

MENCHACA EL
Menchaca Elementary School
2022/2023

*I am a Menchaca Mustang I believe I can do what is right even when no one is watching me.
I will achieve through cooperation. I will succeed by always doing my best.*

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MENCHACA EL

Mission

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.

Vision

Campus Mission: We work to provide a safe and inclusive learning environment for all students so

Vision Continued

they are safe to take academic risks. We create learning opportunities that are collaborative, creative, and meaningful that have real life application.

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

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

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

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

Nondiscrimination Notice

MENCHACA EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

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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) Campus will continue to plan equity focused professional development and family engagement with staff around issues of equity specific to dual language and the experiences of our black and brown families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PTA advocacy committee and staff will be working together to ensure that the experiences of dual language families are documented through parent survey. (Title I SW Elements: 2.6,3.1) (Target Group: BI) (Strategic Priorities: 4)	Parent Support Specialist	Spring		Criteria: Parent completion of surveys, review of data, and plan of action.

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Objective 2. (Physical Environment/Sustainability) Campus will establish a green team consistent of teachers and students that focuses on planting bee and butterfly supporting species of plants, flowers, and trees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus green team will apply for grants and solicit donations to increase the number of native species on campus grounds. Students will also be able to explain the role of these species in our ecosystem. (Title I SW Elements: 2.6) (Target Group: ECD) (Strategic Priorities: 4)	Teachers	Fall and Spring		Criteria: Increased gardens throughout the campus - especially directly in front of the campus.

MENCHACA EL

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Objective 3. (Family Engagement) Collaboratively work with PTA to increase family engagement and family events on campus during the 22-23 school year. One event per month or one volunteer opportunity per month will be planned.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly family events will be free and open to all families. Parent support specialist will work to promote events and encourage participation. (Title I SW Elements: 3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist	monthly		Criteria: Attendance at events will be tracked by PTA and shared at PTA executive board meetings.

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

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities through weekly meeting and modeling. Goal setting for Winter and Spring will guide next steps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assistant Principal Check in on Monday morning and Leadership Meeting on Friday. Calibrate and debrief learning walks Track PLC work Explain decision making process for team. Model critical conversations. (Title I SW Elements: 2.2,2.3) (ESF: 1)	Administrators	ongoing		Criteria: Assistant Principal Reflection CAPR Campus Survey of AP effectiveness.

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Objective 2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation of PLC through agenda planning and tracking.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review TEKS to be taught Complete Know>Show agendas Debrief on PLC agendas (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2) (ESF: 1,1.2)	Academic Leadership Team	ongoing		

MENCHACA EL

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

Objective 1. (ESF Essential Action 2.2) Campus administrators will build teacher capacity through observation and feedback cycles. Walkthroughs will be completed by October to ensure staff have opportunity to implement feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to complete all required walk throughs each administrator will complete a walk through on every staff member. (Title I SW Elements: 1.1,2.3,2.5,2.6) (Strategic Priorities: 1,2)	Administrators	October and March		Criteria: Completion of walkthroughs in Frontline

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

MENCHACA EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

MENCHACA EL

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

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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

Objective 1. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Ensure effective classroom routines and instructional strategies are in place by November in Kinder through Fifth that focus on tier 1 instruction in reading and math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that Kinder through Fifth grade are implementing a balanced literacy model based on learning from Texas Reading Academy with a focus on phonemic awareness and guided reading. (Title I SW Elements: 1.1,2.3,2.5,2.6) (Strategic Priorities: 2) (ESF: 5,5.1)		October 2022		Criteria: Classroom walkthrough and observation of balanced literacy practices such as First 20 Days, guided reading, and strategies from Texas Reading Academy.
2. Ensure that all classrooms in grades Kinder through Fifth are implementing a consistent problem solving strategy for math, (Title I SW Elements: 1.1,2.3,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1)	Academic Leadership Team	November		Criteria: Examination of student work and assessments during established PLC time.
3. Use exemplar work in reading and math to highlight and examine student thinking, processing, and problem solving. (Title I SW Elements: 1.1,2.5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1)	Academic Leadership Team	monthly		Criteria: Student work and assessments will be reviewed at PLC meetings that are held twice a week.

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Goal 7. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide open houses and campus tours weekly that highlight special programs such as dual language. (Title I SW Elements: 2.3,3.1) (Target Group: H,AA,BI,ESL) (Strategic Priorities: 4)	Academic Leadership Team			Criteria: These are on-going and scheduled in advance with PTA.
2. Update website weekly to provide regular communication to campus communities (information like calendar, announcements, kudos, etc.).				
3. Ensure front office including parent support specialist provides exceptional customer service.				

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Goal 8. (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 _____ section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 9. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

MENCHACA EL Site Base

Name	Position
Loyola, Eliza	Principal
Silva, Lauren	PTA president
Ramos, Sergio	teacher
Dayoc, Skylar	teacher
Stahl, Edith	teacher
Flores, Yara	parent
Richards, Trudy	business representative
Cavaso, Jessica	assistant principal
Perez, Linda	teacher
Gutierrez, Claudia	teacher
Speckman, Barbara	teacher
Tijerina, Mary	teacher
Ramirez, Angelica	parent
Gutierrez, Stephanie	parent
Lawson, Amber	parent
Dunn, Claire	parent
Georg, Bryce	staff

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.