

Lamar Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



LAMAR
MIDDLE SCHOOL
AUSTIN Independent School District

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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.

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

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

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 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

Prioritized Focus Area #2

5.3 Data-driven instruction.

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?

What new action steps do you need to add to 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 Climate Strengths

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.

Lamar Middle 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a comprehensive list of responsibilities for assistant principals and principal, including teachers assigned for supervision. (Strategic Priorities: 1,2)	Administration	October 2020		Criteria: List of Roles and Responsibilities; Appraisal List 11/30/20 - Completed
2. Develop written expectations for administrative roles in grade-level team meetings, department supervision, and observation and feedback cycles. (Strategic Priorities: 2)	Assistant Principal, Principal	October 2020		Criteria: Written expectations; Calendars; Walkthrough protocol; Administrative team meeting agendas; Department meeting agendas 06/04/21 - On Track (S) 11/30/20 - Significant Progress 11/30/20 - Completed
3. Develop weekly calendars that include scheduled time for administrative team meetings, walkthroughs, department meetings, and PLC meetings. (Strategic Priorities: 1,2)	Assistant Principal, Department Chairs, Principal	October 2020		Criteria: Calendars 06/04/21 - Completed (S) 11/30/20 - On Track
4. Campus administrators will conduct team learning walks once biweekly. (Strategic Priorities: 1,2)	Assistant Principal, Principal	October 2020 - May 2021		Criteria: completed walkthrough protocols 06/04/21 - On Track (S) 12/17/20 - Some Progress 11/30/20 - Some Progress
5. Administrators will debrief the biweekly learning walks and plan for coaching opportunities. (Strategic Priorities: 1)	Assistant Principal, Principal	December 2020 - May 2020		Criteria: Walkthrough protocol, coaching notes, meeting minutes 06/04/21 - Significant Progress (S) 11/30/20 - Some Progress

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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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review accountability data with the administrative team and campus staff to develop an understanding of needs and areas of progress.	Assistant Principal, Department Chairs, Principal	October - November 2020		Criteria: Meeting agendas, Analysis and reflection documents 11/30/20 - Completed
2. Develop written protocols for data analysis with the administrative team and department chairs.	Assistant Principal, Department Chairs, Principal	October - November 2020		Criteria: Meeting minutes, Protocols 06/04/21 - Significant Progress 12/17/20 - Some Progress
3. Use data protocols to review campus and district assessment data within PLCs and leadership teams to develop plans to respond to the data.	Assistant Principal, Department Chairs, PLC Leaders, Principal	November - May 2020		Criteria: Meeting agenda, data protocol, meeting notes 06/04/21 - Significant Progress

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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)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify members of the Campus Task Force to support the design of the Fine Arts building from the 2017 Bond. (Target Group: All)	Principal	October 2020		06/04/21 - Completed (S)

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage in community-building circles with staff throughout the year. (Strategic Priorities: 1,2)				06/04/21 - Completed (S)

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement an advisory program for every student to build community and teach Social and Emotional Learning Skills.</p> <p>Develop a committee of teachers, counselors, administration, and district staff to develop goals, write curriculum, and design program. (Target Group: All) (Strategic Priorities: 1)</p>	Administrators, Advisory Teachers, Campus Committees, Counselor, SEL Committee	July 2020 - May 2021		06/04/21 - Completed 11/30/20 - On Track

SY 20-21 CIP Developers List

Name	Position
Raymond-Watson, Jeremy	Assistant Principal
Adams, Natalie	Assistant Principal
Bowen, Marisela	Assistant Principal
McWilliams, Startlet	Counselor
Berrean, Judith	Counselor
Rotondo, Laura	Counselor
Preston, Natalie	Counselor
Coburn, Kenisha	Executive Director of Middle Schools
Campa, Kerren	CAC Co Chair
Beck, Laura	CAC Co Chair

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
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		90
		All	All	Reading	Meets	STAAR	69		District SCA	71		District MOY	71		District SCA	71		71
		All	All	Reading	Masters	STAAR	43		District SCA	45		District MOY	45		District SCA	45		45
		All	All	Mathematics	Approaches	STAAR	89		District SCA	92		District MOY	92		District SCA	92		92
		All	All	Mathematics	Meets	STAAR	66		District SCA	68		District MOY	68		District SCA	68		68
		All	All	Mathematics	Masters	STAAR	32		District SCA	33		District MOY	33		District SCA	33		33
		All	All	Science	Approaches	STAAR	94		District SCA	97		District MOY	97		District SCA	97		97
		All	All	Science	Meets	STAAR	78		District SCA	80		District MOY	80		District SCA	80		80
		All	All	Science	Masters	STAAR	54		District SCA	55		District MOY	55		District SCA	55		55
		All	All	Social Studies	Approaches	STAAR	83		District SCA	86		District MOY	86		District SCA	86		86
		All	All	Social Studies	Meets	STAAR	58		District SCA	59		District MOY	59		District SCA	59		59
		All	All	Social Studies	Masters	STAAR	36		District SCA	37		District MOY	37		District SCA	37		37
		All	All	Writing	Approaches	STAAR	84		District SCA	87		District MOY	87		District SCA	87		87
		All	All	Writing	Meets	STAAR	63		District SCA	65		District MOY	65		District SCA	65		65
		All	All	Writing	Masters	STAAR	33		District SCA	34		District MOY	34		District SCA	34		34
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Focus 2 Components)	All	ELL	Mathematics	Meets	STAAR	39		District SCA	40		District MOY	40		District SCA	40		40
		All	SpEd	Mathematics	Meets	STAAR	22		District SCA	23		District MOY	23		District SCA	23		23
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Focus 1 Components)	All	ELL	Reading	Meets	STAAR	33		District SCA	34		District MOY	34		District SCA	34		34
		All	SpEd	Reading	Meets	STAAR	29		District SCA	30		District MOY	30		District SCA	30		30
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	29		District SCA	36		District MOY	36		District SCA	36		36