Lamar Middle School
Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan

Megan Tesano
6201 Wynona St., Austin, TX 78757
(512) 414-3217
megan.tesano@austinisd.org
Campus Mission
Lamar Middle School and Fine Arts Academy is a caring community with diverse programs that engage all students in meaningful and creative learning opportunities that will prepare them for the future.

Campus Vision
Our vision is to be the best middle school fine arts academy in Texas.

Campus Values
At Lamar we value educating the whole-child through social and emotional learning, student success in academic achievement, and a diverse and welcoming community.

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.
This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus. The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus’ implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus’ focus areas fall under.

**Lever 1: Strong School Leadership and Planning**
The district provides opportunities for ongoing support and coaching of the campus leader.

**Lever 2: Effective, Well-Supported Teachers**
The district provides the campus with sufficient control over teacher hiring and placement.

**Lever 3: Positive School Culture**
The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

**Lever 4: High Quality Curriculum**
The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

**Lever 5: Effective Instruction**
District policies and practices support effective instruction in schools.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

**District Commitments Theory of Action (ToA)**
If the district provides opportunities for ongoing support and coaching of the campus leader and observes administrative team meetings and campus instructional leadership team meetings, then Lamar will develop campus instructional leaders with clear roles and responsibilities that are implemented with fidelity.

If district policies and practices support effective instruction in schools, then Lamar will improve in the data-driven instruction process.
TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name
   Kenisha Coburn

Date
   10/7/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name
   Megan Tesano

Date
   10/7/2020
Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

With a focus on improved campus leadership, student achievement will be improved through stronger coaching, support, and alignment.

How will the campus build capacity in this area? Who will you partner with?

The principal and principal supervisor will partner with district departments to improve campus leadership.

How will you communicate these priorities to your stakeholders? How will you create buy-in?

The principal will communicate roles and responsibilities to the administrative team and campus staff. They will be reiterated with staff throughout the year. Shared ownership of these roles will be developed during administrative team meetings.

Desired Annual Outcome

The campus will develop administrators and teacher leaders as strong instructional leaders. Embedded professional learning, coaching, and feedback that is role-specific will be used to build capacity and increase the impact of campus leaders.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

By the end of the first 90 days, members of the administrative team will have clear roles and responsibilities. Calendars and schedules will be built to support successful implementation of the roles and responsibilities.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

By the end of the second cycle, administrators will have discussed walkthrough feedback and planned for coaching as a team.

Desired 90-day Outcome: Cycle 3 (March-May)

By the end of the second cycle, administrators will have discussed walkthrough feedback, planned for coaching as a team, and conducted a coaching cycle with at least two teachers.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

By the end of the second cycle, administrators will have discussed walkthrough feedback, planned for coaching as a team, and conducted a coaching cycle with at least two teachers.

Barriers to Address During the Year

COVID pandemic response and the resulting changes in our learning environment will present the greatest barriers.

Barriers to Address: Cycle 1 (Sept-Nov)

The challenges that come with the combination of remote and in person learning. Skillsets that will need to be developed and expectations that will need to shift as the roles of members of the administrative team change.

Barriers to Address: Cycle 2 (Dec-Feb)

The challenges that come with the combination of remote and in person learning. Skillsets that will need to be developed and expectations that will need to shift as the roles of members of the administrative team change.

Barriers to Address: Cycle 3 (March-May)

Additional systems that come into play around testing season and the spring slide will make fidelity difficult.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If the district provides opportunities for ongoing support and coaching of the campus leader and observes administrative team meetings and campus instructional leadership team meetings, then Lamar will develop campus instructional leaders with clear roles and responsibilities that are implemented with fidelity.

District Actions: Cycle 1 (Sept-Nov)

The principal supervisor will meet biweekly with campus principal to review progress on set goals and review artifacts being developed. The supervisor will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening coaching.
District Actions: Cycle 2 (Dec-Feb)
The principal supervisor will meet biweekly with campus principal to review progress on set goals and review artifacts being developed. The supervisor will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening coaching.

District Actions: Cycle 3 (March-May)
The principal supervisor will meet biweekly with campus principal to review progress on set goals and review artifacts being developed. The supervisor will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening coaching.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Prioritized Focus Area #2

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale
Intentional, systematized data-driven instruction has not been a strong focus on the campus. Effective implementation of instructional strategies and interventions to support some minority student groups can be supported by improvement in data-driven instruction.

How will the campus build capacity in this area? Who will you partner with?
The principal and principal supervisor will partner with district departments to improve data-driven instruction.

How will you communicate these priorities to your stakeholders? How will create buy-in?
The campus will use professional learning opportunities and PLC meetings to communicate the importance of data-driven instruction in promoting growth for all students, especially those demonstrating the greatest relative gaps in achievement.

Desired Annual Outcome
The campus will implement systems promote evidence-based instructional feedback and coaching, data-driven planning in campus leadership teams, and data-analysis in professional learning communities to strengthen the alignment of instructional planning to meet student needs.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
By the end of the first 90 days, we will have reviewed accountability data as a campus and discussed strengths and areas for growth based on this data. Campus administrators will have implemented walkthroughs and reviewed student data, providing evidence-based feedback to teachers and teacher teams.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
By the end of cycle 2, campus data protocols will have been implemented in PLCs and leadership team meetings to review campus and district assessment data.

Desired 90-day Outcome: Cycle 3 (March-May)
By the end of the second cycle, PLCs will have used data-analysis protocols to review student assessments and plan for intervention and extension.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year
COVID pandemic response and the resulting changes in our learning environment will present the greatest barriers.

Barriers to Address: Cycle 1 (Sept-Nov)
The challenges that come with the combination of remote and in person learning. Skillsets that will need to be developed and expectations that will need to shift as the roles of members of the administrative team change.

Barriers to Address: Cycle 2 (Dec-Feb)
The challenges that come with the combination of remote and in person learning. Skillsets that will need to be developed and expectations that will need to shift as the roles of members of the administrative team change.

Barriers to Address: Cycle 3 (March-May)
Additional systems that come into play around testing season and the spring slide will make fidelity difficult.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)
If district policies and practices support effective instruction in schools, then Lamar will improve in the data-driven instruction process.

District Actions: Cycle 1 (Sept-Nov)
The principal supervisor will meet biweekly with campus principal to review progress on set goals and review artifacts being developed. The supervisor will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening coaching.

District Actions: Cycle 2 (Dec-Feb)
The principal supervisor will meet biweekly with campus principal to review progress on set goals and review artifacts being developed. The supervisor will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening coaching.
District Actions: Cycle 3 (March-May)
The principal supervisor will meet biweekly with campus principal to review progress on set goals and review artifacts being developed. The supervisor will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening coaching.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?
End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?
Comprehensive Needs Assessment

Demographics

Demographics Data Sources
STAAR disaggregated by subj., grade, & stud. grp.

Demographics Strengths
African American, Hispanic, White, Two+, are meeting Academic Achievement goals. All groups are meeting Academic Achievement in Reading. All student groups are meeting Academic Achievement in Science. African American students showed an increase of 24% approaches in Social studies but dropped by 12 percent in meets (stayed the same in approaches) for Writing.

Demographics Weaknesses
African American, Hispanic, EcD, ELL, and SpED students failed to meet growth standards in 2019 in Reading and Math. Our EL students did not meet standard in TELPAS. Students of color are also disciplined at a higher rate than their white peers.

Demographics Needs
ELL, SpEd, in Math need to move to target. All student groups need to see growth.

Demographics Summary
Our EL and SpEd students are showing the least achievement but most student groups are not showing progress. Develop systems that address tier one instruction that is more culturally relevant and responsive.

Student Achievement
Comprehensive Needs Assessment

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

We exceeded the goals and targets in all areas for STAAR Reading in 2018 - 2019. We also exceeded growth targets in Reading for all students.

Student Achievement Weaknesses

We did not meet growth in our student groups for both reading and math. We also experienced a significant decrease in the students scoring at Advanced High on TELPAS. Of particular concern are our students who receive special education services and our emergent bilingual students in math.

Student Achievement Needs

Increase the TELPAS progress for our ELs by hiring an ESL teacher. Increase the performance of our students receiving SpEd services in Math.

Student Achievement Summary

When looking at all tests, our students show a high level of performance. When looking at student groups in growth, we are not meeting target. Our English Learners and students receiving Special Education services are performing at a particularly low level.
Comprehensive Needs Assessment

School Culture and Climate

School Culture and ClimateStrengths

According to the 2019 TELL survey data, teachers feel that the school is a good place to work and learn. Teachers are satisfied with the amount of autonomy and control they have over their classrooms. Most students feel safe.

School Culture and Climate Weaknesses

In the 2019 school year, there was a lot of instability in leadership. Teachers didn't trust the principal to make sound professional decisions about instruction. Departments and teachers don't meet to discuss data and learning goals for groups of students. Students don't feel that classmates follow the rules and feelings about respect toward each other is dropping over the last 3 years.

School Culture and Climate Needs

Reform behavior policy to include response to behavior instead of reactions to behavior. Engage in middle school-specific behavior management training for teachers. Improvement in principal-staff communication

School Culture and Climate Summary

In consistencies in leadership in the 2019 school year had an impact on the culture and climate of the school. Teachers reported lack of trust in principal and decision-making. Students are not feeling respected in school.
## Goal 1.
(Strong School Leadership and Planning (ESF Lever 1)) Effective 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.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a comprehensive list of responsibilities for assistant principals and principal, including teachers assigned for supervision. (Strategic Priorities: 1,2)</td>
<td>Administration</td>
<td>October 2020</td>
<td>Criteria: List of Roles and Responsibilities; Appraisal List</td>
<td>11/30/20 - Completed</td>
</tr>
<tr>
<td>2. Develop written expectations for administrative roles in grade-level team meetings, department supervision, and observation and feedback cycles. (Strategic Priorities: 2)</td>
<td>Assistant Principal, Principal</td>
<td>October 2020</td>
<td>Criteria: Written expectations; Calendars; Walkthrough protocol; Administrative team meeting agendas; Department meeting agendas</td>
<td>11/30/20 - Significant Progress 11/30/20 - Completed</td>
</tr>
<tr>
<td>3. Develop weekly calendars that include scheduled time for administrative team meetings, walkthroughs, department meetings, and PLC meetings. (Strategic Priorities: 1,2)</td>
<td>Assistant Principal, Department Chairs, Principal</td>
<td>October 2020</td>
<td>Criteria: Calendars</td>
<td>11/30/20 - On Track</td>
</tr>
<tr>
<td>4. Campus administrators will conduct team learning walks once biweekly. (Strategic Priorities: 1,2)</td>
<td>Assistant Principal, Principal</td>
<td>October 2020 - May 2021</td>
<td>Criteria: completed walkthrough protocols</td>
<td>11/30/20 - Some Progress</td>
</tr>
<tr>
<td>5. Administrators will debrief the biweekly learning walks and plan for coaching opportunities. (Strategic Priorities: 1)</td>
<td>Assistant Principal, Principal</td>
<td>December 2020 - May 2020</td>
<td>Criteria: Walkthrough protocol, coaching notes, meeting minutes</td>
<td>11/30/20 - Some Progress</td>
</tr>
</tbody>
</table>
Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

<table>
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</thead>
<tbody>
<tr>
<td>1. Review accountability data with the administrative team and campus staff to develop an understanding of needs and areas of progress.</td>
<td>Assistant Principal, Department Chairs, Principal</td>
<td>October - November 2020</td>
<td>Criteria: Meeting agendas, Analysis and reflection documents</td>
<td>11/30/20 - Completed</td>
</tr>
<tr>
<td>2. Develop written protocols for data analysis with the administrative team and department chairs.</td>
<td>Assistant Principal, Department Chairs, Principal</td>
<td>October - November 2020</td>
<td>Criteria: Meeting minutes, Protocols</td>
<td></td>
</tr>
<tr>
<td>3. Use data protocols to review campus and district assessment data within PLCs and leadership teams to develop plans to respond to the data.</td>
<td>Assistant Principal, Department Chairs, PLC Leaders, Principal</td>
<td>November - May 2020</td>
<td>Criteria: Meeting agenda, data protocol, meeting notes</td>
<td></td>
</tr>
</tbody>
</table>
Lamar Middle School

**Goal 3.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Modernization Projects (2017 Bond)) Modernization Projects (2017 Bond)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Identify members of the Campus Task Force to support the design of the Fine Arts building from the 2017 Bond. (Target Group: All)</td>
<td>Principal</td>
<td>October 2020</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lamar Middle School

Goal 4.  (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1.  (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

<table>
<thead>
<tr>
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<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>1. Engage in community-building circles with staff throughout the year. (Strategic Priorities: 1,2)</td>
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</tbody>
</table>
**Lamar Middle School**

**Goal 4.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 2.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students’ social and emotional development.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Implement an advisory program for every student to build community and teach Social and Emotional Learning Skills. Develop a committee of teachers, counselors, administration, and district staff to develop goals, write curriculum, and design program. (Target Group: All) (Strategic Priorities: 1)</td>
<td>Administrators, Advisory Teachers, Campus Committees, Counselor, SEL Committee</td>
<td>July 2020 - May 2021</td>
<td>11/30/20 - On Track</td>
<td></td>
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</tbody>
</table>
### SY 20-21 CIP Developers List

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Raymond-Watson, Jeremy</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Adams, Natalie</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Bowen, Marisela</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>McWilliams, Starlet</td>
<td>Counselor</td>
</tr>
<tr>
<td>Berrean, Judith</td>
<td>Counselor</td>
</tr>
<tr>
<td>Rotondo, Laura</td>
<td>Counselor</td>
</tr>
<tr>
<td>Preston, Natalie</td>
<td>Counselor</td>
</tr>
<tr>
<td>Coburn, Kenisha</td>
<td>Executive Director of Middle Schools</td>
</tr>
<tr>
<td>Campa, Kerren</td>
<td>CAC Co Chair</td>
</tr>
<tr>
<td>Beck, Laura</td>
<td>CAC Co Chair</td>
</tr>
<tr>
<td>Core Metrics</td>
<td>Sub Metrics</td>
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### 1. Domain 1

**% of Students at Approaches, Meets and Masters**

- **All** All Reading Approaches STAAR 87 District SCA 90 District MOY 90 District SCA 90 District MOY 90 District SCA 90 District MOY 90
- **All** All Reading Meets STAAR 69 District SCA 71 District MOY 71 District SCA 71 District MOY 71 District SCA 71 District MOY 71
- **All** All Mathematics Approaches STAAR 89 District SCA 92 District MOY 92 District SCA 92 District MOY 92 District SCA 92 District MOY 92
- **All** All Mathematics Meets STAAR 80 District SCA 80 District MOY 80 District SCA 80 District MOY 80 District SCA 80 District MOY 80
- **All** All Science ApproachesSTAAR 94 District SCA 97 District MOY 97 District SCA 97 District MOY 97 District SCA 97 District MOY 97
- **All** All Science Meets STAAR 78 District SCA 80 District MOY 80 District SCA 80 District MOY 80 District SCA 80 District MOY 80
- **All** All Social Studies Approaches STAAR 83 District SCA 86 District MOY 86 District SCA 86 District MOY 86 District SCA 86 District MOY 86
- **All** All Social Studies Meets STAAR 54 District SCA 55 District MOY 55 District SCA 55 District MOY 55 District SCA 55 District MOY 55
- **All** All Social Studies Masters STAAR 58 District SCA 59 District MOY 59 District SCA 59 District MOY 59 District SCA 59 District MOY 59

### 2. Domain 3 Focus 1

**Focus 1 Components** (Choose two targets in the Academic Achievement or ELP Component)

- **All** ELL Mathematics Meets STAAR 98 District SCA 98 District MOY 98 District SCA 98 District MOY 98 District SCA 98 District MOY 98
- **All** SpEd Mathematics Meets STAAR 77 District SCA 77 District MOY 77 District SCA 77 District MOY 77 District SCA 77 District MOY 77

### 3. Domain 3 Focus 2

**Focus 2 Components** (Choose two targets in the Academic Achievement or ELP Component)

- **All** ELL Reading Meets STAAR 93 District SCA 93 District MOY 93 District SCA 93 District MOY 93 District SCA 93 District MOY 93
- **All** SpEd Reading Meets STAAR 79 District SCA 79 District MOY 79 District SCA 79 District MOY 79 District SCA 79 District MOY 79

### 4. Domain 3 Focus 3

**ELP Component**

- **All** ELL TELPAS All TELPAS 29 District SCA 29 District MOY 29 District SCA 29 District MOY 29 District SCA 29 District MOY 29