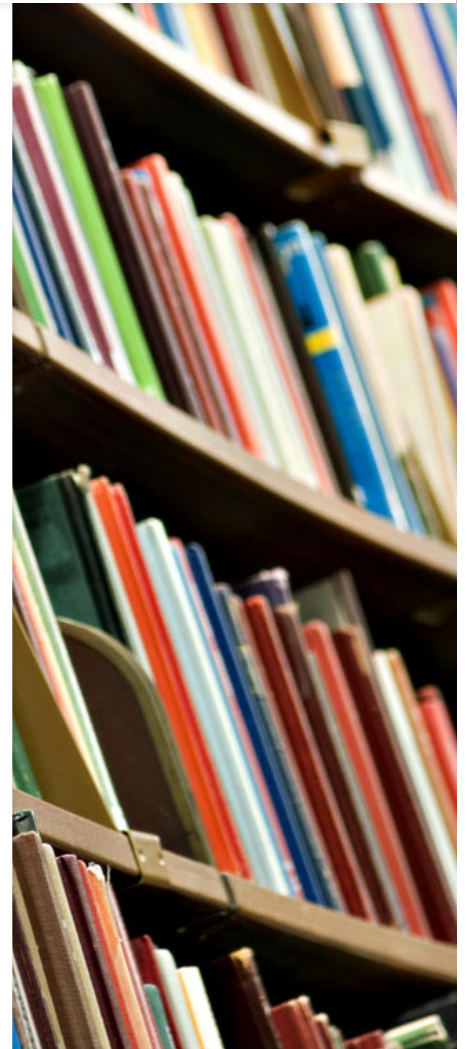
**CÍRCULOS DE LA COMUNIDAD DE  
CONSUELO MENDEZ**  
Con Directora Rowley

CADA TERCER MARTES DEL MES A LAS 8:30 A.M.  
SEMESTRE DE OTOÑO: 09/21/21, 10/19/21, 11/16/21  
SEMESTRE DE PRIMAVERA: 01/25/22, 02/15/22, 04/19/22, 05/17/22

UNIRSE A LA JUNTA DE ZOOM  
ID DE JUNTA: 237 209 6488  
CONTRASEÑA: CMMSPSS

   UTeach Institute

5106 Village Square Drive, Austin, Texas 78744 | (512) 414-3284



## Maverick Highlights Bienvenido de nuevo 2021-2022

Haga clic aquí para ver los aspectos más destacados de Maverick Bienvenido de nuevo 2021-2022

## Back to School Night Zoom Option

Back to School Night 5:00 p.m.- 6:00 p.m.

Please click on the following link to join: <https://austinisd-org.zoom.us/j/91326421155?pwd=eUZoekxRd1NaQXJCSEBvaVVPcHJ5dz09>

## Athletic events

Maverick Families,

As you know, AISD is allowing 100% capacity at all athletic events. Mendez looks forward to the upcoming season and hopes that we can continue to provide a safe environment for all students, staff, and spectators. In order for us to do this, we need your assistance and cooperation for the benefit of our student-athletes. Please look over the guidelines below and help us provide the safest setting for our indoor athletic events.

- Complete the AISD App/Green screen prior to the game for each person attending. The Green Screen will not be checked upon entry.
- Masks are required for all spectators.
- Families sit together socially distanced from others. Students may attend with a parent/guardian and sit together as a family.
- The first game spectators exit immediately at the conclusion of the game allowing space for the second game.

and positive athletic season for your students.



### 2021 Football Schedule

Date	Visitor vs. Home	Location
09/07/21 Tues	Mendez vs Martin *Cancelled*	Burger Annex
09/13/21 Mon	Mendez vs Dobie	House Park
09/20/21 Mon	Mendez vs Covington	Burger Annex
09/27/21 Mon	Mendez vs Webb	Nelson Field
10/05/21 Tue	Bedichek vs Mendez	Burger Annex

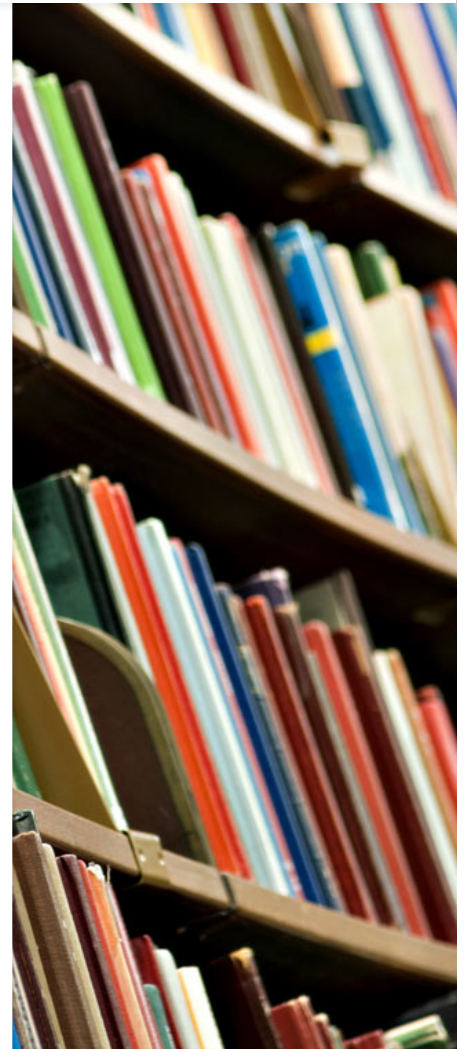
Start Times for Games: 7th Grade- 6:00pm 8th Grade- 7:30pm

Coaches: Rocky Medrano and Andres Nava

## Football Schedule, Tickets, and AISD Clear Bag Policy

As of 2018, AISD Athletic Dept. implemented its [Clear Bag Policy](#). (Please see attachment)

1. - Visitors are required to use clear bags at any Austin ISD central athletic facility. The central facilities are Burger Center, Delco Center, House Park, Nelson Field and the Noack Sports Complex.
2. - This policy does not apply at local school gyms or for Sponsor groups such as Band, Dance, or Cheer.
3. Football game tickets must be bought at <https://gofan.co/search>
  1. - In the search box enter Austin ISD and choose the game date you want to attend.
  2. - Tickets will not be sold at stadiums.





## LADY MAVS VOLLEYBALL SCHEDULE

DATE	WHERE	OPPONENT	7 <sup>th</sup> grade	8 <sup>th</sup> grade
8/26	Dobie	DOBIE	6:00	7:00
9/02	Mendez	WEBB	6:00	7:00
9/09	Mendez	BEDICHEK	6:00	7:00
9/16	OPEN	OPEN		
9/23	Covington	COVINGTON	6:00	7:00
9/30	MENDEZ	MEANS	6:00	7:00
10/7 and 10/14	END OF SEASON TOURNAMENT	TBA	TBA	TBA

7<sup>th</sup> A Coach Lomeli

8<sup>th</sup> A Coach Zeilinger

## Austin ISD COVID-19 Dashboard

The Austin ISD COVID-19 Dashboard will be updated **by noon each Tuesday**, starting the week of Sept. 21. All lab-confirmed positive cases on campuses will be communicated directly to the campus community. Individuals who may have been exposed will be contacted directly and provided information on next steps, including a quarantine timeline if needed.

<https://www.austinisd.org/openforlearning/dashboard>



## Procedure for Absences

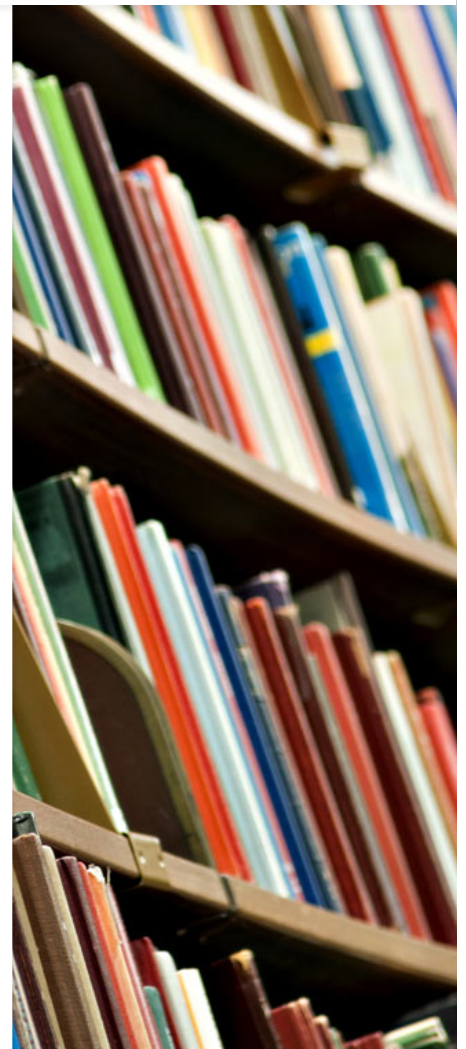
**Every Day Counts! Student success begins with attendance.**

Please remember that attendance counts each and every day. In fact, part of our state accountability rests on maintaining high levels of attendance. We ask that you make sure to document any absences via email to [erika.jaimesgonzalez@austinisd.org](mailto:erika.jaimesgonzalez@austinisd.org).

We know from research and experience that attendance boosts student achievement, educational experiences, and prepares students for college, careers and beyond. Please visit the link below for details to empower families with resources to keep your student in school and engaged.

<https://www.austinisd.org/openforlearning/attendance>

The Texas Compulsory School Attendance Law, Chapter 25 of the Texas Education Code, mandates your child's attendance. Austin ISD is required to initiate truancy prevention measures for students who fail to attend school without an excuse on three (3) or more days or parts of days within a four-





for a student to a truancy court after 10 unexcused absences.

pdf When to Keep Your Child Home from School10\_14\_2020.pdf [Download](#)  
99.4 KB

pdf When to Keep Your Child Home from School10\_14\_2020\_Span.pdf [Download](#)  
408.5 KB

## Austin ISD online Registration 2021-2022

Consuelo Mendez Families Austin ISD online registration is open for next school year 2021-2022. Log into your parent portal by visiting the following link: <https://my.austinisd.org/LoginPolicy.jsp>

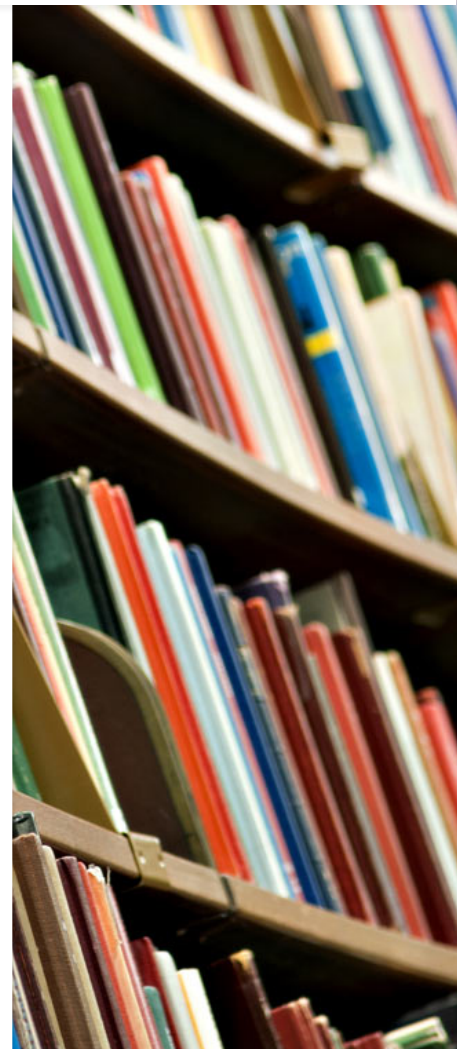
You may also visit the Austin ISD website for further details: <https://www.austinisd.org/enroll#top-reasons>

## Join our Consuelo Mendez PTA today!

Thank you to all who renewed their CMMS PTA Membership. I would to ask Consuelo Mendez Families, Teacher & staff to join our CMMS PTA it will take less than 5 minutes and anyone can join our PTA CMMS Families, Dove Springs Community Members, Teachers, Principals, Staff & Anyone who like to support our CMMS PTA.

2021-2022 CMMS PTSA Membership is now open we are asking all that in the group to please join today [www.joinpta.org](http://www.joinpta.org) Thank you for your support.

-In order for our PTA to remain an active PTA we need at 20 members to join our PTA membership. Please consider joining/renewing your membership online.  
When you join you are not obligated to volunteer! You membership is vital to keeping our CMMS PTA active.





## Consuelo Mendez MS STEM Academy PTA

MISSION: THE OVERALL PURPOSE OF PTA IS MAKE EVERY CHILD'S POTENTIAL A REALITY BY ENGAGING AND EMPOWERING FAMILIES AND COMMUNITIES TO ADVOCATE FOR ALL CHILDREN.

### General meetings for the Fall 2021 & Spring 2022

Parent Support Specialist Office

October 19th 10:00a-11:00a

November 16th 10:00a-11:00a

January 25th 10:00a-11:00a

February 15th 10:00a-11:00a

March 29th 10:00a-11:00a

May 19th 10:00a-11:00a

We are looking to have a successful year of fun events and activities but.....the Consuelo Mendez MS STEM Academy PTA needs your help! We meet once a month to talk about projects, ideas, and programming for students, and discuss any questions or concerns from Families and Teachers alike.

Our meetings are listed above we look forward to meeting you,



Like us on

**Facebook**

Join our Membership 2021-2022  
[jointpta.org](http://jointpta.org)



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## Consuelo Mendez MS Academia STEM PTA

MISIÓN: EL PROPÓSITO GENERAL DE LA PTA ES HACER REALIDAD EL POTENCIAL DE CADA NIÑO MEDIANTE LA PARTICIPACIÓN Y EL EMPODERAMIENTO DE LAS FAMILIAS Y LAS COMUNIDADES PARA ABOGAR POR TODOS LOS NIÑOS.

### Juntas generales para el otoño de 2021 y la primavera de 2022

Oficina de Especialista en Apoyo para Padres

19 de octubre 10:00a-11:00a

16 de noviembre 10:00a-11:00a

25 de enero 10:00a-11:00a

15 de febrero 10:00a-11:00a

29 de marzo 10:00a-11:00a

19 de mayo 10:00a-11:00a

Estamos buscando tener un año exitoso de eventos y actividades divertidas, pero ..... ¡la PTA de la Academia MS STEM de Consuelo Mendez necesita su ayuda! Nos reunimos una vez al mes para hablar sobre proyectos, ideas y programación para estudiantes, y discutir cualquier pregunta o inquietud de familias y maestros por igual. Nuestras reuniones están en la lista anterior, esperamos conocerte.



Like us on

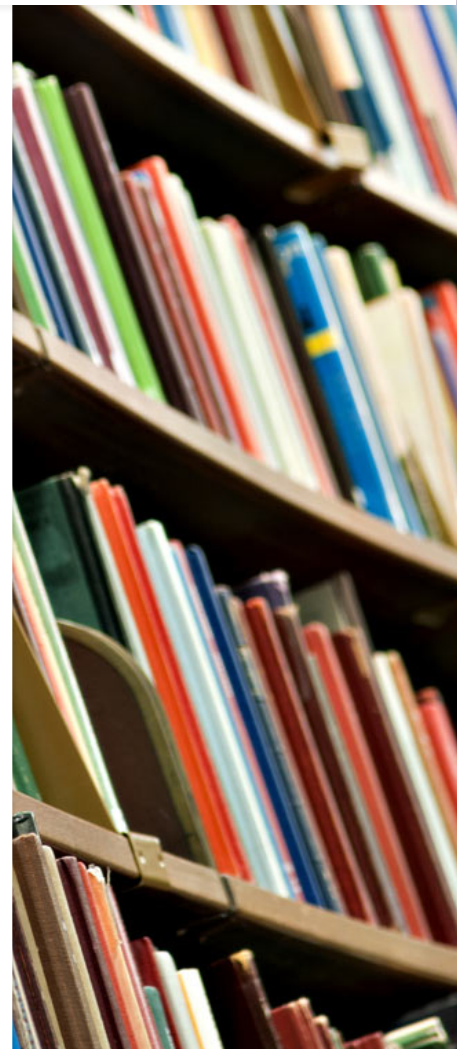
**Facebook**

Únase a nuestra membresía 2021-2022  
[jointpta.org](http://jointpta.org)



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## Parent Self Serve: Schedules, Grades, Attendance

Austin ISD Parent Portal: <https://my.austinisd.org/LoginPolicy.jsp>

As the school year progresses, it is important for families to know how to access student grades and



they want to receive emails when their child has been marked absent or has a missing assignment. To get started, visit [my.austinisd.org](http://my.austinisd.org). For more information, see our information sheets below in a variety of languages.

- [TEAMS Parent Self-Serve \(English\)](#)
- [TEAMS Parent Self-Serve \(Spanish\)](#)
- [TEAMS Parent Self-Serve \(Arabic\)](#)
- [TEAMS Parent Self-Serve \(Burmese\)](#)

## Rapid testing for all on-campus students and staff

Austin ISD information regarding Rapid testing:

<https://www.austinisd.org/openforlearning/healthsafety/rapid-test>

For virtual learners/workers and those that are getting tested at other locations that also want family members to get tested as well, you can schedule testing on the same days with Austin Public Health by visiting [COVID19.AustinTexas.gov](https://COVID19.AustinTexas.gov) or by calling 512-972-5560.

If you have any questions, please contact the Department of Health Services at [health@austinisd.org](mailto:health@austinisd.org).

## Community Resource Assistance

### Thank You RBFCU

Our Sponsor RBFCU donated fillable and environmental friendly water bottle for our Mendez Maverick! Thank you RBFCU Rep. Robert Rodriguez (Mendez Alumni).



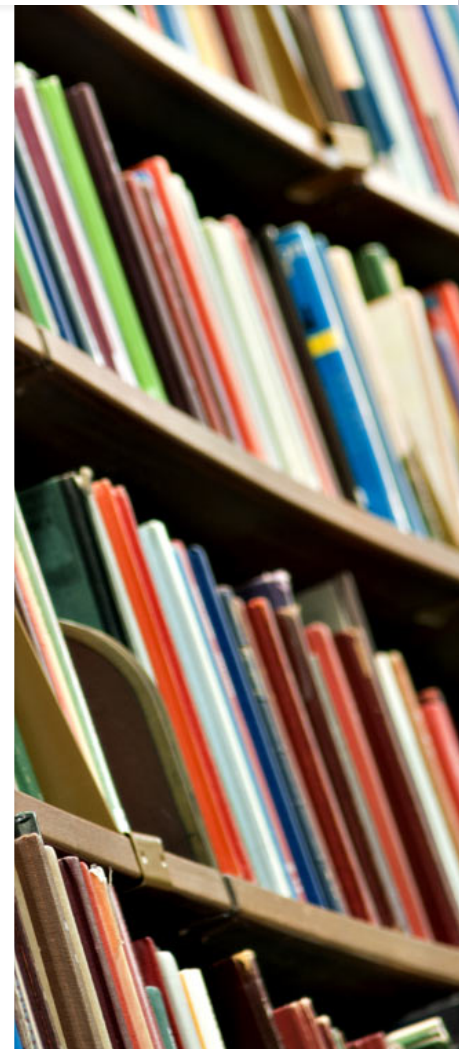
### Immunization Clinic

Families with updated immunization records or a copy of a confirmed appointment are received, please fax them to 512-414-3522, bring a record to the school, or email them to [krista.reyna@austinisd.org](mailto:krista.reyna@austinisd.org)

List of immunization clinics:

[https://www.austintexas.gov/sites/default/files/files/Health/Immunizations/2018\\_S4T\\_BS\\_Flyer-English.pdf](https://www.austintexas.gov/sites/default/files/files/Health/Immunizations/2018_S4T_BS_Flyer-English.pdf)

Did you know? The law requires that all students be up to date with their immunizations, applicable to both remote and in-person learners.



pdf	2018_S4T_BS_Flyer-English.pdf	Download 71.2 KB
pdf	2018_S4T_BS_Flyer__Spanish.pdf	Download 95.5 KB
pdf	Vaccine Providers 21-22.pdf	Download 33.0 KB

pdf

Vaccine Providers 21-22 Spanish.pdf

Download

33.3 KB



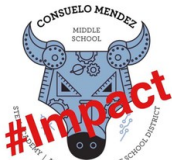
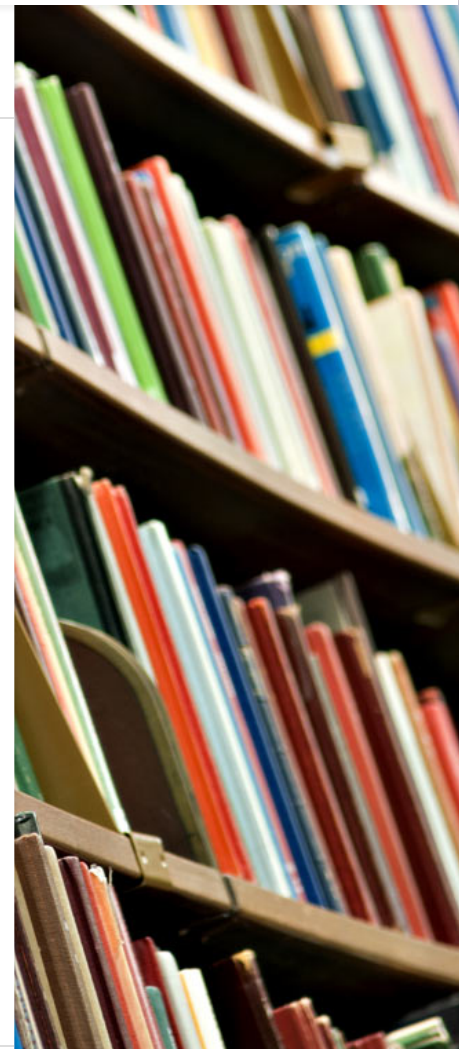
## ATX Walk Bike Roll Survey

The City of Austin is asking for public input on a project that will update Austin's Sidewalks, Urban Trails, and Bikeway plans. Your input will help shape these plans, which guide where pedestrian and bicycle routes are built over the next 5+ years. Take the survey at: <https://atxwbr.link/survey>.



## ATX Walk Bike Roll Encuesta

La Ciudad de Austin está pidiendo la opinión del público en un proyecto que va a actualizar aceras de Austin, Senderos Urbanos, y planes Bikeway. Su opinión ayudará a dar forma a estos planes, que guían dónde se construirán las rutas para peatones y bicicletas durante los próximos 5 años o más. Realice la encuesta en: <https://atxwbr.link/encuesta>



## Consuelo Mendez MS STEM Academy

Facebook

@MendezMS\_STEM

Visit the Let's Talk website for answers to common questions. You can also send a text to Let's Talk at 512-856-1535 or call the Family Support Line at 512-414-9187.

5106 Village Square Drive, Austi...

512-414-3284

jesica.victoria@austinsisd.org

mendez.austinschools.org/

pdf

Clear Bag Policy.pdf

Descargar

205,0 KB



Conéctate con Jessica Victoria

Especialista en apoyo para padres en la Academia STEM de la escuela secundaria Consuelo Méndez

Sigue a Jessica Victoria

Póngase en contacto con Jessica Victoria

Follow @AISDMendezPSS

273 fo



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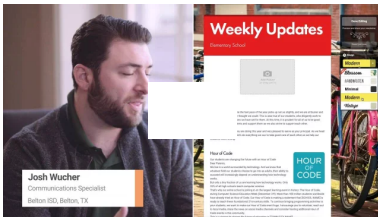
Creado con  **smore**

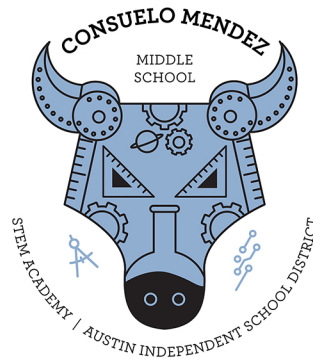
Comuníquese de forma rápida y eficaz con boletines informativos interactivos.

Smore permite a los educadores conectarse con su comunidad, agilizar las comunicaciones escolares y aumentar la participación.

[Crea un boletín](#)

← *It's awesome and free!*





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## Parent Notification Compliance with P.L. 107-110, Section 1111(h)(6)(A)

To: All Parents  
From: Mendez Middle School  
Date: September 27, 2021  
Subject: Notification to Parents of Teacher Qualifications

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

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

This notice is to inform you that your child has been assigned to or taught by a substitute in the Dyslexia Program class who does not currently meet these requirements.

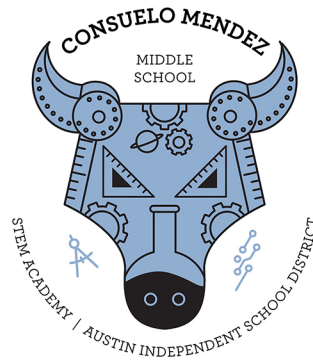
If you have any questions regarding this notice, please contact *Joanna Rowley* at 512-414-3284.

*Sincerely,*

*Joanna Carrillo Rowley*  
*Mendez MS, Director*



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## **Notificación a los Padres Cumplimiento de la Ley Pública 107-110, Sección 1111(h)(6)(A)**

A: Todos los padres de familia  
De: Mendez MS  
Fecha: 27 de septiembre, 2021  
Materia: Notificación a los padres de familia sobre calificaciones de maestros

Como padre de un alumno en Mendez MS, Vd. tiene el derecho de conocer las calificaciones profesionales de los maestros que enseñan a su hijo, y la ley federal requiere que el distrito escolar le facilite esta información oportunamente si Vd. la pide. Específicamente, Vd. tiene el derecho de pedir la siguiente información acerca de cada uno de los maestros de su hijo:

- Si el maestro satisface las calificaciones y criterios de certificación estatales para los grados y materias que enseña.
- Si el maestro está enseñando bajo condiciones provisionales o de emergencia debido a circunstancias especiales.
- El campo de especialidad del bachillerato del maestro, si el maestro tiene algún título de posgrado, y en tal caso, el campo de materia de dicho título o certificación.
- Si paraprofesionales ofrecen servicios a su hijo, y en tal caso, cuáles son sus calificaciones.

Esta noticia es para informarle a Vd. que a su hijo le han designado, o ha recibido enseñanza por, un sustituto en la clase del programa de dyslexia que en la actualidad no satisface(n) estos requisitos.

Si Vd. tiene alguna pregunta sobre esta noticia, sírvase comunicar con Joanna Carrillo Rowley al 512-414-3284.

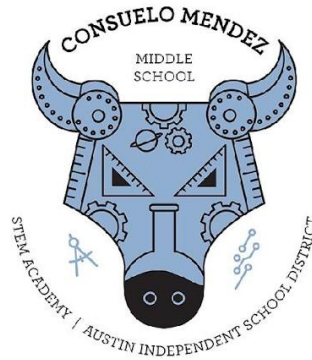
Atentamente,

Joanna Carrillo Rowley  
Mendez MS, Directora

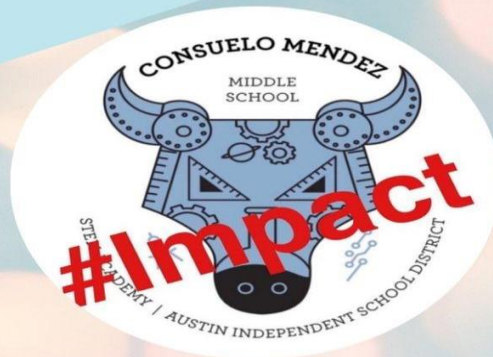


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Feedback will be collected throughout the school year, UTEACH Survey ESF Survey Austin ISD TELL Survey PSS Campus Feedback form: <http://bit.ly/CMMSParentInputForm>



CONSUELO MENDEZ MIDDLE SCHOOL STEM ACADEMY

## Parent Input Needed

HOW CAN WE MAKE SURE PARENTS/FAMILIES FEEL VALUED AND KNOW THAT THEIR VOICE MATTERS?

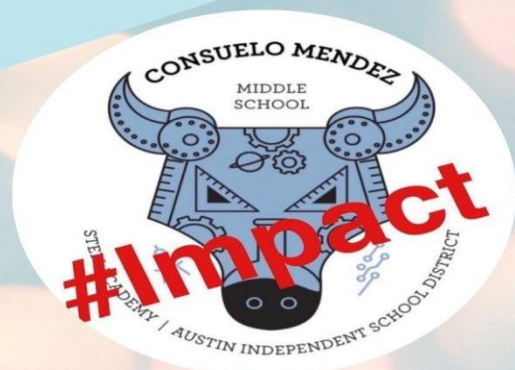
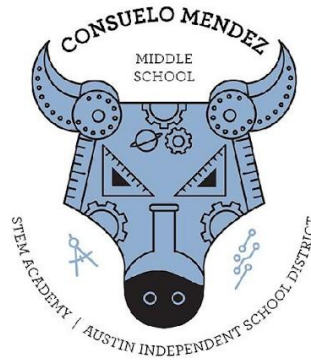
**Your feedback is an important part of  
our Staff Development and Teacher  
Training.**

**CLICK HERE TO PROVIDE FEEDBACK**  
**OR SCAN THE QR CODE**



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ESCUELA SECUNDARIA CONSUELO MENDEZ ACADEMIA STEM

## Se Necesita la opinión de los Padres

¿CÓMO PODEMOS HACERLES SENTIR QUE SON VALORADOS Y QUE SU VOZ ES IMPORTANTE?

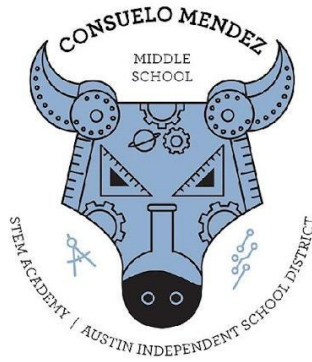
**Su opinión es importante para el desarrollo profesional de nuestros progresos y personal.**

**HAGA CLIC AQUÍ PARA SU RESPUESTA**  
**O ESCANEA EL CÓDIGO QR**



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## Mendez Middle School Time & Effort

Juan Haney, Assistant Director .5

Roxanne Walker, Assistant Director .5

Jessica Victoria, Parent Support Specialist .5

Jennifer Rodriguez, Clerk IV .5

Kaeli Helmink, Social Work Services 1.0



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## Attachment 9

[illegible]

Department of State, Federal, &amp; Private Accountability 2018-2019

[illegible]

# Austin ISD Data Tracker - SY 21-22

## INSTRUCTIONS: (Hide when downloading PDF)

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns I, L, and O.

2019 or 2021 Results (column F):

Use 2019 results if participation rate in 2021 was lower than 80%.

## 2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

## Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

## Downloading PDF of AISD Data Tracker:

Hide instructions row #1

Click File from tool bar above and select download: PDF document

## Mendez MS

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.		SCA 1	70%	50%	SCA 2	70%	60%	SCA 3	70%	-	STAAR	
	All	All	Reading	Meets		SCA 1	35%	25%	SCA 2	35%	30%	SCA 3	35%	-	STAAR	
	All	All	Reading	Masters		SCA 1	17%	10%	SCA 2	17%	10%	SCA 3	17%	-	STAAR	
	All	All	Math	App.		SCA 1	65%	45%	SCA 2	65%	55%	SCA 3	65%	-	STAAR	
	All	All	Math	Meets		SCA 1	33%	20%	SCA 2	33%	29%	SCA 3	33%	-	STAAR	
	All	All	Math	Masters		SCA 1	17%	9%	SCA 2	17%	14%	SCA 3	17%	-	STAAR	
	All	All	Science	App.		SCA 1	72%	63%	SCA 2	72%	68%	SCA 3	72%	-	STAAR	
	All	All	Science	Meets		SCA 1	36%	31%	SCA 2	36%	34%	SCA 3	36%	-	STAAR	
	All	All	Science	Masters		SCA 1	18%	14%	SCA 2	18%	16%	SCA 3	18%	-	STAAR	
	All	All	SocStu	App.		SCA 1	60%	40%	SCA 2	60%	50%	SCA 3	60%	-	STAAR	
	All	All	SocStu	Meets		SCA 1	25%	15%	SCA 2	25%	20%	SCA 3	25%	-	STAAR	
	All	All	SocStu	Masters		SCA 1	10%	5%	SCA 2	10%	8%	SCA 3	10%	-	STAAR	
	All	Emer. Bilingual	Reading	Meets		SCA 1		13%	SCA 2		-	SCA 3		-	TELPAS	
Strategic Plan Scorecard Elements	All	African American	All	Meets		SCA 1		-	SCA 2		-	SCA 3		-	STAAR	
	All	Hispanic	All	Meets		SCA 1		-	SCA 2		-	SCA 3		-	STAAR	
	All	Emer. Bilingual	All	Meets		SCA 1		-	SCA 2		-	SCA 3		-	STAAR	
	All	Special Education	All	Meets		SCA 1		-	SCA 2		-	SCA 3		-	STAAR	

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).	
Raw	Scaled	Grade		
#DIV/0!	#DIV/0!			