

RODRIGUEZ EL

Targeted Improvement Plan

2021/2022

Rodriguez Elementary Where Excellence Is By Design



RODRIGUEZ
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

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

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

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

Element 1: The Comprehensive Needs Assessment (CNA) is included 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.

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

Objective 1. (Social and Emotional School Climate) SMART Goal: Decrease the amount of AA discipline referrals in 2019-2020 from 15% to 9%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue implementing Second Steps, Mindfulness Moments, Morning Meetings, Peace Corners, Mindfulness Studio, Sensory Studio, NME strategies and Bimonthly Counseling Sessions to in order provide regulation strategies for everyone. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Grade Level Team	Aug.-May		Criteria: Lesson Plans SEL Boards WKRR Routine-Mindfulness Routine 10/22/21 - On Track
2. Conduct monthly book studies on Nuerosequential Model in Education. (#1) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teacher Assistants, Teachers	August-May		Criteria: 95% of staff will meet monthly to discuss strategies and implantation of model 10/22/21 - On Track
3. Implement school-wide Second Steps lessons every Monday. Teachers will use lessons in morning meetings and throughout the week during academics. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teachers	Aug.-May		Criteria: 100 % of Lesson plans will reflect weekly implementation. 10/22/21 - On Track

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

Objective 2. (Physical Environment/Sustainability) SMART Goal: Implement two outdoor TEKS based lessons per year per teacher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Green Campus Cohort Strategies throughout the campus after professional development is provided. (#7) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators, Green Committee	Sept.		Criteria: Professional Development Agendas and Power Points Outdoor Learning Spaces Sign Up Sheets Lesson Plans 75% of classes will participate in an outdoor learning lesson twice a year 10/22/21 - On Track
2. Professional Development on Green Campus expectations and outdoor learning activities will be provided for all teachers (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators	Nov.		Criteria: 100% of teachers will be trained in Green Campus requirements and outdoor learning activities. 10/22/21 - On Track
3. 2nd and 3rd graders will participate in PEAS outdoor and gardening classes (Title I SW Elements: 2.5) (Target Group: 2nd,3rd) (Strategic Priorities: 4)	Grade Level Lead	Sept.-May		Criteria: 100% of 2nd grade classes will participate in PEAS classes throughout the year 10/22/21 - On Track

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

Objective 3. (Family Engagement) SMART Goal: Increase family engagement opportunities from 4 in 2021 in a year to 8 in 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide month family engagement opportunities (ex: Literacy Day, Back to School Night, garden days, math/science night, etc.) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Grade Level Team	Sept.-May		Criteria: Agendas Sign-In Sheets 10/22/21 - On Track
2. Provide families opportunities to give input regarding school issues through community circles twice a year (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist	Nov. and April		Criteria: 2 Meeting Agendas 10/22/21 - On Track
3. Monthly Parent Coffees will be held based on survey topics requested (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist, Principal	Sept.-May		Criteria: 6 Parent Coffee Agendas 10/22/21 - 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)) Insert SMART goal here re: Students will increase overall mastery of each standard of reading and math at the meets level by 30%. (2020-2021 data: Reading meets - 21% and Math meets 17%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be training in the new PLC protocol (See it, Name it, Do it) during weekly PLCs in order to learn how to unpack the TEKS and create and assess student exit tickets for mastery. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Grade Level Team	Aug.-May		Criteria: Exit Tickets Short Cycle Assessments 10/22/21 - Completed
2. Teachers will use their new understanding of PLC protocol to appropriately align their lesson plans to the rigor of the TEKS using the 9 box lesson planning tool. (#6) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Grade Level Team	Aug.-May		Criteria: 9 Box Lesson Plan Tool Data Meeting Agendas Know/Show Charts 10/22/21 - On Track
3. Teachers will use the data from weekly Exit tickets to create targeted intervention groups to address gaps found in student understanding. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Grade Level Team	Aug-May		Criteria: Exit Tickets Small Group or Whole Group Lesson Plans (reteach) Verification of Mastery Forms 10/22/21 - 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 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Students will increase overall mastery of each standard of reading and math at the meets level by 30%. (2020-2021 data: Reading meets - 21% and Math meets 17%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train teachers on the new PPFT framework and the PLC protocol (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators	Aug.-Sept.		Criteria: 100% Teacher Completion rate of PD and ILP plans submitted 10/22/21 - Completed
2. Compete eight informal walkthroughs and two formal walkthroughs with post conference and individualized feedback with follow-up. (#3) (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Administrators	Aug.-May		Criteria: Documented walkthrough forms and follow up documentation 10/22/21 - On Track
3. Using the take aways from the action steps from the PLC protocol, teachers will implement their reteach plans weekly. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators	Sept.-May		Criteria: Weekly data meeting agendas Walkthrough forms and feedback documentation 10/22/21 - 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 316 to 350 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. Conduct a Neighborhood walk, Operation Reconnect, Popsicles with the Principal, and individual family phone calls to recruit and retain students. (#4) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Grade Level Team	Aug.-May		Criteria: Enrollment Numbers 10/22/21 - Completed
2. Promote campus events and celebrations through social media - facebook, website, and twitter (#2) (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4)	Administrators	Sept. May		Criteria: Number of enrollments 10/22/21 - On Track
3. Conduct Operation Reconnect walks to help recruit students from neighborhood and warehouse area around our school. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Team, Leadership Team, Teacher Assistants, Teachers	August		Criteria: Number of Neighborhood walks 10/22/21 - Completed

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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 goals and practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train front office and support staff on CARES guidelines and expectations. (#5) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	Aug.-May		Criteria: Agendas 10/22/21 - On Track
2. Update phone messaging throughout the campus (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Grade Level Team	Aug.		Criteria: 100% of messages will be updated 10/22/21 - On Track
3. Train entire campus on customer service protocols (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teacher Assistants, Teachers	September		Criteria: 100% of staff will be trained in CARES protocols 10/22/21 - 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 09/30/21 - 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 09/30/21 - 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 09/30/21 - 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 09/30/21 - 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 09/30/21 - Completed

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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
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 09/30/21 - 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 09/30/21 - 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.				09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/30/21 - 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 09/30/21 - 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.

RODRIGUEZ EL Site Base

Name	Position
Mills, Monica	Principal
Martinez, Norma	Assistant Principal
Laurel, Emily	Assistant Principal
Smith, Sherman	Principal Resident
Vazquez, Liliana	Co-CAC Chair
McElaney, Nancy	Co-CAC Chair
Ramos, Gloria	Parent
Ramirez, Imelda	Parent

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	5	4	4	3	3	4

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.

Focus Area for Improvement	Rationale
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	

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	94%	86%	100%	100%	100%	83%	100%	74%	94%	100%	100%	100%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

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

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

At the start of the 21-22 SY, we have exceeded the set target goals; however, we will still work toward improving the “Physical Environment” component.

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 DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018	573	54	0	9	2	0	510	0	19	16	0	*	0	*	0	0	295	0	4	3	0
2018-2019	493	41	0	0	2	0	437	0	0	15	0	8	0	0	0	0	242	0	0	6	0
**2019-2020	514	47	0	0	7	0	453	0	2	3	0	5	0	0	0	0	256	0	0	1	0
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018		278	0	25	15	0	531	0	28	18	0	74	0	17	12	0					
2018-2019		251	0	0	11	0	481	0	0	17	0	73	0	0	4	0					
**2019-2020		258	0	2	9	0	492	0	2	10	0	80	0	1	4	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](#)?

While overall, we have seen a decrease in student discipline counts; however, we do see that our African American students are being referred at a level that is disproportionate when compared to their peers.

What are the top 3 reasons students get referrals?

1. A need to incorporate culturally responsive teaching practices.
2. Planning intentionally for transitions to mitigate behaviors.
3. Essential areas training is needed for behavior support strategies that are culturally responsive and inclusive.

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		# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	
1	23	43%	9%	48%	22	68%	18%	14%	-34	23	35%	9%	57%	24	75%	8%	17%	-40
2	0				24	50%	8%	42%		0				20	60%	25%	15%	
3	47	38%	19%	43%	54	69%	20%	11%	-32	4				4				
4	50	42%	24%	34%	48	60%	19%	21%	-13	6	100%	0%	0%	5	100%	0%	0%	0
5	60	60%	25%	15%	56	80%	9%	11%	-4	1				1				
All	180	47%	21%	32%	204	68%	15%	17%	-15	34	53%	6%	41%	54	67%	15%	19%	-22

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

Students across all grade levels are struggling with reading.

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									
2									
3						65%	35%	40%	50%
4						12%	35%	44%	34%
5						45%	23%	46%	52%
All						41%	30%	41%	43%

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

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

Our goal is for all students to make at least one proficiency level.

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	03	37	66	38	8	3	1	50	*	*	*	36	68	39	8	3	0		-	-	-	34	64	32	6	<1
Math	04	27	46	44	19	<1	1	11	*	*	*	25	51	44	16	<1	1	100	*	*	*	27	46	44	19	<1
Math	05	40	65	58	25	10	5	63	60	20	20	34	64	56	26	9	0		-	-	-	39	64	56	26	10
Math	All	104	59	47	17	5	7	37	43	14	14	95	61	46	17	4	1	100	*	*	*	100	58	45	17	4
Reading	03	37	66	51	14	5	1	50	*	*	*	36	68	53	14	6	0		-	-	-	34	64	50	12	3
Reading	04	27	46	33	26	<1	1	11	*	*	*	25	51	32	24	<1	1	100	*	*	*	27	46	33	26	<1
Reading	05	41	66	56	24	12	5	63	60	20	20	35	66	57	26	11	0		-	-	-	40	66	58	25	13
Reading	All	105	59	49	21	7	7	37	43	14	14	96	62	49	21	6	1	100	*	*	*	101	58	49	21	6
Writing	04	37	61	32	19	<1	5	56	<1	<1	<1	31	61	35	23	<1	1	100	*	*	*	37	61	32	19	<1
Science	05	40	65	43	13	5	5	63	40	20	<1	34	64	44	12	6	0		-	-	-	39	64	44	13	5
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									

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

2021 STAAR	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03						24	71	33	13	4	8	80	25	<1	<1	6	86	33	<1	<1
Math	04						24	65	42	17	<1	9	60	67	44	<1	6	75	33	<1	<1
Math	05						24	73	67	33	13	14	74	50	14	<1	7	47	43	<1	<1
Math	All						72	69	47	21	6	31	70	48	19	<1	19	63	37	<1	<1
Reading	03						24	71	50	21	8	8	80	13	13	<1	6	86	<1	<1	<1
Reading	04						24	65	29	25	<1	9	60	44	44	<1	6	75	<1	<1	<1
Reading	05						25	76	64	32	16	15	79	27	13	<1	8	53	25	<1	<1
Reading	All						73	70	48	26	8	32	33	28	22	<1	20	67	10	<1	<1
Writing	04						23	62	22	22	<1	12	80	33	25	<1	6	75	17	<1	<1
Science	05						25	76	52	16	8	14	74	21	14	<1	7	47	14	<1	<1

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

Our students receiving SPED services and our Emergent Bilingual Learners continue to be disproportionately lower when compared to the campus average in math.

Our students receiving SPED services and our African American population are disproportionately lower when compared to the campus average in Reading.

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

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Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5			0%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			7%

Advanced Academics reflection questions:

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

How are you communicating with all families about GT and/or advanced learning opportunities?
Parent Coffees, GT Night, Enrichment Club, Newsletters, Conferences, School Messenger, School Media

How do you support a culture that provides advanced learning opportunities to all students?
GT Exemplar Lessons, GT Choice Boards, GT Enrichment Lessons, PBL, Passion Projects, MakerSpace, Student Portfolios and/or Capstone Projects

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

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E	E	E	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).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			100%
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			100%

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

% 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	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	34	4	29	0	0	1	0	0	33	21	12	<25	29	5			
Growth Score	51%		53%						53%				57%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	no		no						no				no				
Math #PM Tests	37	4	32	0	0	1	0	0	36	23	14	<25	32	5			
Growth Score	47%		45%						46%				50%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	no		no						no				no				
Total																	

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

Historically all students, hispanic, and economically disadvantaged have not met growth target.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	503	444	471	366
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate				
	Managing Student Conduct				
	Principal Leadership				

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Housing rates are high, forcing families to relocate
 Charter campus provides school until 6:00 p.m.
 Middle School stigma

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

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
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?				
The area that we will be focusing on strengthening this school year is Campus Communication Goals and Practices. We selected this area to ensure that 100% of the communication going out to students, families, faculty, and community members is consistently respectful and inclusive of all diverse perspectives and needs.				

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

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation

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

- 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 - 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 documentation 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 in PlanWorks)

Rodriguez Elementary
Campus Name

Michele Mills
Principal's Signature

9/14/21
Date

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

Campus Name Rodriguez Elementary Org# 174

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. Mills	Monica	Principal
2. Martinez	Norma	Assistant Principal
3. Laurel	Emily	Assistant Principal
4. Smith	Sherman	Principal Intern.
5.		
6.		
7.		
8.		
9.		
10.		
Printed name <u>Monica Mills</u>		Date <u>9/10/21</u>
Signature <u><i>Monica Mills</i></u>		

08/10/2021

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS: (Hide when downloading PDF)

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

2019 or 2021 Results (column F):

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

2022 Summative Goals (column R):

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

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

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

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

Downloading PDF of AISD Data Tracker:

Hide instructions row #1

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

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	72%	SCA 1	60%	75%	SCA 2	70%	-	SCA 3	80%	-	STAA D	90%
	All	All	Reading	Meets	30%	SCA 1	30%	44%	SCA 2	40%	-	SCA 3	50%	-	STAA D	60%
	All	All	Reading	Masters	12%	SCA 1	15%	30%	SCA 2	20%	-	SCA 3	25%	-	STAA D	30%
	All	All	Math	App.	76%	SCA 1	60%	89%	SCA 2	70%	-	SCA 3	80%	-	STAA D	90%
	All	All	Math	Meets	42%	SCA 1	45%	35%	SCA 2	50%	-	SCA 3	55%	-	STAA D	60%
	All	All	Math	Masters	30%	SCA 1	25%	54%	SCA 2	30%	-	SCA 3	33%	-	STAA D	36%
	All	All	Science	App.	51%	SCA 1	50%	85%	SCA 2	60%	-	SCA 3	70%	-	STAA D	80%
	All	All	Science	Meets	28%	SCA 1	20%	75%	SCA 2	30%	-	SCA 3	40%	-	STAA D	50%
	All	All	Science	Masters	8%	SCA 1	5%	58%	SCA 2	10%	-	SCA 3	15%	-	STAA D	20%
	All	Emer. Bilingual	Reading	Meets	25%	SCA 1	30%	34%	SCA 2	40%	-	SCA 3	50%	-	TELP AS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	39%	SCA 1	30%	50%	SCA 2	40%	-	SCA 3	50%	-	STAA D	60%
	All	Hispanic	All	Meets	34%	SCA 1	30%	58%	SCA 2	40%	-	SCA 3	50%	-	STAA D	60%
	All	Emer. Bilingual	All	Meets	33%	SCA 1	30%	56%	SCA 2	40%	-	SCA 3	50%	-	STAA D	60%
	All	Special Education	All	Meets	30%	SCA 1	30%	21%	SCA 2	40%	-	SCA 3	50%	-	STAA D	60%
	3rd	All	Reading	Meets	25%	SCA 1	30%	37%	SCA 2	40%	-	SCA 3	50%	-	STAA D	60%
	3rd	All	Math	Meets	57%	SCA 1	30%	63%	SCA 2	40%	-	SCA 3	50%	-	STAA D	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	
59	89	B	