

Covington Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



COVINGTON
MIDDLE SCHOOL
AUSTIN Independent School District

Tai Choice

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Campus Mission

With respect for individuality, race, diversity, and culture, the Covington community will develop citizens of character and engage in high levels of learning to ensure all students thrive in college, career, and life within a multicultural society.

Campus Vision

Together we provide a collaborative and culturally responsive education, enriched by arts and technology, creating equitable outcomes for ALL learners.

Campus Values

We will work collaboratively with one another to plan, develop and implement lessons that support an engaging and rigorous curriculum.

We will deconstruct the TEKS, share instructional strategies, plan formative and summative assessments and provide a variety of opportunities for students to demonstrate mastery.

We will monitor student progress by using assessment data (formative and summative) to plan for enrichment and intervention supports.

We will model cultural proficiency, cultural responsiveness, and cultural inclusiveness with respect for all cultures and individuality, including the choices and rights of all.

We will empower students to discover their own unique gifts and talents by providing them with opportunities to explore the arts and engage with technology.

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.

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Strong leadership and planning was chosen as a result of a needs assessment, which indicated that the goals in Domain I, II, and III were not met. A system and process is not yet fully implemented and occurring consistently to track discipline referrals, attendance, and interventions.

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

The campus will continue to build capacity in this area by clarifying and developing clear expectations for administration, counselors, the instructional coach, department chairs, and the teachers.

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

These priorities will be first discussed with the Instructional Cabinet and later communicated to the staff on the first day of inservice and to the CAC at the first two CAC meetings of the school year.

Desired Annual Outcome

Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.

Build teacher capacity through observation and feedback cycles.

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

By the end of the first 90 days: All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 90% of the walkthroughs indicated on the walkthrough calendar being completed, providing actionable, bite-sized feedback to teachers within 24 hours. 100% of core content PLCs will meet as scheduled on the campus calendar, follow the plan/do/assess/reflect cycle, and analyze data weekly. The instructional leadership team will address campus walkthrough data at least once per month and develop response plans.

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

By the end of the second 90 days: All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 100% of the walkthroughs indicated on the tiered walkthrough calendar being completed, providing actionable, bite-sized feedback to teachers within 24 hours. 100% of core content PLCs will meet as scheduled on the campus calendar, follow the campus PLC and data analysis protocols, and implement student-specific and teacher-specific response plans. The instructional leadership team will address campus walkthrough data at least once per month and implement response plans focused on professional learning, coaching, and supervision. Each campus administrator will have at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet.

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

By the end of the third 90 days: All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 100% of the walkthroughs indicated on the tiered walkthrough calendar being completed, providing actionable, bite-sized feedback to teachers within 24 hours. 100% of core content PLCs will meet as scheduled on the campus calendar, follow the campus PLC and data analysis protocols, and develop student-specific and teacher-specific response plans. The instructional leadership team will address campus walkthrough data at least once per month and implement response plans focused on professional learning, coaching, and supervision. Each campus administrator will have at least one post-walkthrough coaching conversation every weeks as evidenced by notes and commitments added to the walkthrough spreadsheet.

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

Barriers to address include:

- Lack of in person learning
- Student attendance for virtual learning
- Lack of support for students participating in virtual learning
- Uncertainty around progress growth standards and measurement for STAAR
- No 2019-2020 STAAR reference score for students in Reading and Math
- Lack of small group training for Reading and Math teachers

Barriers to Address: Cycle 1 (Sept-Nov)

Less than 25% of students participating in in person learning and not having a point of reference from 2019-2020 for students' academic progress.

Barriers to Address: Cycle 2 (Dec-Feb)

Number of staff needed to operate small groups for all the students in need.

Barriers to Address: Cycle 3 (March-May)

Lack of students participating in in person learning, in addition to the attendance concerns for those participating virtually.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**District Commitment Theory of Action (ToA)**

District leadership will monitor and document implementation of training and small group instruction during campus TIP check-ins.

District Actions: Cycle 1 (Sept-Nov)

District will provide the campus with all students' previous STAAR data (2019) for 6th, 7th, and 8th grade students by January 2021.

District Actions: Cycle 2 (Dec-Feb)

District will provide support in problem-solving how to provide additional staff and/or compensation for interventions to take place.

District will also create the common assessment, which will be used to determine if student met the target or not.

District Actions: Cycle 3 (March-May)

District will provide the campus with grant opportunities, allowable to use as attendance incentives.

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

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe learning environment and high expectations.

Rationale

On the 2019-2020 student climate survey, 62% of all students, 56% of white students reported that they are treated unfairly because of who they are on the Student Climate Survey.

Referral data indicates behaviors relating to insulting a person because of their race.

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

The campus will develop a new mission, vision, values and goals to create a more inclusive, supportive learning environment.

We will implement campus wide No Place for Hate activities frequently throughout the school year.

The campus will develop a Culturally Proficient and Inclusiveness Cadre, which will provide ongoing professional learning opportunities throughout the school year for initially for staff and then for students.

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

The new mission, vision, values, and goals will be presented to the 6th graders at the transition camp and the 6th grade parents at the 6th grade parent transition meeting.

The full staff will be introduced to the new mission, vision, values, and goals on the first day of inservice. It was also introduced to the CAC at the first two CAC meetings of the school year.

We will create buy in by establishing the importance of learning in a culturally responsive, safe, anti-racist, non-biased learning environment.

Desired Annual Outcome

10% decrease in the percentage of students who report on the end of year student climate survey that they are treated unfairly because of who they are.

Referrals that report the use of racist, biased language will decrease by 50%.

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

In the first 90 days: The Covington mission, vision, values, and goals will be communicated to all students, staff, and community.

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

In the second 90 days: 100% of teachers will participate in a Culturally Responsive Teaching and Learning book study. 100% of campus staff will develop role-specific commitments to align their work to the campus mission, vision, and values. 100% of campus meeting protocols have been adjusted to incorporate regular alignment to the Martin values.

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

In the third 90 days: 100% of campus staff will reflect on their progress towards role-specific commitments to the campus mission, vision, and values. 100% of campus meeting protocols and minutes show regular reiteration of the Martin values.

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

Some barriers to address during this school year include:

- The civil unrest that continues in the country, city, and district.

- The mindset of staff, students, and community members .

- Lack of 100% in person learning significantly decreases the opportunity for students and staff and students and other students to build and maintain relationships.

- New Social, Emotional Learning cadre leaders

Barriers to Address: Cycle 1 (Sept-Nov)

New SEL leadership. The SEL cadre is responsible for collaborating to develop the weekly social, emotional lessons for our students.

Barriers to Address: Cycle 2 (Dec-Feb)

Four week delay of in person learning and less than 25% of student body is participating in in person learning now that it has resumed.

Barriers to Address: Cycle 3 (March-May)

Same barriers listed above.

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

District Commitment Theory of Action (ToA)

District leadership will monitor and document implementation of training and small group instruction during campus TIP check-ins.

District Actions: Cycle 1 (Sept-Nov)

The district will continue to provide follow up training for cultural proficiency and inclusiveness to principals.

District Actions: Cycle 2 (Dec-Feb)

The district will provide the books for the book study and award PLED credit for participation.

District Actions: Cycle 3 (March-May)

District will create student climate survey.

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?

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

Ms. Kenisha Coburn

Date

11/16/2020

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

Ms. Tai Choice

Date

11/16/2020

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 places its most effective school leaders in its highest need schools.

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

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

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 assists with planning for student interventions and helps the campus obtain attendance interventions, then all students will make the necessary progress towards meeting the established standards.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

District Family Survey results
MOY disaggregated by grade, subj., & stud. grp.
Staff (TELL) Survey results
Student Survey results

Student Achievement Strengths

Teachers understand the need to use data to drive instruction.

Systems are in place for student assessments, data analysis, and interventions.

Student Achievement Weaknesses

In 2019-2020 students did not meet the growth target set by the state.

Student Achievement Needs

Baseline data is needed for all students since there was no STAAR for 2019-2020.

Student Achievement Summary

We are committed to working towards ensuring that all students meet their growth target set forth by the state.

We will administer the nine week common assessments created at the district level, perform a data analysis, and determine interventions necessary.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

District Family Survey results
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

Covington is a diverse community with students of varying races and languages spoken.

89% of students reported on the student climate survey that, "At my school, there is respect for students of different cultures."

Covington staff members are committed to providing a safe, inclusive, anti-racist, non-biased learning environment for all of our students.

School Culture and Climate Weaknesses

62% of all students and 56% of white students reported that they are treated unfairly because of who they are on the 2019-2020 student climate survey.

School Culture and Climate Needs

Increased opportunities for students to participate in social emotional learning, identity, and cultures.

Student leadership groups that focus on non-discriminatory practices.

Cultural Proficiency and Inclusiveness Cadre

Comprehensive Needs Assessment

School Culture and Climate Summary

Addressing school culture and climate is a priority this school year and will be addressed with students and staff all throughout the year.

Staff will participate in professional learning opportunities at the beginning of the school year and at faculty meetings throughout the school year.

Staff will also participate in a book study of Culturally Proficient Teaching and the Brain.

No Place for Hate activities will be infused throughout the school year for our students.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

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

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

Curriculum, Instruction and Assessment Strengths

Teachers have access to the district created curriculum and have autonomy to modify the curriculum (typically increase the rigor) in order to challenge and meet the needs of our students.

Teachers have dedicated PLC time for lesson plan and assessment collaboration.

Teachers are aware of the Lead4Ward documents (high leverage TEKS, tested standards, etc.) that assist with assessment creation.

Curriculum, Instruction and Assessment Weaknesses

Modifying the curriculum and creating assessments to fit the curriculum requires additional time, which usually extends outside of the scheduled PLC.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

An opportunity (half a day) for all core teachers with their grade levels to scope out the curriculum, create an instructional calendar with assessments, and begin planning units will be necessary.

Campus wide expectations for instructional practices and strategies (e.g. exit tickets, randomizing, QSSSA, WICOR, collaboration).

Campus wide expectation for what to do when students aren't learning the material.

Curriculum, Instruction and Assessment Summary

Teachers will continue to meet as Professional Learning Communities to plan TEKS based lessons driven by the data they are receiving from the assessments.

Comprehensive Needs Assessment Data Sources

District Family Survey results

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

Short Cycle Assessments disaggregated by stud. grp

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

Staff (TELL) Survey results

Student Survey results

Covington 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. Create clear, written, and transparent roles and responsibilities (both operational and instructional) for the Campus Leadership Team (Principal, APs, Instructional Coaches). | Principal | First Six Weeks | | Criteria: -Principal roles and responsibilities -IC role description -Counselor roles and responsibilities -Admin duties chart 02/01/21 - Completed 02/01/21 - On Track 12/01/20 - On Track |
| 2. Leadership team will meet weekly in order to: share progress from PLCs, identify trends from walkthroughs, and analyze data from common assessments and benchmarks. | Principal | Weekly-Ongoing | | Criteria: Admin PLCs (interactive agendas) 06/28/21 - Completed 02/01/21 - On Track 12/01/20 - On Track |
| 3. PLCs meet weekly for 90 minutes. PLCs have clear expectations and will include review of common assessments and data analysis. PLCs follow the "plan/do/assess/reflect" collaboration cycle. Leadership team member assigned to each PLC monitors the non-negotiables. (Target Group: All) (Strategic Priorities: 4) | Administrative Team, Principal | August 2020 - June 2021 | | Criteria: -PLC Expectations (includes schedule and assignments) -PLC Lesson Plans 06/28/21 - Completed 12/01/20 - On Track |
| 4. Create walkthrough form that includes: current TEKS, current learning objectives, evidence of differentiation, WICOR strategies, level of thinking, engagement, strengths, and areas of concern. (Target Group: All) (Strategic Priorities: 4) | Principal | August 2020 | | Criteria: walkthrough form 12/01/20 - Completed |
| 5. All teachers observed at least 1x per month. Teachers are tiered based on implementation of instructional expectations and campus initiatives. Walkthrough schedule based on teacher need. Walkthrough completion checked weekly at leadership meetings. | Administrative Team, Instructional Specialists/Coaches, Principal | August 2020 - June 2021 | | Criteria: -Walkthrough schedule -Completed walkthrough forms 06/28/21 - Significant Progress 02/01/21 - On Track 12/01/20 - Significant Progress |

Covington 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 |
|---|---|-------------------------|-----------|---|
| (Strategic Priorities: 4) | | | | |
| 6. Admin provides each teacher with (written/electronic) feedback within 24 hours. Feedback includes actionable, bite-sized feedback with due date. (Strategic Priorities: 4) | Administrative Team, Instructional Specialists/Coaches, Principal | August 2020 - June 2021 | | Criteria: -Google form documenting feedback -Email from observer to teacher 06/28/21 - Completed 02/01/21 - Significant Progress 12/01/20 - Significant Progress 12/01/20 - On Track |

Covington 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 2. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-------------------------|-----------|--|
| 1. Each time there is a professional learning opportunity, teachers will participate in an AVID learning opportunity. This school year we will focus on students collaboration through technology and students' organization. (Target Group: All) (Strategic Priorities: 4) | Administrative Team, AVID Coordinator, AVID Team, Principal, Teachers | August 2020 - June 2021 | | Criteria: Professional learning agendas and feedback 06/28/21 - Some Progress |
| 2. All lessons, core and elective, must include at least three components of WICOR. (Target Group: All) (Strategic Priorities: 3,4) | | August 2020 - June 2021 | | Criteria: Lesson plans will indicate all components of WICOR. 06/28/21 - On Track |

Covington 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 3. (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------------|-----------|---|
| 1. The campus will expose students to colleges and universities through opportunities of campus visits, when allowed, virtual visits, and a college and career fair. (Target Group: All) (Strategic Priorities: 3) | Academic Leadership Team, Administrative Team, AVID Coordinator, AVID Team, Principal | August 2020 - June 2021 | | Criteria: College and Career Fair College visits (virtual and in person) 06/28/21 - No Progress |

Covington Middle School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires 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) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-------------------------------------|-----------|-----------|--|
| 1. Create a new mission, accompanied by a vision, values, and goals. (Target Group: All) (Strategic Priorities: 4) | Academic Leadership Team, Principal | June 2020 | | Criteria: New mission, vision, values, and goals visible on campus, in classrooms, and on website. 12/01/20 - Completed |

Covington Middle School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires 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) Explicit behavioral expectations and management systems for students and staff

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-----------------------|-----------|---|
| 1. Create a behavior management system for teachers and students. The system focuses on providing and maintaining positive relationships, in addition to reinforcing positive behaviors. (Target Group: All) (Strategic Priorities: 4) | Administrators | August 2020 | | Criteria: Behavior management system (and document) will exist. 06/28/21 - Significant Progress 12/01/20 - On Track |
| 2. Create a PBIS Cadre that will be dedicated to creating systems that will reinforce positive behavior across all campus classrooms (i.e. Colt Cash). (Target Group: All) (Strategic Priorities: 4) | Committee | August 2020-June 2021 | | Criteria: The PBIS Cadre exists, decrease in number of referrals, meeting minutes, Colt Cash. 06/28/21 - Significant Progress 12/01/20 - On Track |

Covington Middle School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires 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) Proactive and responsive student support services

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-------------------------|--------------------------|--|
| 1. Create a budget that allows for the funding of Communities in Schools, which is geared towards providing students and families with necessary support and resources, leading to a positive and successful school and education experiences. (Target Group: All) (Strategic Priorities: 4) | Principal | August 2020 | (L)Campus BTO - \$16,000 | Criteria: Budget reflects funding for CIS CIS program is established 06/28/21 - Completed |
| 2. Weekly "systems of support" meetings where various stakeholders (i.e. admin, counselors) discuss students of concern and develop an action plan to assist these students and their families. (Target Group: AtRisk) (Strategic Priorities: 4) | Committee | August 2020 - June 2021 | | Criteria: Regularly scheduled S.O.S. meetings on calendar, active Vida clinic and CIS caseloads. 06/28/21 - Completed |
| 3. Students will receive lessons that revolve around social, emotional learning, mental health, and wellness through their advisory class. (Target Group: All) (Strategic Priorities: 4) | Advisory Teachers | August 2020 - June 2021 | | Criteria: Creation and implementation of lessons. 06/28/21 - Completed |

Covington Middle School

Goal 3. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-------------------------|-----------|---|
| 1. Common assessments will be given in all grade levels and content areas (not electives) two times per six weeks. One assessment will be created by the district and one created by the campus. PLCs will each develop their own assessment calendar. | PLC Leaders | Each six weeks | | Criteria: -assessment calendar -campus-created common assessments 06/28/21 - Completed |
| 2. Monitor that all classes having at least 30 minutes of academic reading each week, in addition to one authentic writing task each week. (Target Group: All) (Strategic Priorities: 4) | | August 2020 - June 2021 | | Criteria: Lesson plans and observations 06/28/21 - Some Progress |
| 3. Teachers will participate in professional learning specific to increasing emerging bilinguals' second language acquisition through the use of content rich academic vocabulary to support all language domains - listening, speaking, reading, and writing. (Target Group: ESL,Migrant,LEP) (Strategic Priorities: 4) | | August 2020 - June 2021 | | Criteria: Professional learning agendas Increase in TELPAS scores Imagine Learning data 06/28/21 - Completed |
| 4. Campus academic calendar will provide specific dates for teachers to review and analyze common assessment performance data by grade level and content. (Target Group: All) (Strategic Priorities: 4) | | August 2020 - June 2021 | | Criteria: Completed data analysis documents by all PLCs Professional learning agendas 06/28/21 - Significant Progress |

Covington Middle School

Goal 4. (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 5.1) Objective-driven daily lesson plans with formative assessments

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---------------------------------|-------------------------|-----------|---|
| 1. Teachers will use a common lesson planning template, which includes: TEKS, learning objectives, differentiation, WICOR, hook, guided practice, independent practice, enrichment, and interventions, students to pull into small groups and the TEKS to reteach. (Target Group: All) (Strategic Priorities: 4) | PLC Leaders, Teachers | August 2020 - June 2021 | | Criteria: Lesson plans in BLEND by 5pm on Friday Lesson plan checks document 06/28/21 - Completed |
| 2. The instructional cabinet will read Kagan Cooperative Learning, choose a set of strategies for the campus, model them for professional learning, and implement them campus wide. (Target Group: All) (Strategic Priorities: 4) | Administrators, Leadership Team | August 2020 - June 2021 | | Criteria: Cabinet book study Selected strategies Lesson plans Observations 06/28/21 - Completed |

Covington Middle School

Goal 4. (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 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|-------------------------|-----------|--|
| <p>1. Teachers will use randomizing strategies to ensure that all students are held accountable for learning.</p> <p>Administrators and counselors will discuss students, including those who are typically underserved, at the System of Support meeting and discuss and determine academic concerns and support needed to be successful.</p> <p>Build relationships with all students to determine their interests, academic strengths, and areas of growth, in order for students to make connections and have relevance to the curriculum, in addition to including their experiences into the curriculum. (Target Group: H,AA,ECD) (Strategic Priorities: 4)</p> | Administrators | August 2020 - June 2021 | | <p>Criteria: System of support meeting Observations</p> <p>06/28/21 - Some Progress</p> |
| <p>2. The Creative Learning Cadre will introduce teachers to a creative instructional strategy to incorporate into their lessons once a six weeks. (Target Group: All) (Strategic Priorities: 4)</p> | Teachers | August 2020 - June 2021 | | <p>Criteria: Creative Learning Cadre Creative learning instructional strategies on professional learning agenda Creative learning instructional strategies on lesson plans</p> <p>06/28/21 - Completed</p> |
| <p>3. Campus will offer a variety of professional learning opportunities to support students with special needs.</p> <p>Trainings will include: Power of Two training for inclusion teachers, small groups, differentiation, and data analysis. (Target Group: SPED) (Strategic Priorities: 4)</p> | Administrators | August 2020 - June 2021 | | <p>Criteria: Professional learning agendas Data analysis documents Observations Improved performance for students with special needs</p> <p>06/28/21 - No Progress</p> |
| <p>4. All teaching staff will participate in Seidlitz Seven Steps to a Language Rich Virtual Classroom.</p> | Teachers | August 2020 - June 2021 | | <p>Criteria: Professional learning agenda Lesson plans</p> |

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Goal 4. (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 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|-------------------------|-----------|---|
| Lesson plans require documentation of Seidlitz strategies. (Target Group: ESL,LEP) (Strategic Priorities: 4) | | | | Observations 06/28/21 - Completed |
| 5. Students will participate in social emotional learning lessons three times a week during their advisory class. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,5.2) | Students, Teachers | August 2020 - June 2021 | | Criteria: SEL lessons SEL survey of implementation 06/28/21 - Completed |
| 6. Campus administrators conduct a minimum of 5 weekly walkthroughs in order to ensure consistent implementation of instructional expectations. (Target Group: All) (Strategic Priorities: 4) | Administrators | August 2020 - June 2021 | | Criteria: Walkthrough spreadsheet Observation feedback 06/28/21 - Completed |

Covington Middle School

Goal 4. (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 3. (ESF Essential Action 5.3) Data-driven instruction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------------|-----------|--|
| 1. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. (Target Group: All) (Strategic Priorities: 4) | PLC Leaders, Teachers | August 2020 - June 2021 | | Criteria: Common Assessment Data Analysis forms 06/28/21 - Completed |
| 2. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (Target Group: All) (Strategic Priorities: 4) | Assistant Principal, Principal, Teachers | August 2020 - June 2021 | | Criteria: -PLC binders -Progress Growth spreadsheet for 1st and 2nd 9 weeks 06/28/21 - Some Progress |
| 3. Cycle 2: After MOY testing, teachers will create a document to identify all of their students based on their individual progress goals. (Target Group: All) (Strategic Priorities: 4) | Teachers | January 2021 | | Criteria: Individual sheets for each teacher 06/28/21 - Completed |

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Goal 4. (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 4. (ESF Essential Action 5.4) RTI for students with learning gaps

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------|-----------|---|
| 1. Build capacity of Tier I teachers to provide flexible small group instruction in their own classrooms, during the regular instructional day. Admin will identify research-based intervention resources for math and reading. (Target Group: All) (Strategic Priorities: 4) | Administrative Team, Instructional Coaches | Second Six Weeks | | Criteria: Professional learning for small groups Small group evidenced on walkthrough documents and lesson plans 06/28/21 - Some Progress |
| 2. Teachers will be trained on 3 components: how to use intervention resources, how to set up small group instruction spaces, and how to manage independent learning for students not in small group. (Target Group: All) (Strategic Priorities: 4) | Administrative Team | Second Six Weeks | | Criteria: Training for teachers 06/28/21 - Some Progress |
| 3. Cycle 2 and 3: ELA and math teachers will select one classroom to implement a Tier II intervention group during the 3rd 6 weeks, with the goal of scaling up to all classes by the end of the school year. (Target Group: All) (Strategic Priorities: 4) | Administrative Team, ELA Teachers, Math Teachers | Third six weeks | | Criteria: Walkthrough forms and/or written observation feedback. 06/28/21 - Some Progress |
| 4. All students will participate in 30 minutes per week of iReady intervention in math and 30 minutes per week of iReady intervention in reading, beginning September 28. (Target Group: All) (Strategic Priorities: 4) | Leadership Team, Teachers | Sept 2020 - June 2021 | | Criteria: Bell schedule indicating dedicated time for iReady. 06/28/21 - Completed |

Covington Middle School

Goal 4. (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 5. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-------------------------------|-------------------------|-----------|---|
| 1. AVID schoolwide instructional strategies will be used in all content areas across the campus, with a focus on WICOR. (Target Group: All) (Strategic Priorities: 4) | Administrative Team, Teachers | August 2020 - June 2021 | | Criteria: Lesson plans with AVID strategies and WICOR incorporated. 06/28/21 - Completed |

Covington Middle School

- Goal 5.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Objective 1.** (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------------|-----------|--|
| 1. New lesson plan template requires all teachers' lessons to incorporate a minimum of three WICOR strategies in every daily lesson. (Target Group: All) (Strategic Priorities: 4) | Administrators, Teachers | August 2020 - June 2021 | | Criteria: Observation data and lesson plans 06/28/21 - Completed |
| 2. Provide AVID training in WICOR. (Target Group: All) (Strategic Priorities: 4) | Administrative Team, AVID Coordinator, AVID Team | Each six weeks | | Criteria: Professional learning agendas 06/28/21 - Completed |
| 3. Conduct observations on all teachers to ensure the use of WICOR in their daily lessons. (Target Group: All) (Strategic Priorities: 4) | Administrative Team | August 2020 - June 2021 | | Criteria: Observation data 06/28/21 - Completed |
| 4. Encourage teachers to create a college corner within their classroom. (Strategic Priorities: 3) | AVID Coordinator, AVID Team | September 2020 | | Criteria: Visible college corners 06/28/21 - Completed |
| 5. Provide students with information on college and career opportunities. (Strategic Priorities: 3) | All Staff, AVID Coordinator, AVID Team | Sept. 2020 - June 2021 | | Criteria: -College and career fair -College and career family presentations 06/28/21 - Some Progress |

Covington Middle School

Goal 5. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-------------------------------------|-------------------------|-----------|---|
| 1. Administrators and the System of Support Team (Counselors, Administrators, Parent Support Specialist, CIS Program Manager, and Social Worker) will meet once a week to review campus attendance data and identify students in need of support and intervention. (Target Group: All) (Strategic Priorities: 4) | Administration | August 2020 - June 2021 | | Criteria: Monthly meeting minutes 06/28/21 - Completed |
| 2. Ensure an administrator is present at all monthly CST meetings. (Strategic Priorities: 4) | Administrators | August 2020 - June 2021 | | Criteria: Sign in sheets 06/28/21 - Completed |
| 3. Ensure teachers are attending all monthly CST meetings. (Strategic Priorities: 4) | Administrators | August 2020 - June 2021 | | Criteria: Sign in sheets 06/28/21 - Completed |
| 4. Provide as needed training from MTSS regarding the support and resources a CST can suggest. (Strategic Priorities: 4) | Administrators | August 2020 - June 2021 | | Criteria: Sign in sheets 06/28/21 - Some Progress |
| 5. Update community course with parent newsletters and other important campus information. (Strategic Priorities: 4) | Principal | August 2020 - June 2021 | | Criteria: Updated course 06/28/21 - Completed |
| 6. Monitor campus attendance percentages (Target Group: All) (Strategic Priorities: 4) | Administrators, Gear Up Facilitator | August 2020 - June 2021 | | Criteria: Emails to campus with campus percentage 06/28/21 - Completed |
| 7. Utilize the vertical team Graduation Coach to work with and re-enroll students on the dropout list. (Target Group: All) (Strategic Priorities: 4) | Administrators, Registrar | August 2020 - June 2021 | | 06/28/21 - Some Progress |

Covington Middle School

Goal 6. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (SEL Seed Model Plan) SEL Seed Model Plan

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------|----------------|-----------|---|
| 1. Continue with the successful status of a SEED model campus by submitting an application and continuing with our advisory SEL lessons. | SEL Campus Coordinator | First Semester | | Criteria: Application submitted 06/28/21 - Completed |

Covington Middle School

Goal 6. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Creative Learning Initiative) Creative Learning Initiative

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---------------------------|-------------------------|-----------|---|
| 1. Students in each grade level will have access to attend or participate in two separate arts experiences throughout the year. Ideally one in the fall and one in the spring. (Target Group: All) (Strategic Priorities: 4) | Fine Arts Academy Lead | August 2020 | | Criteria: 2 partnership experiences will have occurred 06/28/21 - Significant Progress |
| 2. The master schedule will allow for all students in each grade level to have access to performing and visual arts classes throughout the day, regardless of the intervention or inclusion classes a student needs to take. (Target Group: All) (Strategic Priorities: 4) | Lead Scheduler, Principal | August 2020 - June 2021 | | Criteria: Minimal conflicts of visual and performing arts classes with reading, inclusion, and double block math classes. 06/28/21 - Completed |
| 3. CLI Cadre will be established. The CLI Cadre will create a SMART goal identifying strategies that will be presented and taught to the teachers every six weeks during a faculty meeting. CLI strategies will be documented in lesson plans and observed by Admin. (Target Group: All) (Strategic Priorities: 4) | | Every six weeks | (O)Other | Criteria: CLI strategies and PD will be reflected in the Professional Development agendas. 06/28/21 - Completed |

Covington Middle School

Goal 7. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Dyslexia Middle School Project) Provide students with reading difficulty access to research based curriculum, which improves students' literacy.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|-------------------------|-----------|----------------------|
| 1. Use reading data to determine students who need additional reading support in our Take Flight or REWARDS programs. (Target Group: Dys) | Literacy Coach | August 2020 | | 06/28/21 - Completed |
| 2. Provide Take Flight and REWARDS curriculum for struggling readers. (Target Group: Dys) | Teachers | August 2020 - June 2021 | | 06/28/21 - Completed |

Covington Middle School

Goal 8. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-------------------------|-----------|--|
| 1. Continue with the SEL cadre, supported by our district SEL leader. SEL cadre will meet once a month to review and create lessons for students to address SEL and any campus needs that arise. (Strategic Priorities: 4) | | August 2020 - June 2021 | | Criteria: SEL Cadre meeting minutes SEL lessons 06/28/21 - Completed |

Covington Middle School

Goal 8. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (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. Provide monthly opportunities for staff to participate in circles, which also serves to model the process for their SEL classes. (Strategic Priorities: 4) | SEL Campus Coordinator, SEL Committee | August 2020 - June 2021 | | Criteria: Created circles and agendas that reflect circle opportunities. 06/28/21 - Completed |

Covington Middle School

Goal 8. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (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 |
|---|---------------------------------------|-------------------------|-----------|--|
| 1. Provide students with three weekly opportunities to participate in SEL lessons. (Target Group: All) (Strategic Priorities: 4) | SEL Campus Coordinator, SEL Committee | August 2020 - June 2021 | | Criteria: SEL lessons Bell schedule that reflects SEL opportunities 06/28/21 - Completed |
| 2. Ensure that No Place for Hate opportunities continue throughout the school year. (Target Group: All) (Strategic Priorities: 4) | Principal, SEL Campus Coordinator | August 2020 - June 2021 | | Criteria: No Place for Hate submission No Place for Hate activities and lessons 06/28/21 - Completed |

SY 20-21 CIP Developers List

| Name | Position |
|--------------------------|---------------------------|
| Diaz Eskew, Elia | Campus User |
| Lira Ramos, Mario Jose | Campus Manager |
| Choice, Tai | Campus Administrator |
| Piper, Dawn | Teacher / CAC Member |
| Ludwig, Laura | Teacher / CAC Chair |
| Harris, Karen | Teacher / CAC Member |
| Figueroa, Ashley | Teacher |
| Miers, Gloria | Parent Support Specialist |
| Hunter, Laurie | CAC Member |
| Cothran-Williams, Carrie | CAC Member |
| Coburn, Kenisha | DCSI |

[illegible]

| Core Metrics | | Sub-Metrics | | Student Group | Performance Level | Assessment Assessment | 2018 Results | | 2020 Baseline Data (Options) | | Cycle 1 (Sep - Nov) | | Cycle 2 (Dec - Feb) | | | | Cycle 3 (Mar - May) | | | | 2021 Accountability | |
|---------------------|---|---------------------|---|-----------------|-------------------|-----------------------|--------------|------------------------------|------------------------------|-----------------|---------------------|-----------------|---------------------|-----------------|------------------|-----------------|---------------------|-----------------|------------------|-----------------|---------------------|----|
| | | | | | | | 2018 Results | 2020 Baseline Data (Options) | Assessment Type | Assessment Date | Assessment Score | Assessment Date | Assessment Score | Assessment Date | Assessment Score | Assessment Date | Assessment Score | Assessment Date | Assessment Score | Assessment Date | | |
| 1. Domain 1 | % of Students at Approaches, Meets, and Masters | All | All | Reading | Approaches | STAIR | 71 | 80 | District SCA | 80 | 68 | District SCA | 80 | 68 | District SCA | 80 | 68 | District SCA | 80 | 68 | | |
| | | All | All | Reading | Meets | STAIR | 40 | 40 | District SCA | 45 | 37 | District SCA | 45 | 36 | District SCA | 45 | 31 | District SCA | 45 | 31 | | |
| | | All | All | Reading | Masters | STAIR | 21 | 21 | District SCA | 22 | 21 | District SCA | 22 | 19 | District SCA | 22 | 11 | District SCA | 22 | 11 | | |
| | | All | All | Mathematics | Approaches | STAIR | 75 | 80 | District SCA | 80 | 66 | District SCA | 80 | 62 | District SCA | 80 | 48 | District SCA | 80 | 48 | | |
| | | All | All | Mathematics | Meets | STAIR | 37 | 40 | District SCA | 40 | 37 | District SCA | 40 | 30 | District SCA | 40 | 26 | District SCA | 40 | 26 | | |
| | | All | All | Mathematics | Masters | STAIR | 9 | 12 | District SCA | 12 | 26 | District SCA | 12 | 13 | District SCA | 12 | 6 | District SCA | 12 | 6 | | |
| | | All | All | Science | Approaches | STAIR | 76 | 80 | District SCA | 80 | 63 | District SCA | 80 | 73 | District SCA | 80 | 44 | District SCA | 80 | 44 | | |
| | | All | All | Science | Meets | STAIR | 40 | 40 | District SCA | 45 | 82 | District SCA | 45 | 48 | District SCA | 45 | 26 | District SCA | 45 | 26 | | |
| | | All | All | Science | Masters | STAIR | 14 | 17 | District SCA | 17 | 56 | District SCA | 17 | 27 | District SCA | 17 | 6 | District SCA | 17 | 6 | | |
| | | All | All | Social Studies | Approaches | STAIR | 65 | 68 | District SCA | 68 | 64 | District SCA | 68 | 72 | District SCA | 68 | 33 | District SCA | 68 | 33 | | |
| | | All | All | Social Studies | Meets | STAIR | 29 | 32 | District SCA | 32 | 39 | District SCA | 32 | 44 | District SCA | 32 | 5 | District SCA | 32 | 5 | | |
| | | All | All | Social Studies | Masters | STAIR | 11 | 14 | District SCA | 14 | 29 | District SCA | 14 | 34 | District SCA | 14 | 2 | District SCA | 14 | 2 | | |
| | | All | All | Writing | Approaches | STAIR | 64 | 67 | District SCA | 67 | 74 | District SCA | 67 | 52 | District SCA | 67 | 52 | District SCA | 67 | 52 | | |
| | | All | All | Writing | Meets | STAIR | 33 | 36 | District SCA | 36 | 46 | District SCA | 36 | 21 | District SCA | 36 | 17 | District SCA | 36 | 17 | | |
| | | All | All | Writing | Masters | STAIR | 11 | 14 | District SCA | 14 | 33 | District SCA | 14 | 9 | District SCA | 14 | 3 | District SCA | 14 | 3 | | |
| | | 2. Domain 3 Focus 1 | Focus 1 Components (Choose two targets in the Academic Achievement or | All | HS | Reading | Masters | STAIR | 33 | 33 | District SCA | 37 | 29 | District SCA | 37 | 22 | District SCA | 37 | 25 | District SCA | 37 | 25 |
| | | All | ELL | Reading | Masters | STAIR | 20 | 20 | District SCA | 29 | 19 | District SCA | 29 | 18 | District SCA | 29 | 10 | District SCA | 29 | 10 | | |
| 3. Domain 3 Focus 2 | Focus 2 Components (Choose two targets in the Student Success indicators) | All | AA | Student Success | App/Meets/Mas | STAIR | 33 | 33 | District SCA | 36 | 44 | District SCA | 36 | 44 | District SCA | 36 | 19 | District SCA | 36 | 19 | | |
| | | All | HS | Student Success | App/Meets/Mas | STAIR | 35 | 35 | District SCA | 41 | 42 | District SCA | 41 | 41 | District SCA | 41 | 22 | District SCA | 41 | 22 | | |
| 4. Domain 3 Focus 3 | ELP Component | All | ELs | TELPAS | All | TELPAS | 0 | 0 | District SCA | 0 | 0 | District SCA | 0 | 0 | District SCA | 0 | 0 | District SCA | 0 | 0 | | |