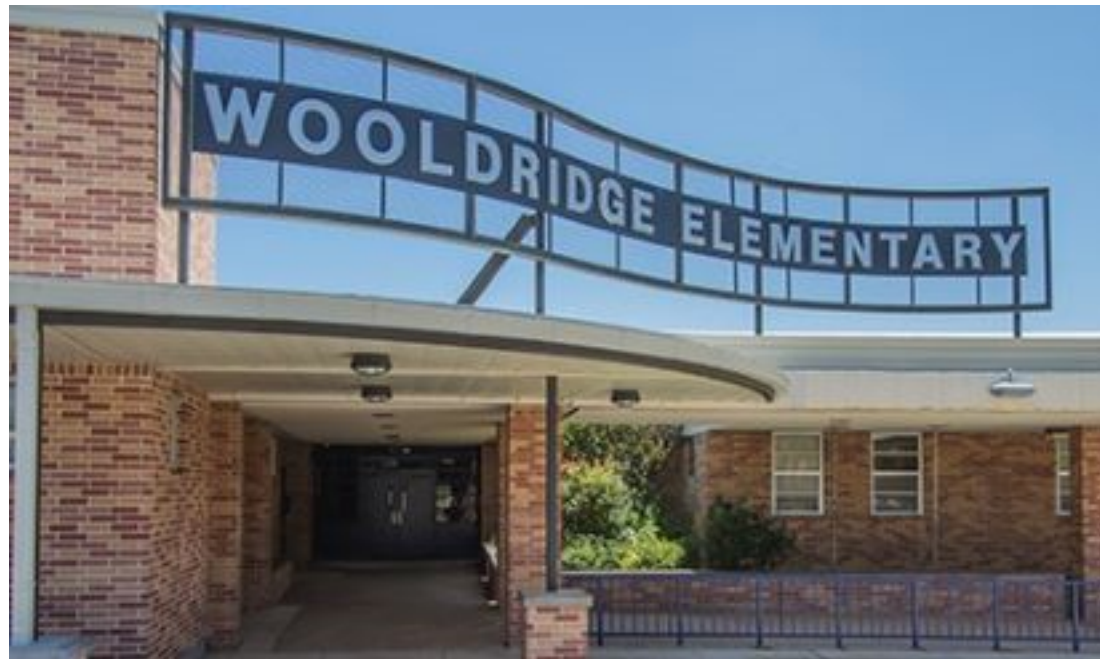


WOOLDRIDGE EL

A.P. Wooldridge Elementary CIP/TIP 2021/2022

We are Safe, We are Respectful, We are Responsible. We have Wooldridge Pride!



A. P. Wooldridge Elementary
1412 Norseman Terrace
512-414-2353
sheri.mull@austinisd.org

Date Reviewed:

DMAC Solutions ®

Page 1 of 30

Date Approved:

12/8/2021

Campus Mission

We, the staff of Wooldridge Elementary, believe that all children can learn and achieve mastery of grade level skills. We will endeavor to provide diverse learning opportunities that will:

- Challenge every learner
- Inspire and motivate students to be successful
- Prepare students for the future as responsible citizens
- Strengthen community involvement

Campus Vision

Wooldridge will be the heart of the community that nurtures and celebrates culture and diversity. We will inspire, support, and value students, family and staff to be life-long learners.

Campus Values

Community Involvement, Equity, Cultural Inclusiveness, and High Achievement

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. 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.

WOOLDRIDGE 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. Ensure the CSH team is formed and schedules monthly meetings on campus calendar. (Target Group: All) (Strategic Priorities: 4)	PE Teacher, Principal	By September 30, 2021		Criteria: CSH team calendar 10/29/21 - Significant Progress
2. Review the CSH report 20-21 and determine needs for the 21-22 year. (Target Group: All) (Strategic Priorities: 4)	PE Teacher, Principal	By November 30, 2021		Criteria: CSH completed needs assessment 10/29/21 - Some Progress
3. Ensure CSH team meets monthly and monitors implementation of required activities. (Target Group: All) (Strategic Priorities: 4)	Principal	Monthly by May 30, 2022		Criteria: CSH meeting minutes 10/29/21 - Some Progress

WOOLDRIDGE 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 2. (Community Engagement) Recruit, train, and retain the minimum required CAC membership that reflects the demographics of our campus by September 30.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit at least 5 professional staff members and at least 1 classified staff member to participate in CAC. (Target Group: All) (Strategic Priorities: 4)	Principal	By September 30		Criteria: CAC membership roster 10/29/21 - Completed (S)
2. Recruit at least 5 parents and 1 community member to serve on CAC. (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	By September 30, 2021		Criteria: CAC membership roster 10/29/21 - Significant Progress
3. Train new CAC members on CAC procedures and responsibilities. (Target Group: All)	Principal	By October 30, 2021		Criteria: CAC agenda and minutes 10/29/21 - Completed (S)

WOOLDRIDGE 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 3. (Objective 4- SEL) SMART Goal: By the end of the 21-22 school year, Wooldridge will provide at least three engagement opportunities for all stakeholders to participate in, which involve mindfulness, inclusivity, and culturally relevant activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host a community dinner on October 7, 2021 to engage parents and provide an opportunity for community input. (Seven conditions #4,5) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	By October 7, 2021	(F)Title 1, Part A - \$200	Criteria: Sign in sheets from event. 10/29/21 - No Progress
2. Host Literacy night in the Fall semester and SEL night in the Spring semester to bring the community together. Ensure that the event is promoted ahead of time via all social media platforms of communication. (Seven conditions #2, 4,5) (Target Group: All) (Strategic Priorities: 2,4)	CAC Members, Counselor, Instructional Leadership Team, Parent Support Specialist, Team Leaders	By May 2022		Criteria: Sign in sheets form events. 10/29/21 - Some Progress
3. Provide teachers with SEL programming from The Positivity Project that is designed to be implemented in small fifteen-minute increments to ensure students have daily opportunities to engage in self-care. (Target Group: All) (Strategic Priorities: 2,4)	Counselor	Daily		Criteria: Observations of Morning Meetings. 10/29/21 - Completed (S)

WOOLDRIDGE EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) For SY 21-22, all teaching staff will participate in goal setting conferences, by the end of October, with administration and receive monthly feedback on goals set.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration will meet individually with each teaching staff member to set instructional goals for the year. (7 Conditions #1) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal, Principal	By October 29, 2021		Criteria: Goal setting forms 10/29/21 - Some Progress
2. Administration will conduct walkthroughs and provide feedback at least monthly focusing on specific goals from BOY goal setting meetings. (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal, Principal	Monthly through May 2022		Criteria: Walkthrough feedback forms 10/29/21 - Significant Progress
3. Administration will conduct EOY conferences to reflect on goal progress with each teaching staff member. (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal, Principal	May 2022		Criteria: EOY notes in PPFT. 10/29/21 - Pending

WOOLDRIDGE EL

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)) During the 21-22 SY, weekly PLC meetings will be held to review student data, including by student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train staff on procedures for PLC meetings. (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team	By September 1, 2021		Criteria: PLC Training Agenda, grade level PLC forms 10/29/21 - Completed (S)
2. ILT will participate in all weekly PLC meetings. (Seven conditions #3,6) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team	Weekly through May 2022		Criteria: PLC minutes 10/29/21 - On Track
3. Team leaders will document weekly PLC meeting with PLC minutes. (Target Group: All) (Strategic Priorities: 2,4)	Team Leaders	Weekly through May 2022		Criteria: Grade level weekly PLC minutes 10/29/21 - On Track

WOOLDRIDGE EL

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from _440_ to _446_ 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. Attempt to locate and contact missing students. (Target Group: All) (Strategic Priorities: 2,4)	Parent Support Specialist, Registrar	By September 30, 2021		Criteria: Spreadsheet documenting calls. 10/29/21 - Completed (S)
2. Hold events in Fall semester to help parents obtain a parent cloud account. (Seven conditions #4,5) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist	By December 30, 2021		Criteria: Sign in sheets from events. 10/29/21 - Some Progress
3. During the spring semester, hold events to assist parents with online registration. (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	By May 2022		Criteria: Sign in sheets from events 10/29/21 - Pending

WOOLDRIDGE EL

Goal 5. (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 _Signage_ section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assess signage needs in front and back of school. (Seven conditions #7) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, PTA	By October 30, 2021		Criteria: Notes from needs assessment. 10/29/21 - Some Progress
2. Order new signage for front and back of school. (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Principal	By November 30, 2021	(L)Campus BTO - \$100	Criteria: Copies of sign orders. 10/29/21 - Pending
3. Install new signage in the front and back of school (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Principal	By January 30, 2022		Criteria: Pictures of new signage. 10/29/21 - Pending

WOOLDRIDGE EL

Goal 6. (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 10/05/21 - 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 10/05/21 - 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 10/05/21 - 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 10/05/21 - 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 10/05/21 - Completed

WOOLDRIDGE EL

Goal 6. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 10/05/21 - 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 10/05/21 - No Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				10/05/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/05/21 - 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 10/05/21 - 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.

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.

WOOLDRIDGE EL Site Base

Name	Position
Mull, Sheri	Principal
Trevino, Delia	Instructional Coach
Campuzano, Beatriz	Instructional Coach
Moctuzuma, Iris	CAC Co-chair Parent
Losa, Ignacio	CAC Co-chair Staff
Rogers, Kathy	CAC Secretary/Teacher
Moreno, Raul	Executive Director

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

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

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

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

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

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

Sept 17: CIP/TIP final drafts due in BLEND

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

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

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

Oct 18-Nov 20: ESF Diagnostic Survey Window

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

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

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

Oct 25-27: TIL DDI

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

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

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

Dec 18: Schedule ESF Diagnostic for Spring

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

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

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

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

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

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

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

Feb 22: TIL Lesson Alignment and Formative Assessment

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

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

March 22: TIL Observation and Feedback

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

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

March 30: TIL DDI

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

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

June 3: EOY reports submitted to BLEND

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

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	3	4	4	4	4	3

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	We are working on goal setting and feedback as a campus this year. This EA reflects our current needs.
EA 5.3	We are also working to strengthen our PLC's. We are specifically looking at student assessments and work products for alignment and to guide reteach.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

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	82	67	60	93	100	71	100	71	78	88	92	88
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.) CSH Implementation, Health Education, SEL, Community Engagement

We have always had very high CSH implementation scores. I believe that being able to hold our normal events for parents will raise our score.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

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	556	45	0	0	0	0	458	0	0	0	0	26	0	0	0	0	256	0	0	0	0
2018-2019	608	35	0	0	0	0	537	0	0	0	0	22	0	0	0	0	278	0	0	0	0
**2019-2020	593	31	0	0	0	0	528	0	0	0	0	20	0	0	0	0	271	0	0	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		300	0	0	0	0	522	0	0	0	0	49	0	0	0	0					
2018-2019		330	0	0	0	0	556	0	0	0	0	87	0	0	0	0					
**2019-2020		322	0	0	0	0	552	0	0	0	0	101	0	0	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](#)? No students have been expelled, suspended, or removed in the past three years.

What are the top 3 reasons students get referrals? Physical violence, disrespect, threats

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

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	20	60	5	35	24	79	4	17	-18	44	55	9	36	43	37	21	42	6
2	31	32	13	55	73	85	4	11	-44	60	55	8	37	62	82	8	10	-27
3	58	76	9	16						8	38	38	25					
4	56	59	18	23						8	88	0	13					
5	65	62	23	15						13	69	15	15					
All																		

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages? The results are very challenging to use to reflect trends because it was very difficult to get students to test BOY and EOY last year, and several tested virtually. Everyone needs to improve in reading at all grade levels.

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						45	59	32	34
2						37	3	13	0
3						74	51	17	15
4						8	11	45	48
5						53	29	56	55
All						45	31	33	32

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components? Our Telpas scores went down last year. This could have been attributed to the smaller number of students who tested. There were many disruptions to the testing. Students did not have the same interventions and practice leading up to testing.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

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

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# 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	51	77	10	2	<1	4	80				43	77	9	<1	<1	2	100				49	78	10	2	
Math	04	49	83	22	6	2	6	100	<1	<1	<1	40	82	23	5	<1	2	100				43	81	21	5	2
Math	05	54	71	50	20	9	2	67				51	73	53	22	10	1	33				52	73	50	19	8
Math	All	154	77	28	10	4	12	86				134	77	30	10	4	5	71	40	30	20	144	77	28	9	3
Reading	03	51	77	22	6	2	4	80				43	77	19	2	2	2	100				49	78	20	6	2
Reading	04	48	81	40	13		5	83	40	20		40	82	35	10		2	100				42	79	38	12	
Reading	05	52	68	62	27	12	2	67				49	70	65	29	12	1	33				50	70	60	24	10
Reading	All	151	75	41	15	5	11	79				132	75	41	14	5	5	71	40	20		141	75	40	14	4
Writing	04	39	66	26	10	5	5	83				31	63	23	6	3	2	100				34	64	26	9	3
Science	05	52	68	311	10		2	67				49	70	33	10		1	33				50	69	30	10	
			Econ Disadvantaged					Emergent Bilingual				Special Ed Services				Dyslexia Services										
2021 STAAR	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters						
Math	03	49	78	10	2		78	5			7	88	14			9	75									
Math	04	43	81	21	5	2	8	21	3		3	75				7	88									
Math	05	52	73	50	19	8	77	54	21	8	7	54	14			6	67	33								
Math	All	144	77	28	9	3	79	28	9	3	17	68	18	6	6	22	76	9								
Reading	03	49	78	20	6	2	78	18	5	3	7	88	14			9	75	11								
Reading	04	42	79	38	12		81	28	8		3	75				8	100									

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

Reading	05	50	70	60	24	10	74	61	24	9	5	38	20			5	56	20		
Reading	All	14 1	75	40	14	4	78	37	13	4	15	60	20			22	76	9		
Writing	04	34	64	26	9	3	63	20	3		1	25				6	75			
Science	05	50	69	30	10		74	33	11		5	38				5	55			

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved](#)? All of our students are scoring below where they should be. We'll be looking at interventions for all student groups to increase achievement.

Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	0%	7.14%	6.67%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	4.77%	3.36%	6.87%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)? GT students are clustered in classrooms with GT certified teachers.

How are you communicating with all families about GT and/or advanced learning opportunities? Flyers and emails are sent to all families. Teachers also reach out to individual families.

How do you support a culture that provides advanced learning opportunities to all students? We encourage PBL projects for all students. Our librarian offers extra opportunities for students in MakerSpace, Rube Goldberg machine challenge, and other activities to explore.

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
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SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E		E	E	E		E	E	E		O	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).

Supporting Special Populations

<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			

Special Populations reflection:

Domain 3 Campus Reports

Growth 50%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continuing Enrollment	Not Continuing Enrollment	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	31	2	28	1	0	0	0	0	30	26	3	<25	25	6			
Growth Score	60		63						62	62			62				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N	N			N		0	5	0%

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

	Math #PM Tests	42	2	39	1	0	0	0	0	40	37	7	<25	33	9			
	Growth Score	60		51						50	54			48				
	Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
	Met Target	N		N						N	N			N		0	5	
	Total															0	10	

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)? We had less than 80% participation rate, so trends are difficult to determine. All of our student groups' scores were lower than the previous year.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	532	528	540	440
	Students in enrollment area				
Transfers	Transfers to other AISD schools				140
TELL Survey	General School Climate			96	96
	Managing Student Conduct			89	98
	Principal Leadership			97	95

Reflection Questions: Why do you think families are transferring to other AISD schools? Most transfers are to Barrington and Padron. Parents say that those schools are closer to where they live and they are able to walk to those schools. Also, with the recent gentrification in our area, we are seeing families transfer to other areas of town.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? Cost of living, the pandemic, and virtual learning needs have all contributed to the decrease in enrollment. Cost of living in this neighborhood has been the greatest reason for declining enrollment.

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? Signage We need to update some of our signage, especially in the back and in the new play areas.</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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - TYPE SCHOOL NAME HERE

- 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 - TYPE SCHOOL NAME HERE

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 copy of Parent/Family School Compact.)*

Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*

Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*

Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*

Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*

Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA *no later than the 5th 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 to your folder in the Google Drive.

Woodbridge

Campus Name

Shari Mull

Principal's Signature

9-17-21

Date

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

Campus Name Wooldridge Elementary Org# 152

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. Delia	Atravino, Delia	Instructional Coach
2.	Campruzzo, Beatriz	Instructional Coach
3.	Moduzuma, Iris	CAC Co-chair parent
4.	Losa, Ignacio	teacher
5.	Rogers, Kathy	5th grade teacher
6.	Moreno, Raul	Executive Director
7.	Mull, Sheri	Principal
8.		
9.		
10.		
<u>Sheri Mull</u> Printed name		<u>9-17-21</u> Date
<u>Sheri Mull</u> Signature		

08/10/2021

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

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 J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf117AIIIUThSiVMVvMUSVH4m33E6sV>

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

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

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.

Campus Name: Wooldridge																
	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.	54%	SCA 1	60%	24%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Reading	Meets	22%	SCA 1	30%	8%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	All	Reading	Masters	11%	SCA 1	5%	4%	SCA 2	10%		SCA 3	20%		STAAR	30%
	All	All	Math	App.	65%	SCA 1	60%	38%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Math	Meets	34%	SCA 1	30%	17%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	All	Math	Masters	19%	SCA 1	5%	9%	SCA 2	10%		SCA 3	20%		STAAR	30%
	All	All	Science	App.	50%	SCA 1	60%	50%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Science	Meets	30%	SCA 1	30%	15%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	All	Science	Masters	10%	SCA 1	5%	10%	SCA 2	10%		SCA 3	20%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	44%	SCA 1	30%	6%	SCA 2	40%		SCA 3	50%		TELPAS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	41%	SCA 1	30%	8%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	Hispanic	All	Meets	26%	SCA 1	30%	11%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	Emer. Bilingual	All	Meets	23%	SCA 1	30%	9%	SCA 2	40%		SCA 3	50%		STAAR	60%
	All	Special Education	All	Meets	12%	SCA 1	5%	10%	SCA 2	10%		SCA 3	20%		STAAR	30%
	3rd	All	Reading	Meets	18%	SCA 1	30%	4%	SCA 2	40%		SCA 3	50%		STAAR	60%
	3rd	All	Math	Meets	26%	SCA 1	30%	14%	SCA 2	40%		SCA 3	50%		STAAR	60%

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	
60	90	A	