

# PILLOW EL

## Dorinda J. Pillow Elementary

### 2021/2022

*Whole Child. Every Child. Every Day.*



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

### **Campus Mission**

Pillow Elementary values diversity within our families and community, and together creates an equitable and high-quality learning environment, prepares every child for college, career and life, and nurtures the whole child, every day.

### **Campus Vision**

Pillow Elementary is a community of learners that strives to develop caring, global citizens that engage in problem-solving and critical thinking to promote an intercultural understanding and respect of our world.

### **Campus Values**

Equity, Community, Respect

### **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.

# PILLOW EL

**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. Pillow will implement monthly wellness activities focused on providing teachers with strategies and/or tools to maintain physical and mental well-being (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	September - May 2021		Criteria: Zen Day Calendar 10/27/21 - Some Progress
2. Provide an administrative schedule for monitoring of recess and WOW. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	August 2021		Criteria: Master schedule completed 10/27/21 - Completed
3. Invite a fitness trainer to show their expertise in physical and/or nutrition. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Parent Support Specialist, Principal	December 2021		Criteria: PD agenda 10/28/21 - Some Progress 10/27/21 - Pending

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**Objective 2.** (Social and Emotional School Climate) Campus Social Emotional School Climate will be maintained at 100% by May 2022.(Condition 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pillow will consistently implement morning meetings daily with a focus on Responsive Classroom Strategies. (Condition 1, 4, 5, 7) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Principal, Teachers	4-5X per week		Criteria: bi-weekly walkthrough data & feedback  10/27/21 - On Track
2. Collaborate with campus Culture and Climate PLC to integrate positive behavior support for campuses, classrooms, and individual students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Assistant Principal, PLCs, Principal	monthly		Criteria: PLC agendas  10/27/21 - On Track
3. Implement "Peace Areas" throughout the campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal, Teacher(s)	October		Criteria: Peace areas implementation at 100%  10/27/21 - On Track

# PILLOW EL

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**Objective 3.** (Family Engagement) Family engagement will increase from 33% to 50% by May 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will host monthly coffee chats focused on building community understanding on varying topics (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Parent Support Specialist, Principal	Monthly		Criteria: Parent sign in sheets, agendas 10/27/21 - On Track
2. PSS will send out a weekly Parent Engagement Smore. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist	Weekly		Criteria: Weekly Smore 10/27/21 - On Track
3. Hold at least 8 regular Campus Advisory Council meetings each year. (Title I SW Elements: 3.1) (Strategic Priorities: 4)	Assistant Principal(s), CAC Members, Principal	1 per month		Criteria: CAC agendas 10/27/21 - On Track

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**Goal 2.** (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)) 100% of 3rd - 5th Grade Teachers will submit small group intervention plans every Friday for the following week. (Condition 3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration will provide teachers with professional development focused on Know/Show. (condition 3) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	September		Criteria: Know/Show anchors 10/28/21 - Some Progress 10/27/21 - No Progress
2. Administration will provide professional development on the two Reteaching to Mastery options (Modeling & Guided Discourse) based on DDI in Leverage Leadership 2.0. (condition 6) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	September 2021		Criteria: T-chart and/or Venn diagram that compares Modeled & Guided Intervention 10/27/21 - Some Progress
3. Administration & instructional coaches will check for submission & completion of intervention plans and provide feedback to teachers once a week. (condition 3) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Instructional Specialists/Coaches, Principal	October - May 2022		Criteria: Feedback forms 10/27/21 - On Track

# PILLOW EL

**Goal 2.** (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.** (Data-driven instruction (ESF Essential Action 5.3)) 100% of 3rd - 5th Grade Teachers will engage in data analysis of short cycle assessments (SCA) within 48 hours of the SCA. (Condition 3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLC members will create and monitor PLC expectations/protocols (including meeting dates & times, agenda template, process for recording meeting minutes, and system for follow up) with an emphasis on data analysis and progress monitoring of all student populations. (condition 3) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Grade Level Team, Instructional Specialists/Coaches, PLCs, Principal	September - October 2021		Criteria: PLC expectations/protocols, calendars 10/27/21 - On Track
2. Disaggregate and review data to track and monitor the progress of all student groups with a focus on Emergent Bilingual. (Condition 6) (Title I SW Elements: 1.1,2.5) (Target Group: All,LEP) (Strategic Priorities: 4)	Assistant Principal, Grade Level Team, Instructional Specialists/Coaches, Principal	SCA Data Analysis Day		Criteria: School City reports, Data Analysis Verification of Mastery 10/27/21 - On Track
3. During SCA data meetings, teachers will identify common misconceptions within classroom and across grade level and create reteach plan based on this data. (condition 2) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Grade Level Team, Instructional Specialists/Coaches, Principal	Oct.Dec.Mar.		Criteria: Reteach plans 10/27/21 - On Track



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**Goal 3.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 367 to 380 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. Pillow will spotlight different programming available 1x per month on social media and/or campus website. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Parent Support Specialist, PLCs, Principal	Monthly		Criteria: social media posts 10/27/21 - Some Progress
2. Pillow will host bi-weekly registration drives beginning in April 2022. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Attendance Clerk, Parent Support Specialist, PLCs, Principal, Registrar	Bi-weekly		Criteria: Registration flyer, registration reports 10/28/21 - On Track 10/27/21 - Pending
3. In Spring 2022 provide monthly school tours to bring in community and highlight successes and strengths. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal, Principal	monthly - spring 2022		Criteria: Dojo Posts, Flyers at local businesses 10/28/21 - On Track 10/28/21 - Pending 10/27/21 - Pending

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**Goal 4.** (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 Campus Communication Strategies section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pillow will establish a campus wide communication platform called ClassDojo. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Parent Support Specialist, Principal	September 2021		Criteria: Number of families connected to ClassDojo 10/27/21 - On Track
2. PSS will provide training to teachers on using the language line. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	October 2021		Criteria: PD Agenda 10/27/21 - Completed
3. Principal will systematically provide clear and ongoing communication to staff with a weekly Smore. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	Weekly		Criteria: Weekly Smore 10/27/21 - On Track

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**Goal 5.** (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 10/19/21 - 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 10/19/21 - 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 10/19/21 - 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 10/19/21 - 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 10/19/21 - Completed

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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  10/19/21 - 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  10/19/21 - Completed
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.				10/19/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet  10/19/21 - 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  10/19/21 - 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.*

# PILLOW EL Site Base

Name	Position
De La Torre, Dinorah	Principal
Martinez, Melissa	Assistant Principal
Alvarez, Mary	Executive Director
Jones, Katelyn	Parent Support Specialist

## 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 - Dorinda J. Pillow**

**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	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>

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?
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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.

<b>Focus Area for Improvement</b>	<b>Rationale</b>
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	Lever 1.1 Through informal observations and conversations, I have noticed that teachers lack an understanding of high quality instruction and the impact on positive student outcomes. Teachers have expressed in conversations during PDs, PLCs, and 1 to 1 conversations, the need for understanding interventions. When asked how the mission comes alive in their classroom, they have solely focused on morning meetings. Examples of high quality instruction were not given
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	Lever 5.3 Again, through conversation and observations, I have noticed that teachers lack a solid understanding of data analysis and the creation of targeted intervention based on data. STAAR data from the 3 previous years show that our EB student group is not meeting the target set by state. Additionally, several other of our student groups has missed the target the last two years.

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow**

**Instructions for the Comprehensive Needs Assessment (CNA):**

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. 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	65%	48%	40%	80%	91%	50%	100%	50%	33%	63%	67%	94%
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.)

Employee wellness is a high priority for our campus. Teacher’s wellbeing is essential for the success of our students. Additionally, we are an SEL SEED Campus and need to recommit and fully understand the meaning of being a seed campus. Family Engagement will also be a priority. Our community has a high mobility rate and high services need.

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow**

**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	585	73					349					108		1			282				
2018-2019	590	78					346					107					290				
**2019-2020	542	59					326					81					287				
		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	585	303		1			444					66									
2018-2019	590	300					454					77									
**2019-2020	542	255					392					77									

\*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?

Students have not been receiving office referrals in the last 2 years. In 2017-2017, 1 male student received a home suspension. Based on the data I can infer that this student was a white male.

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow

### SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# 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	
1	60	22%	13%	65%	64	52%	19%	30%	-35	20	15%	15%	70%	23	43%	17%	39%	-31
2	58	52%	9%	40%	55	64%	5%	31%	-9	12	25%	17%	58%	12	42%	25%	33%	-25
3	55	36%	13%	51%	49	49%	24%	27%	-24	13	77%	8%	15%	9	67%	11%	22%	7
4	51	35%	25%	39%	51	53%	20%	27%	-12	12	50%	25%	25%	12	58%	17%	25%	0
5	50	36%	16%	48%	0	-	-	-		17	24%	12%	65%	0	-	-	-	
All	274	36%	15%	49%	219	54%	17%	29%		74	35%	15%	50%	56	50%	18%	32%	

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

There was a significant decrease in the number of students who were above average at the end of the year in all grade levels. There was the exception of a 7% increase, however, there was a decrease in the number of tests.

### SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	--	--	--	--
1	30%	37%	7%	19%
2	31%	0%	19%	20%
3	61%	57%	30%	58%
4	7%	43%	67%	47%
5	60%	20%	67%	5%
All	39%	34%	33%	39%

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

Overall, only about 1/3 of our students are making progress in all of the domains. Interestingly, the ones with the highest progress are listening and writing.

We also noticed that the shift from holistic to online assessment impacts the percentage of students making progress from 1st to 2nd in speaking.

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow**

**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
<b>2021 STAAR</b>																					
Math	03	41	64	44	15	5	6	43	33	33	<1	27	73	41	11	7	5	63	60	<1	<1
Math	04	39	65	33	13	10	9	82	11	11	<1	17	52	35	12	12	8	73	50	13	13
Math	05	24	49	50	25	25	2	40	*	*	*	15	48	47	13	13	3	43	*	*	*
Math	All	104	60	41	16	12	17	57	24	18	<1	59	58	41	12	10	16	62	50	13	13
Reading	03	40	62	65	33	3	5	36	80	20	<1	27	73	63	30	4	5	56	60	40	<1
Reading	04	39	65	59	28	13	9	82	56	11	<1	17	52	47	35	12	8	73	75	38	38
Reading	05	23	47	83	48	35	2	40	*	*	*	14	45	86	36	14	3	43	*	*	*
Reading	All	102	59	67	34	14	16	53	69	25	13	58	57	64	33	9	16	59	69	69	25
Writing	04	35	60	31	14	6	6	60	<1	<1	<1	15	47	33	13	7	10	91	30	20	10
Science	05	24	49	42	17	4	2	40	*	*	*	15	48	40	13	7	3	43	*	*	*
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
<b>2021 STAAR</b>																					
Math	03	32	64	41	9	6	22	79	32	5	<1	2	33	*	*	*	1	25	*	*	*
Math	04	29	60	21	<1	<1	11	48	36	9	9	9	69	33	11	<1	9	82	22	<1	<1
Math	05	13	37	38	23	23	10	48	50	30	30	5	56	20	<1	<1	3	38	*	*	*
Math	All	74	56	32	8	7	43	60	37	12	9	16	57	31	6	<1	13	57	23	<1	<1
Reading	03	32	63	63	28	3	23	79	48	13	<1	1	17	*	*	*	1	25	*	*	*
Reading	04	29	60	45	14	3	11	48	36	9	9	9	69	44	<1	<1	9	82	11	<1	<1
Reading	05	13	37	85	31	23	10	48	90	30	20	5	56	40	<1	<1	3	38	*	*	*
Reading	All	74	55	59	23	7	44	60	55	16	7	15	54	47	<1	<1	13	57	31	<1	<1
Writing	04	26	55	19	4	<1	11	48	18	9	9	9	69	<1	<1	<1	8	73	<1	<1	<1
Science	05	14	39	36	14	<1	11	50	45	9	<1	5	56	<1	<1	<1	3	38	*	*	*

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow

Overall, there was a small number of students who took the 21 STAAR test. Students who are traditionally underserved continue to perform well below their counterparts. However, All students are performing low as well. Below 50% of students met approaches.

### Advanced Academics - no action required at this time

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5			
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			

#### Advanced Academics reflection questions:

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

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

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

<sup>2</sup> 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
<b>CAMPUS</b>	E	E	E		E	E	E		E	E	E		E	E	E		E	E	E	

**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).

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow**

**Supporting Special Populations - no action required at this time**

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% 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			
<b>Special Populations reflection:</b>				

**Domain 3 Campus Reports**

<b>Growth 50%</b>	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
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	12	0	7	3	0	1	0	1	6	4	3	<25	10	2			
Growth Score	67%																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y																
-----																	
Math #PM Tests	17	0	12	3	0	1	0	1	10	8	4	<25	15	2			
Growth Score	35%																
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N																
Total																	

\*EL Current and Former

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?  
 Our All students did not meet the target in math. They were at 35%.

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report (transfer file -

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	514	524	495	407
	Students in enrollment area	NA	NA	NA	NA
Transfers	Transfers to other AISD schools	147	136	145	135
TELL Survey	General School Climate	99%	96%	83%	78%
	Managing Student Conduct	98%	91%	63%	69%
	Principal Leadership	98%	98%	89%	84%

**Reflection Questions:** Why do you think families are transferring to other AISD schools?  
 Based on what I understand from informal conversations, Families ask to transfer to other campuses because of behaviors on campus.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?  
 Enrollment has dropped about 107 students since 2017-18. I have a high number of transfers. However, I have a high mobility rate with families who can no longer afford to live in the area.

**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>
<b>Campus Communication Goals &amp; Practices</b>				
<b>Campus Communication Strategies</b>		<b>X</b>		



**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Dorinda J. Pillow**

Campus Website		X		
Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language		X		
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals		X		
Customer service prioritization		X		
<b>Facility &amp; Operations</b>				
Grounds			X	
Safety Protocols		X		
Signage		X		
<p><b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?            Based on observation, there is a need to increase our customer service in all areas. This year I would like to focus on Campus Communication Strategies &amp; phone/voicemail/email practices. When I polled faculty and staff, they let me know that they did not use the selected campus communication platform. I have also noticed that teachers are not checking or responding to emails within 24 hours.</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
- 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 - Dorinda J. Pillow

### 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

4. 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.



# 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*)
- N/A  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)

Pillow ES

Campus Name

  
Principal's Signature

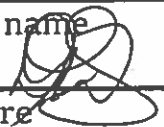
10/12/21

Date

**Austin ISD**  
**State, Federal, Private Accountability Office**  
**Campus Improvement Plan (CIP) Developer's List**

Campus Name Pillow Org# 151

**Instructions:** List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1.	De la Torre , Dinorah	Principal
2.	Martinez, Melissa	Assistant Principal
3.	Yeager, Ed	Teacher
4.	Lynch, Jazmyn	Teacher
5.	Ruiz, Elizabeth	Teacher
6.	Kyler, Stephani	Teacher
7.	Jones, Katelyn	Parent Support specialist
8.	Finnegan, Victoria	Librarian
9.		
10.		
Dinorah De la Torre		10/12/21
Printed name		Date
Signature 		10/12/21

08/10/2021

Austin ISD Data Tracker - SY 21-22

Campus Name: Pillow																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						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.	69%	SCA 1	80%	45%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Reading	Meets	38%	SCA 1	50%	15%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Reading	Masters	19%	SCA 1	35%	6%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Math	App.	79%	SCA 1	80%	54%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Math	Meets	47%	SCA 1	50%	30%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Math	Masters	29%	SCA 1	35%	17%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	All	Science	App.	59%	SCA 1	80%	35%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Science	Meets	17%	SCA 1	50%	10%	SCA 2	50%		SCA 3	50%		STAAR	50%
	All	All	Science	Masters	3%	SCA 1	35%	4%	SCA 2	35%		SCA 3	35%		STAAR	35%
	All	Emer. Bilingual	Reading	Meets	24%	SCA 1	50%	11%	SCA 2	50%		SCA 3	50%		TELPAS	50%
Strategic Plan Scorecard Elements	All	African American	All	Meets	13%	SCA 1	36%	14%	SCA 2	36%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	19%	SCA 1	41%	19%	SCA 2	41%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	14%	SCA 1	37%	17%	SCA 2	37%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	2%	SCA 1	23%	7%	SCA 2	23%	0%	SCA 3	23%	0%	STAAR	23%
	3rd	All	Reading	Meets	47%	SCA 1	50%	15%	SCA 2	50%		SCA 3	50%		STAAR	50%
	3rd	All	Math	Meets	50%	SCA 1	50%	22%	SCA 2	50%		SCA 3	50%		STAAR	50%

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	
55	83	B	