

MENCHACA EL

Menchaca Elementary Campus Improvement Plan 2021/2022

Believe, Achieve, Succeed

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Date Reviewed:

DMAC Solutions ®

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12/8/2021

Campus Mission

We work to provide a safe and inclusive learning environment for all students so they are safe to take academic risks. We create learning opportunities that are collaborative, creative, and meaningful that have real life application.

We do this so that students and staff can grow together as a community of learners and problem solve through real life challenges.

Campus Vision

Through a strong academic foundation and experiences in the arts and humanities, our students will become strong advocates of their community. They will use their voices to build, develop, and grow communities of change around them.

Campus Values

The Menchaca Faculty and Staff value collaboration, inclusivity, hard work, and community. These core values guide our decision making at Menchaca as we work to provide meaningful learning experiences for all our student

We believe that through a strong foundation in the humanities and arts students will grow to become engaged global citizens.

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.

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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. Students will be provided opportunities in the morning to run and play outside prior to 7:30. Student will be on a rotating schedule to have access once a week. Morning supervision outside instead of inside until 7:30. Lights provided by Menchaca PTA. (5) (Target Group: K,1st,2nd,3rd,4th,5th) | Academic Leadership Team | Weekly | | 10/28/21 - Some Progress |
| 2. Wellness and mindfulness activities will be incorporated into Morning Assembly via Zoom twice a week. (4,5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) | Administrators | Weekly | | 10/28/21 - On Track |
| 3. Family Fitness Night will be offered twice this year. If we are unable to host it in person then a virtual option will be provided for families providing a range of activities for different levels. (2,4,5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) | Academic Leadership Team | Fall/Spring | | Criteria: Completion of family Fitness 10/28/21 - Some Progress |

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Social and Emotional School Climate) Menchaca Equity Team will meet twice a month to plan and facilitate ongoing professional development for staff and incorporate work with students and families to increase understanding of racial identity, equity mindset, and anti-racist work as measured through classroom observations and parent surveys.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--------------------------|-------------------|-----------|--|
| 1. Equity team will work with SEL/CPI facilitator to establish strong SEL practices based with an equity lens. Morning Meeting Activities will focus on understanding ones own perspective and connecting with others' experiences. (2,4,5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) | Academic Leadership Team | weekly | | 10/28/21 - Some Progress |
| 2. Classroom in grades 3-5 will utilize "This Book is Anti-Racist" with their students once a week. Classroom teachers who need additional support can have a co-teacher or the counselor lead the lesson. (5,6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) | Academic Leadership Team | weekly | | Criteria: Completion of the book with students. 10/28/21 - On Track |
| 3. Menchaca Equity Team will conduct a parent and student to assess student and family experiences with race, racism, and comfort in talking about equity and race. These surveys will inform next steps with students and parents as we further engage in anti-racist equity work. (1,2,5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 4) | Academic Leadership Team | October, December | | Criteria: Survey completed by students and parents and an action plan created by equity team. 10/28/21 - On Track |

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Family Engagement) Menchaca and Menchaca PTA will collaboratively establish a Diversity and Inclusion subcommittee of PTA in the Fall. The focus of the group will be to help amplify the voices of our families of color and increase racial and equity awareness. The group will meet monthly and utilize the AISD equity resources in their planning.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--------------------------|-----------|-----------|---|
| 1. Menchaca staff and SEL/CPI will facilitate Speak Up training for parents in September. Training focuses on addressing racism and racist comments in real time. (1,5) (Target Group: H,W,AA,ESL,LEP) | Academic Leadership Team | Fall | | Criteria: Completed by November 2021. 10/28/21 - Completed |
| 2. Parent support groups will be established by the counselors to discuss and share resources and strategies for students with special needs, trauma, or family transition. (2,5) (Target Group: ECD,Migrant,GT,AtRisk,Dys) | Counselor | Quarterly | | Criteria: Parent participation in support groups and/or information sessions established. 10/28/21 - Some Progress |
| 3. Principal will conduct monthly lunch sessions via Zoom. This will be in addition to Principal Coffee's in the morning to share updates, information, and address any parent concerns. (3,5) (Target Group: All) (Strategic Priorities: 4) | Principal | Monthly | | Criteria: Monthly "Lunch with Ms. Loyola" 10/28/21 - On Track |

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Goal 2. (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) Ensuring that classroom formative assessments are routinely administered, not graded, accessible, culturally relevant, rigorous and aligned both vertically and horizontally to facilitate student improvement achievement and help students achieve their academic growth goals.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--------------------------|----------|-----------|---|
| 1. Grade level teams will choose weekly assessments during their weekly PLC, facilitated by admin, and agree on how they will be administered and retaught for students. (Target Group: All) (Strategic Priorities: 4) | Administrators, Teachers | Weekly | | Criteria: weekly assessments from grade levels that are formative and inform instruction the following week. 10/19/21 - Significant Progress |
| 2. Assessments will reflect the depth and complexity of the standard for the grade level. (Target Group: H,AA,ECD,LEP,SPED) (Strategic Priorities: 2,4) | Administrators, Teachers | Weekly | | 10/19/21 - Some Progress |
| 3. Students with special education and 504 accommodations will be provided assessment accommodations at the beginning of the year to utilize during all assessments. (Target Group: SPED) (Strategic Priorities: 2,4) | Special Education Staff | weekly | | Criteria: Consistent use of accommodation by students in special education and 504. 10/19/21 - On Track |

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

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Through the implementation of weekly data meetings, 100% of teachers teams (PLCs) and instructional leaders will analyze disaggregated student data to identify trends and noticings with regard to our historically underserved student groups.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--------------------------|----------|-----------|---|
| 1. Both assistant principals will attend training on tracking student groups and setting performance growth goals for them. (3,6) (Target Group: H,AA,ECD,ESL,LEP,SPED,AtRisk) (Strategic Priorities: 2,4) | Administrators | Fall | | Criteria: Implementation of strategies from learning sessions. 10/19/21 - On Track |
| 2. Weekly team meetings will focus on analyzing the TEKS and aligning instruction and assessment to the depth of the standard. Extra attention will focus on math and place value knowledge at the grade level. (3,6) (Target Group: All) (Strategic Priorities: 2) | Administrators, Teachers | weekly | | 10/19/21 - On Track |
| 3. Students in grades 3-5 will set growth goals on assessments and track their progress in reading and math through data journals. (2,3,6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) | Teachers | Monthly | | 10/19/21 - Pending |

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

Objective 2. (Support for Students with Special Needs) Special education and general education teachers will work collaboratively during their weekly PLC with admin lead to develop plans to increase student agency and responsibility around academic performance, growth goal setting, and behavior.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--------------------------|----------|-----------|---|
| 1. All special education teachers will plan and analyze data for a designated grade level weekly in order to understand the exemplar lessons and areas of need. (1,3,6) (Target Group: SPED) (Strategic Priorities: 2,4) | Academic Leadership Team | weekly | | 10/28/21 - On Track |
| 2. All special education students in 3rd-5th grade will know their performance levels on MAP and setting MOY goals. Teachers and students will utilize feedback protocols as they set goals based in their data. (2,3,4) (Target Group: SPED) (Strategic Priorities: 2,4) | Special Education Staff | December | | 10/28/21 - Some Progress |
| 3. A review of all 5th grade support time will be occur in December to ensure that students are scaffolded in the Spring to transition to middle school with inclusion support. Extra attention will focus on SBS inclusion during transitions to support success. (2,3,5) (Target Group: SPED) | Special Education Staff | January | | Criteria: Review of all 5th grade IEP's in December. 10/28/21 - On Track |

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 670 to 715 by December 15, 2021 (refer to 21-22 projection). 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. As evidenced by environmental walks we will work on maintaining a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school as evidenced. (2,5,7) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) | Administrators | Monthly | | Criteria: Increased enrollment in December. 10/28/21 - Significant Progress |
| 2. Provide monthly school tours to bring in community and highlight successes and strengths. Connect with local apartment complexes and housing developments. (5,7) (Target Group: All) (Strategic Priorities: 4) | Administrators | Monthly | | 10/28/21 - On Track |
| 3. Utilize \$1500 marketing budget to provide stipend to a staff member to update website monthly and maintain social media daily. (5,7) (Target Group: All) | Librarian | Monthly | | Criteria: Updated website twice a month. 10/28/21 - No Progress |

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Goal 5. (Exemplary Customer Service) Customer Service SMART GOAL: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the _____ section of the Campus Assessment Rubric.

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 _____ section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|---|
| 1. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (5,7) (Target Group: All) | Office Staff | weekly | | Criteria: Increase CARES score 10/28/21 - Some Progress |
| 2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (5,7) (Target Group: All) | Administrators | weekly | | Criteria: Updated website with links 10/28/21 - Some Progress |
| 3. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff.(1,4,5) (Target Group: All) | Administrators | weekly | | Criteria: Parent feedback and Family Survey. 10/28/21 - Significant Progress |

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.

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.

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.

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.

MENCHACA EL Site Base

| Name | Position |
|------------------|---------------------|
| Loyola, Eliza | principal |
| Amador, Samantha | assistant principal |
| Cavazos, Jessica | assistant principal |
| Schmitz, Lisa | counselor |
| Georg, Bryce | PTA president |
| Logsdon, Hannah | teacher |
| Lopez, Jessica | teacher |
| Gladish, Helen | teacher |
| Cadena, Hana | teacher |
| Dalzin, Lauren | counselor |

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

| <i>Effective Schools Framework</i> | <i>Lever 1: Strong School Leadership and Planning</i> | <i>Lever 2: Strategic Staffing</i> | <i>Lever 3: Positive School Culture</i> | <i>Lever 4: High-Quality Instructional Materials and Assessments</i> | <i>Lever 5 (5.1): Effective Instruction</i> | <i>Lever 5 (5.3): Data-Driven Instruction</i> |
|------------------------------------|--|---|--|--|---|---|
| Essential Action | Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. | Recruit, select, assign, induct, and retain a full staff of highly qualified educators. | Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. | Effective classroom routines and instructional strategies | Data-driven instruction |
| Essential Action Reflection Rating | 4 | 4 | 3 | 3 | 2 | 2 |

3. Read the following guiding questions for each essential action:

| | | |
|--|--|--|
| 1. Are the necessary underlying systems and structures in place to support the development of an essential action? | 2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action? | 3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement? |
|--|--|--|

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

| Focus Area for Improvement | Rationale |
|------------------------------------|---|
| EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3 | 4.1 - Formative Assessments need to be aligned to the depth and rigor of the TEKS, administered in a similar manner across the grade level, and used to inform instruction and intervention. |
| EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3 | 5.1. and 5.2 - Weekly PLC meetings facilitated by administrative staff are required to plan, analyze, and reflect on student performance. Additionally, special attention must be given to our students in special education since this is a critical area of need on our performance data. |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

Instructions for the Comprehensive Needs Assessment (CNA):

- 1.
2. Locate the data source for each section and fill in the data. All CNA sections are required.
3. Answer reflection questions associated with each section.
4. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

| | Overall Average | *CSH Implementation | *Health Education | *Physical Education/Physical Activity | *Food Services | Employee Wellness | SEL | Physical Environment | *Family Engagement | Community Engagement | Counseling/Mental Health/Social Services | Health Services |
|---------------|-----------------|---------------------|-------------------|---------------------------------------|----------------|-------------------|------|----------------------|--------------------|----------------------|--|-----------------|
| SY 20-21 | 64% | 38% | 20% | 93% | 100% | 46% | 100% | 62% | 44% | 13% | 92% | 100% |
| SY 21-22 Goal | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% |

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

We are extremely concerned with our employee wellness score. We spent a great deal of time focusing on this and yet the current situation we are all in makes it very difficult for staff to feel well, and caught up. We are very excited about reengaging our community and families.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

Longitudinal Discipline Data Report

| Number of Disciplinary Actions by Student Group | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|------------------|-----------|-----------------|----------------------|-----------------|----------------------------|-----------|-----------------|----------------------|-----------------|-------------------|------------|-----------------|----------------------|-----------------|----------------|-----------|-----------------|----------------------|-----------------|
| | | African American | | | | | Hispanic | | | | | White | | | | | Female | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP |
| 2017-2018 | | 27 | 0 | 0 | 0 | 0 | 475 | 0 | 4 | 0 | 0 | 219 | 0 | 1 | 0 | 1 | 350 | 0 | 0 | 0 | 0 |
| 2018-2019 | | 33 | 0 | 0 | 0 | 0 | 478 | 0 | 0 | 0 | 0 | 207 | 0 | 0 | 0 | 0 | 364 | 0 | 0 | 0 | 0 |
| **2019-2020 | | 28 | 0 | 0 | 0 | 0 | 474 | 0 | 2 | 0 | 0 | 213 | 0 | 0 | 0 | 0 | 365 | 0 | 1 | 0 | 0 |
| | | Male | | | | | Economically Disadvantaged | | | | | Special Education | | | | | | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsions | Home Suspension | In-School Suspension | Removal to DAEP | | | | | |
| 2017-2018 | | 425 | 0 | 5 | 0 | 1 | 346 | 0 | 3 | 0 | 0 | 118 | 0 | 2 | 0 | 0 | | | | | |
| 2018-2019 | | 412 | 0 | 0 | 0 | 0 | 386 | 0 | 0 | 0 | 0 | 125 | 0 | 0 | 0 | 0 | | | | | |
| **2019-2020 | | 405 | 0 | 1 | 0 | 0 | 354 | 0 | 0 | 0 | 0 | 125 | 0 | 2 | 0 | 0 | | | | | |

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

What are the top 3 reasons students get referrals?
 Referrals occur for physical aggression, fighting, or to document behaviors for students for sbs.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

SY 20-21 MAP Growth BOY to EOY

| | | English | | | | | | | | | Spanish | | | | | | | | |
|-----|--------|-----------|---------|-----------|--------|-----------|---------|-----------|-----------------------|--------|-----------|---------|-----------|--------|-----------|---------|-----------|-----------------------|--|
| | | BOY | | | EOY | | | Change | | | BOY | | | EOY | | | Change | | |
| Grd | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | Above Avg | Above Average BOY-EOY | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | Above Avg | Above Average BOY-EOY | |
| 1 | 86 | 21% | 13% | 66% | 86 | 34% | 27% | 40% | -26 | 10 | 20% | 10% | 70% | 9 | 22% | 11% | 67% | -3 | |
| 2 | 94 | 19% | 24% | 56% | 94 | 51% | 20% | 29% | -27 | 23 | 52% | 17% | 30% | 21 | 71% | 14% | 14% | -16 | |
| 3 | 100 | 35% | 16% | 49% | 98 | 55% | 15% | 30% | -19 | 12 | 50% | 25% | 25% | 1 | * | * | * | | |
| 4 | 99 | 33% | 25% | 41% | 90 | 48% | 22% | 30% | -11 | 2 | * | * | * | 1 | * | * | * | | |
| 5 | 114 | 39% | 18% | 43% | 90 | 42% | 26% | 32% | -11 | 0 | -- | -- | -- | 0 | -- | -- | -- | | |
| All | 493 | 30% | 19% | 51% | 458 | 46% | 22% | 32% | -19 | 47 | 43% | 17% | 40% | 32 | 53% | 16% | 31% | -9 | |

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

Mastery performance is low across grade levels. Differentiated learning for our high performing students must be explicitly planned for. We had drops at all grade levels in both languages from BOY to EOY.

SY 20-21 TELPAS Progress

| Grade | Composite Progress for 2020 Cohort | | | | | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
|-------|------------------------------------|--------------------------|-----------------|--------------------------|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 2020 | | 2021 | | 2020 to 2021 Change | 2021 | | | |
| | # Matched Stdts | % Progressed 1+ Prof Lvl | # Matched Stdts | % Progressed 1+ Prof Lvl | | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl |
| K | | | | | | -- | -- | -- | -- |
| 1 | | | | | | 67% | 61% | 72% | 72% |
| 2 | | | | | | 38% | 8% | 31% | 38% |
| 3 | | | | | | 64% | 21% | 17% | 68% |
| 4 | | | | | | 29% | 43% | 64% | 56% |
| 5 | | | | | | 50% | 50% | 75% | 70% |
| All | | | | | | 51% | 39% | 55% | 62% |

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

Writing has the highest % progressed for all grade levels combined. The only two grade levels that have higher % progressed in other domains are 4th and 5th. Overall, 1st grade has the highest % progressed in listening/speaking, whereas 5th has the highest for reading and 1st has the highest for writing. 2nd grade shows relatively low percentages across all domains, which may be due to this being the first year that students are not rated holistically for listening/speaking/reading.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

| | Test Grade | All Students | | | | | African American | | | | | Hispanic | | | | | White | | | | | |
|--|------------|--------------------|-----------------|--------------|---------|-----------|--------------------|-----------------|--------------|---------|-----------|---------------------|-----------------|--------------|---------|-----------|-------------------|-----------------|--------------|---------|-----------|--|
| | | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | |
| 2021 STAAR | | | | | | | | | | | | | | | | | | | | | | |
| Math | 03 | 58 | 56 | 45 | 7 | 5 | 3 | 75 | | | | 31 | 51 | 35 | 6 | 6 | 18 | 58 | 50 | 6 | 6 | |
| Math | 04 | 54 | 50 | 31 | 7 | 6 | 2 | 50 | | | | 34 | 56 | 29 | 9 | 9 | 12 | 36 | 33 | 8 | 0 | |
| Math | 05 | 52 | 43 | 42 | 15 | 6 | 3 | 43 | | | | 35 | 44 | 40 | 6 | 0 | 11 | 39 | 45 | 27 | 9 | |
| Math | All | 161 | 49 | 40 | 10 | 5 | 8 | 53 | 38 | 13 | 0 | 100 | 50 | 35 | 7 | 5 | 41 | 45 | 44 | 12 | 5 | |
| Reading | 03 | 56 | 54 | 61 | 21 | 13 | 3 | 75 | | | | 30 | 49 | 57 | 17 | 13 | 17 | 57 | 65 | 24 | 12 | |
| Reading | 04 | 55 | 50 | 42 | 27 | 9 | 2 | 50 | | | | 34 | 56 | 38 | 21 | 9 | 13 | 39 | 62 | 46 | 8 | |
| Reading | 05 | 51 | 42 | 71 | 39 | 18 | 3 | 43 | | | | 34 | 43 | 74 | 32 | 12 | 11 | 39 | 64 | 45 | 27 | |
| Reading | All | 162 | 49 | 57 | 29 | 13 | 8 | 53 | 38 | 25 | 0 | 98 | 49 | 56 | 23 | 11 | 41 | 45 | 63 | 37 | 15 | |
| Writing | 04 | 50 | 46 | 32 | 16 | 4 | 2 | 50 | | | | 29 | 48 | 28 | 14 | 3 | 13 | 41 | 46 | 23 | 8 | |
| Science | 05 | 56 | 46 | 48 | 20 | 9 | 3 | 43 | | | | 34 | 43 | 41 | 12 | 6 | 16 | 55 | 56 | 31 | 6 | |
| | | Econ Disadvantaged | | | | | Emergent Bilingual | | | | | Special Ed Services | | | | | Dyslexia Services | | | | | |
| | Test Grade | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | |
| 2021 STAAR | | | | | | | | | | | | | | | | | | | | | | |
| Math | 03 | 26 | 57 | 31 | 4 | 4 | 12 | 52 | 33 | 8 | 8 | 11 | 61 | 9 | 9 | 9 | 4 | 36 | | | | |
| Math | 04 | 26 | 46 | 23 | 4 | 4 | 13 | 52 | 46 | 8 | 8 | 8 | 42 | 0 | 0 | 0 | 6 | 40 | 0 | 0 | 0 | |
| Math | 05 | 19 | 38 | 21 | 0 | 0 | 10 | 45 | 30 | 0 | 0 | 12 | 52 | 17 | 8 | 0 | 14 | 52 | 21 | 0 | 0 | |
| Math | All | 71 | 46 | 25 | 3 | 3 | 35 | 50 | 37 | 6 | 6 | 31 | 52 | 10 | 6 | 3 | 24 | 45 | 17 | 0 | 0 | |
| Reading | 03 | 25 | 54 | 56 | 20 | 8 | 12 | 52 | 33 | 17 | 8 | 10 | 56 | 20 | 10 | 10 | 3 | 27 | | | | |
| Reading | 04 | 27 | 47 | 26 | 11 | 7 | 12 | 48 | 67 | 50 | 17 | 7 | 37 | 0 | 0 | 0 | 7 | 47 | 29 | 14 | 0 | |
| Reading | 05 | 18 | 36 | 50 | 11 | 6 | 10 | 45 | 50 | 10 | 0 | 12 | 52 | 33 | 17 | 8 | 14 | 52 | 57 | 21 | 7 | |
| Reading | All | 70 | 46 | 43 | 14 | 7 | 34 | 49 | 50 | 26 | 9 | 29 | 48 | 21 | 10 | 7 | 24 | 45 | 46 | 17 | 4 | |
| Writing | 04 | 25 | 45 | 24 | 12 | 0 | 10 | 40 | 60 | 20 | 0 | 7 | 37 | 0 | 0 | 0 | 7 | 47 | 0 | 0 | 0 | |
| 0 | 05 | 19 | 38 | 26 | 11 | 5 | 9 | 41 | 11 | 0 | 0 | 12 | 52 | 17 | 17 | 8 | 14 | 50 | 29 | 7 | 0 | |
| <p>STAAR/EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups?</p> | | | | | | | | | | | | | | | | | | | | | | |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

Our students who are identified in special education have not met their performance targets in three years. These students have not been provided exemplars of student work and success criteria for the grade level. Strategies used in our dual language classrooms must be used with all students.

Advanced Academics

| Data Points Reviewed | Data Source | 2018-19 | 2019-20 | 2020-21 |
|--|-------------|---------|---------|---------|
| % African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ² | Forecast 5 | 8% | 7% | 7% |
| % Hispanic students enrolled in Gifted/Talented (GT) programs | Forecast 5 | 50% | 45% | 43% |

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

Our ILT including teachers, administrators, counselors, and teachers meet to discuss our protocol for identification, grouping, instruction, and scheduling. Conversations are continued in our grade-level PLCs.

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

Our counselors communicate with our families about GT and/or advanced learning opportunities through newsletters, Living Tree, and phone calls. The testing time-lines and all pertinent information is disseminated through these communication platforms including. We will update our campus website to reflect this information as well. Our campus teachers are similarly involved in this process by continuing to advocate for these learning opportunities through their class communication platforms.

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

At Menchaca, we cultivate a culture that provides advanced learning opportunities to all students by having our students participate in authentic learning activities that involve critical thinking, self-directed learning, research, technology and communication, creativity and out-door learning experiences.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

| | STUDENT ASSESSMENT | | | | SERVICE DESIGN | | | | CURRICULUM & INSTRUCTION | | | | PROFESSIONAL LEARNING | | | | FAMILY & COMMUNITY | | | |
|---------------|--------------------|------|------|------|----------------|------|------|------|--------------------------|------|------|------|-----------------------|------|------|------|--------------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| CAMPUS | E | E | E | | E | E | R | | E | E | R | | E | R | E | | E | R | O | |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

| Data Points Reviewed | Data Source | 2018-19 | 2019-20 | 2020-21 |
|---|-------------|---------|---------|---------|
| % of campus enrollment identified as 504 | 504 Dept. | 10% | 7% | 5% |
| % 504 Annual and Re-Evaluation meetings held on time | 504 Dept. | | 87% | 76% |
| % of African American SpEd students | SEEDS | 6% | 4% | 4% |
| % of Initial, Transfer, and Annual ARDs held on time | CRTE | | | |
| % parent participation for ARD meetings | CRTE | | | |
| % of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level | CRTE | | | |

Special Populations reflection:

The loss of our LSSP several years ago and the transition to centrally approving referrals has furthered the delays we have experienced. The Menchaca special education team and admin have documented in Frontline or CST when communication has been made regarding delayed initial evaluations and reevaluations.

Less 504 students is a direct correlation to the delay in testing of students for dyslexia. There are currently 10 students waiting to be tested/

Domain 3 Campus Reports

| Growth 50% | All Students | Afr Amer | Hisp | White | Amer Ind | Asian | Pac Isl | Two + | ECD | EL* | SpEd | Former SpEd | Cont Enr | Not Cont Enr | Total Met | Total Eligible | % of Eligible Met |
|--|--------------|----------|------|-------|----------|-------|---------|-------|-----|-----|------|-------------|----------|--------------|-----------|----------------|-------------------|
| College, Career, and Military Readiness Performance (High Schools and K-12) | | | | | | | | | | | | | | | | | |
| Reading #PM Tests | 208 | 8 | 128 | 53 | 0 | 9 | 0 | 10 | 101 | 42 | 34 | less25 | 159 | 49 | | | |
| Growth Score | 76 | | 70 | 79 | | | | | 67 | 79 | 69 | | 71 | 78 | | | |
| Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | | |
| Met Target | y | | y | y | | | | | y | y | y | | y | y | 8 | 8 | 100 |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

| | | | | | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|-----|-----|----|----|--|
| Math #PM Tests | 210 | 8 | 130 | 53 | 0 | 0 | 0 | 10 | 102 | 44 | 34 | less 25 | 161 | 49 | | | |
| Growth Score | 69 | | 62 | 80 | | | | | 65 | 70 | 59 | | 68 | 71 | | | |
| Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | | |
| Met Target | n | | n | y | | | | | n | y | n | | n | y | 3 | 8 | |
| Total | | | | | | | | | | | | | | | 11 | 16 | |

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?
 The strategies we have used in our two-way dual language classrooms have been successful in student performance, additionally there is a huge focus on vocabulary development. These strategies need to be used with all our students. Our students who are economically disadvantaged and in special education continue to be our highest need students. This is an area of focus in our TIP plan and tracking specific student data.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

| | | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------------------|---------------------------------|-------|-------|-------|-------|
| Enrollment & Utilization | Enrollment | 712 | 683 | 674 | 753 |
| | Students in enrollment area | | | 582 | 579 |
| Transfers | Transfers to other AISD schools | | | 50 | 17 |
| TELL Survey | General School Climate | 79 | 74 | 70 | 91 |
| | Managing Student Conduct | 69 | 77 | 74 | 93 |
| | Principal Leadership | 85 | 81 | 73 | 96 |

Reflection Questions: Why do you think families are transferring to other AISD schools?
 Based on our location families move to Buda or Kyle because of housing prices. We are one of the last affordable areas in Austin for home purchasing.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?
 Over the last five years we have seen an increase in our Hispanic population - a changing demographic throughout South Austin. Our eco dis population has decreased over time as well as housing prices increase, the demographics of families has also shifted.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

| | <i>1-Support Needed</i> | <i>2-Developing</i> | <i>3- Meets Expectations</i> | <i>4-Exceeds Expectations</i> |
|---|-------------------------|---------------------|------------------------------|-------------------------------|
| Campus Communication Goals & Practices | | | | |
| Campus Communication Strategies | | | X | |
| Campus Website | | X | | |
| Phone/Voicemail/Email Practices | | | X | |
| Language Line for Preferred Language | | | X | |
| Campus Culture of Respect Goals | | | | |
| Campus culture of respect practices and goals | | | | X |
| Customer service prioritization | | X | | |
| Facility & Operations | | | | |
| Grounds | | | | X |
| Safety Protocols | | | | X |
| Signage | | | X | |
| <p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Website maintenance is a significant area that needs to be managed. This needs to become a shared responsibility among multiple staff. Additionally, customer service in the front office will continue to be a focus as we welcome new families into our school community.</p> | | | | |

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Menchaca Elementary

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

5. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

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

| Campus Name: Menchaca | | | | | | | | | | | | | | | | |
|-----------------------------------|-------------|-------------------|----------------|-------------------|----------------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|
| | 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. | 71% | SCA 1 | 58% | 50% | SCA 2 | 62% | - | SCA 3 | 67% | - | STAA D | 71% |
| | All | All | Reading | Meets | 43% | SCA 1 | 35% | 20% | SCA 2 | 40% | - | SCA 3 | 43% | - | STAA D | 45% |
| | All | All | Reading | Masters | 23% | SCA 1 | 15% | 12% | SCA 2 | 18% | - | SCA 3 | 22% | - | STAA D | 25% |
| | All | All | Math | App. | 70% | SCA 1 | 58% | 57% | SCA 2 | 63% | - | SCA 3 | 68% | - | STAA D | 70% |
| | All | All | Math | Meets | 39% | SCA 1 | 30% | 36% | SCA 2 | 33% | - | SCA 3 | 36% | - | STAA D | 40% |
| | All | All | Math | Masters | 21% | SCA 1 | 10% | 22% | SCA 2 | 15% | - | SCA 3 | 20% | - | STAA D | 25% |
| | All | All | Science | App. | 67% | SCA 1 | 57% | - | SCA 2 | 62% | - | SCA 3 | 65% | - | STAA D | 70% |
| | All | All | Science | Meets | 37% | SCA 1 | 28% | - | SCA 2 | 32% | - | SCA 3 | 35% | - | STAA D | 40% |
| | All | All | Science | Masters | 20% | SCA 1 | 10% | - | SCA 2 | 15% | - | SCA 3 | 20% | - | STAA D | 25% |
| | All | Emer. Bilingual | Reading | Meets | 31% | SCA 1 | 20% | - | SCA 2 | 25% | - | SCA 3 | 30% | - | TELP AS | 36% |
| Strategic Plan Scorecard Elements | All | African American | All | Meets | 27% | SCA 1 | 20% | - | SCA 2 | 25% | - | SCA 3 | 30% | - | STAA D | 36% |
| | All | Hispanic | All | Meets | 35% | SCA 1 | 25% | - | SCA 2 | 30% | - | SCA 3 | 35% | - | STAA D | 41% |
| | All | Emer. Bilingual | All | Meets | 37% | SCA 1 | 26% | - | SCA 2 | 30% | - | SCA 3 | 35% | - | STAA D | 37% |
| | All | Special Education | All | Meets | 16% | SCA 1 | 15% | - | SCA 2 | 20% | - | SCA 3 | 25% | - | STAA D | 29% |
| | 3rd | All | Reading | Meets | 39% | SCA 1 | 25% | - | SCA 2 | 31% | - | SCA 3 | 36% | - | STAA D | 39% |
| 3rd | All | Math | Meets | 40% | SCA 1 | 27% | - | SCA 2 | 33% | - | SCA 3 | 38% | - | STAA D | 40% | |

| | | | |
|---|--------|-------|--|
| 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 | |
| 53 | 80 | B | |