

Travis Heights Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan.



TRAVIS HEIGHTS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/12/2021

Campus Mission

Our mission as the learning community at Travis Heights Elementary is to cultivate inquisitive learning that ensures students are successful in the continuing education of their choice in preparation for living in our ever-changing world.

Campus Vision

Our vision is to empower our inclusive community to learn, serve, and lead.

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Prioritized Focus Area #1

Prioritized Focus Area #1

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

The Focus Area has been selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year, we will continue to review and address during the 2020-2021 school year. We made gains last year and we will continue to focus on this essential action. An increased level of expectation for the lesson planning process will result in increased student achievement.

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

Team Leaders and members of the Travis Heights Instructional Leadership Team have collaborated and agreed upon lesson plan components. The administration team will lead professional development alongside the MET department, Special Education department, and Travis Heights Instructional Leadership Team. Professional development will focus on differentiation strategies to support special education, emergent bilingual learners, and GT students. Surveys will be taken at the end of each professional development from faculty and staff for TILIT to review and discuss. The data collected from the surveys will provide TILT insight on what differentiated future professional development teachers are seeking out. The administration team will review and provide feedback to teachers on lesson plans and agreed upon components. The administration team will verify teachers are embedding differentiated strategies within their instruction.

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

Newsletters, emails, staff meetings, parent meetings, Thunderboard feedback, surveys, and lesson plan review protocol/criteria/templates/checklist.

Desired Annual Outcome

The desired annual outcomes we want teacher collaboration, teachers are prepared with knowledge of the content, preplan for misconceptions, to plan with the end in mind, to prepare for differentiated instructional strategies, and small group instruction.

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

80% 22 of the 27 teachers will submit lesson plans that addresses differentiation for special education, emergent bilingual learners, and GT.

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

90% 24 of the 27 teachers will submit lesson plans that addresses differentiation for special education, emergent bilingual learners, and GT.

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

* 100% 27 of the 27 teachers will submit lesson plans that addresses differentiation for students in general education classroom, special programs such as special education, and other struggling students identified by administration.

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

Travis Heights Elementary invited rising 2nd, 3rd, and 4th grades to participate in our very own THES Academic Summer Camp. The camp is an opportunity for our Thunderbirds to extend their year and engage in fun and authentic language arts and math activities. Pre/post-test scores and maintaining a 95% attendance rate will demonstrate success over the summer. Teachers will continue to focus on differentiation strategies to support special education, emergent bilingual learners, and GT students included in our camp. Teachers will have 2 hours a week of planning to plan for content areas. The teacher will collaborate, be prepared with knowledge of the content, preplan for misconceptions, plan with the end in mind, prepare for differentiated instructional strategies and small group instruction. Lesson plans will be shared and monitored.

Barriers to Address During the Year

Currently we are facing a global pandemic, with a disruption to schooling it has created challenges for teachers and students. Instructing face to face and remotely has been equally challenging. Students receiving devices and hotspots has created a struggle to have students access and participate remotely. Teachers learning new systems for data and assessments collection has become a stressor in combination with learning and building models in the BLEND platform. The lack of expectations/systems for lesson planning across grade levels has been a barrier. Teams agreeing upon lesson planning templates has been a challenge. Teams not sharing the same planning throughout the day has been difficult for teams to plan adequately. Administration rotating and providing feedback to everyone in a timely manner has been a challenge.

Barriers to Address: Cycle 1 (Sept-Nov)

*Teachers learning how to teach in a remote and face to face environment. *It is difficult to focus on teaching and learning when the primary focus is in the safety of staff and student safety. *The lack of expectations/systems for team lesson planning. *Some teams do not consistently use the agreed upon lesson planning templates. *Some teams do not having the same shared planning throughout the day to adequately plan. *Administration rotating and providing feedback to everyone in a timely manner.

Barriers to Address: Cycle 2 (Dec-Feb)

*Teachers learning how to teach in a remote and face to face environment. *It is difficult to focus on teaching and learning when the primary focus is in the safety of staff and student safety. Flu and related teacher and student absenteeism. *Stressors(i.e. MOY Benchmarks, report cards, closing out the semester)

Barriers to Address: Cycle 3 (March-May)

*Teachers learning how to teach in a remote and face to face environment. *It is difficult to focus on teaching and learning when the primary focus is in the safety of staff and student safety. *Stressors of preparing for STAAR and closing the year.

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

Students will no longer be required to wear masks on campus. Unfortunately, this will create a barrier for some families. Some families may question sending their children because they are afraid of exposure to Covid. My assistant principal has earned a principal internship and will operate summer school for one week and transition the program to another person on campus; this potentially could affect the operations of the summer school program. Students will no longer be required to wear masks on campus. Not requiring students to wear a mask could create a barrier for some families. Some families may question sending their children because they are afraid of exposure to Covid. Another potential barrier is my assistant principal has earned a principal internship and will operate summer school for one week and transition the program to another person on campus. The transition could potentially affect the operations of the summer school program.

District Commitment Theory of Action (ToA)

*District Commitments Theory of Action (ToA) If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

Review lesson plans, particularly looking for differentiation, with with principal and assistant principal. Review feedback given to teachers and offer suggestions based on feedback. Observe instruction for lesson plan implementation with the principal and assistant principal and debrief.

District Actions: Cycle 2 (Dec-Feb)

Review lesson plans, particularly looking for differentiation, with with principal and assistant principal. Review feedback given to teachers and offer suggestions based on feedback. Observe instruction for lesson plan implementation with the principal and assistant principal and debrief.

District Actions: Cycle 3 (March-May)

Review lesson plans, particularly looking for differentiation, with with principal and assistant principal. Review feedback given to teachers and offer suggestions based on feedback. Observe instruction for lesson plan implementation with the principal and assistant principal and debrief.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Title One funds will fund five teaching positions, one teacher assistant position, and one principal/assistant principal position. Title One funds will provide two hours of planning for authentic reading and math activities. Title One funds will purchase incentives to motivate and encourage daily attendance. The district's summertime meal program will offer breakfast and lunch to students during the summer school program. The district will provide building operations. (i.e., water & light, air-conditioning, custodial services, and available classrooms)

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

*The Focus Area has been selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year, we will continue to review and address during the 2020-2021 school year. We made gains last year and we will continue to focus on this essential action. An increased level of expectation for reviewing, analyzing data, and creating intervention groups will result in increased intervention.

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

*Administration will support and train new teachers to effectively use the disaggregating data tracking tool utilized at Travis Heights. Bimonthly meetings with primary and intermediate teams will promote collaboration and sharing best practices. Monitoring intervention groups and flexing groups across the grade level will allow teachers the opportunity to address, reteach, and identify student misconceptions. Administration and teachers will focus on the small group plan that is embedded within the disaggregating data tracking tool. One of the bimonthly meetings will focus on the intervention and the outcome from the interventions will be discussed and shared among the group meetings.

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

*Newsletters, agendas, emails, staff meetings, and disaggregated data tracking tool.

Desired Annual Outcome

100% of teachers will come prepared to discuss disaggregated data tracking tool, provide student samples, and discuss plan for interventions groups. Teachers will address all student groups, discuss, analyze, create an intervention plan to address students' academic concerns.

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

80% 22 of the 27 teachers will participate and complete disaggregated data tracking tool and share intervention plan during biweekly VOM meetings.

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

90% 24 of the 27 teachers will participate and complete disaggregated data tracking tool and share intervention plan during biweekly VOM meetings.

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

100% 27 of the 27 teachers will participate and complete disaggregated data tracking tool and share intervention plan during biweekly VOM meetings.

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

Travis Heights Elementary invited rising 2nd, 3rd, and 4th grades to participate in our very own THES Academic Summer Camp. The camp is an opportunity for our Thunderbirds to extend their year and engage in fun and authentic language arts and math activities. Pre/post-test scores and maintaining a 95% attendance rate will demonstrate success over the summer. Teachers will continue to focus on differentiation strategies to support special education, emergent bilingual learners, and GT students included in our camp. Teachers will have 2 hours a week to plan content areas. Teachers will collaborate, be prepared with knowledge of the content, preplan for misconceptions, plan with the end in mind, prepare for differentiated instructional strategies and small group instruction. Lesson plans will be shared and monitored. Teachers will address all student groups, discuss, analyze, create an intervention plan to address students' academic concerns.

Barriers to Address During the Year

*Currently we are facing a global pandemic, with a disruption to schooling it has created challenges for teachers and students. Instructing face to face and remotely has been equally challenging. Students receiving devices and hotspots has created a struggle to have students access and participate remotely. Teachers learning new systems for data and assessments collection has become a stressor in combination with learning and building modules in the BLEND platform. Continually setting expectations/systems with understanding and utilizing the disaggregated data tracking tool to impact instruction with experienced and new teachers has been a challenge.

Barriers to Address: Cycle 1 (Sept-Nov)

*Teachers learning how to teach in a remote and face to face environment. *It is difficult to focus on teaching and learning when the primary focus is the safety of staff and student.*Resistance to analyzing data by some teachers.*Lack of opportunity to plan and implement small group intervention.*The inconsistent and or varying types of participation/instruction for students in a remote learning and face to face instruction. *Teachers that are working remotely and are not face to face with the students in their classroom. *Teachers teaching concurrent lessons and allocating the time to run intervention have been barriers.

Barriers to Address: Cycle 2 (Dec-Feb)

*Teachers learning how to teach in a remote and face to face environment. *It is difficult to focus on teaching and learning when the primary focus is in the safety of staff and student safety. Flu and related teacher and student absenteeism. *Resistance to analyzing data by some teachers. *Stressors(i.e. MOY Benchmarks, report cards, closing out the semester)

Barriers to Address: Cycle 3 (March-May)

*Teachers learning how to teach in a remote and face to face environment. *It is difficult to focus on teaching and learning when the primary focus is in the safety of staff and student safety. *Stressors(i.e. STAAR, report cards, closing out the semester)

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

Students will no longer be required to wear masks on campus. Unfortunately, this will create a barrier for some families. Some families may question sending their children because they are afraid of exposure to Covid. My assistant principal has earned a principal internship and will operate summer school for one week and transition the program to another person on campus; this potentially could affect the operations of the summer school program. Students will no longer be required to wear masks on campus. Not requiring students to wear a mask could create a barrier for some families. Some families may question sending their children because they are afraid of exposure to Covid. Another potential barrier is my assistant principal has earned a principal internship and will operate summer school for one week and transition the program to another person on campus. The transition could potentially affect the operations of the summer school program.

District Commitment Theory of Action (ToA)

*District Commitments Theory of Action (ToA) If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

*Attend a primary and intermediate grade level collaboration VOM meeting and provide feedback to principal and assistant principal. Share resources and guiding questions to prompt teacher reflection.

District Actions: Cycle 2 (Dec-Feb)

*Attend a and participate in MOY data analysis day. Share resources and guiding questions to prompt teacher reflection. Observe intervention sessions with administration.

District Actions: Cycle 3 (March-May)

*Attend a primary and intermediate grade level collaboration VOM meeting and provide feedback to principal and assistant principal. Share resources and guiding questions to prompt teacher reflection. Observe intervention sessions with administration.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Title One funds will fund five teaching positions, one teacher assistant position, and one principal/assistant principal position. Title One funds will provide two hours of planning for authentic reading and math activities. Title One funds will purchase incentives to motivate and encourage daily attendance. The district's summertime meal program will offer breakfast and lunch to students during the summer school program. The district will provide building operations. (i.e., water & light, air-conditioning, custodial services, and available classrooms)

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?

*We did not reach our desired 90 day outcome. Administration had to quarantine and both caught Covid. The organization of trying to identify coverage for classrooms, duty, and work remotely created a very challenging situation. The entire month of November was lost to maintaining systems and staying in compliance with district demands. The passing of my father was another unexpected event that took me away from the school and one administrator was left to run the daily operations.

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

We were not able to collect data MapGrowth because it did not capture the STAAR proficiency levels for our students that tested in Spanish. We were able to give a Science and Writing 10 week assessment. We did not reach our goal for Approaches, but we did meet our goal for Meets and Masters.

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?

*The month of January will be dedicated to MOY Benchmarks and assessing the primary grades. Administration will return in January and plan to work with grade level teams to analyze data. We will start a rotation and calendar reminders will be included in the weekly Smore. Teams will be provided a calendar with specific days to meet and discuss data. Data plans will include steps for identifying trends, creating intervention groups, and discussing strategies to help move our students forward.

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

*None

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?

* We did not reach our desired 90-day outcome. A snowstorm created many challenges throughout the city and the school district. The MOY testing window had to be rescheduled/extended. Travis Heights provided resources and counseling for students, faculty, and staff during the snowstorm and global pandemic. The snowstorm and global pandemic created additional stressors for everyone.

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

*We did not reach our desired 90-day outcome. A snowstorm created many challenges throughout the city and the school district. Travis Heights provided resources and counseling for students, faculty, and staff during the snowstorm and global pandemic. The snowstorm and global pandemic created additional stressors for everyone.

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?

*Teacher and students read a few paragraphs, thinking about what was in the text, highlighting important information, and taking notes in the margins. Students at home are required to have out their reading notebooks and write down important information while they write since they can't highlight or write in the margins. When they finish reading, the classroom discusses the main idea or summary of the text. Then they look at the questions one at a time. They read the question and look for the answer in the text or notes. They go back to the question and look at the choices to see if one matches what they found. We are using the STAAR strategies and using the anchors of STAAR to support our students in text processing. 3rd-5th grade will follow CUBES for problem-solving. Students using this some in the fall were difficult for them while remote due to not having text in front of them and writing it all down. Now that many are on campus and teachers are all on-campus, they have moved to use mainly paper for practice. Students attending face-to-face has already improved test-taking ability and has helped slow students down during weekly testing. Intervention blocks are in the afternoons where 3rd grade has been able to flex group students from all classes, students have been mixed based on their intervention needs, and meet over zoom with one of the teachers. Additional interventions are also happening during the math block.

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

*None

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?

*Yes, we achieved our desired 90-day outcome. Teachers learned how to teach in a remote and face-to-face environment. It was extremely difficult to teach using the concurrent teaching model. Instructing students in the classroom and at home at the same time presented a variety of challenges ranging from student engagement and student attendance for students that did not have support at home. Teachers focused on teaching and learning when the primary focus was in the safety of staff and student safety. Preparing for STAAR, challenges from the snowstorm, and closing the year were are stressors teachers dealt with throughout the year.

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

No, we achieved our student performance goals. The DL classroom's compositions are different from the ESL classrooms. Many of the families have worked in Pods this year. Students have support at home, and engagement has been more robust because of adult supervision. ESL teachers are providing small groups and one-to-one support throughout the day. It has been an ongoing effort to request parents to send their students back to school. We tried to increase our numbers every day. Gains were made, however as a collective group, we did not meet the student performance goals.

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?

*Travis Heights Elementary invited rising 2nd, 3rd, and 4th grades to participate in our very own THES Academic Summer Camp. The camp is an opportunity for our Thunderbirds to extend their year and engage in fun and authentic language arts and math activities.

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

*Hold the camp, provide a pre/post-test, and maintain a 95% attendance rate.

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?

*? Yes, we achieved our desired 90-day outcome. 100% 27 of the 27 teachers submitted lesson plans that address differentiation for students in general education classrooms, special programs such as special education, and other struggling students identified by administration.

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

*Yes, we achieved our desired 90-day outcome. 100% 27 of the 27 teachers participated and completed disaggregated data tracking tool and shared intervention plan during biweekly VOM meetings. Teachers learned how to teach in a remote and face-to-face environment. It was challenging to teach using the concurrent teaching model. Instructing students in the classroom and at home at the same time presented various challenges ranging from student engagement and student attendance for students who did not have support at home. Teachers focused on teaching and learning when the primary focus was on staff safety and student safety. Preparing for STAAR, challenges from the snowstorm, and closing the year were are stressors teachers dealt with throughout the year.

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

Mary Alvarez

Date

11/12/2020

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

Michelle Amezcua-Navarro

Date

11/12/2020

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 principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote the efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be a positive campus culture and improved student learning outcomes.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

Based on the Closing the Gap 2019 Academic Achievement data, All Students met the state's target for Reading and Math. Our Hispanic student group met the Math state target. Our Special Education student group met the Reading and Math state target.

6 out the 7 eligible groups met the states target score in Reading STAAR Growth. 8 out of the 8 in the area of Math STAAR Growth.

Our campus met the TELPAS target.

Student Achievement Weaknesses

ECD did not meet Academic Achievement for Reading or Math 3 yrs in a row. ECD did not meet the target score for Closing The Gap in Domain 3 in Academic Achievement and Student Success. In the area of Reading STAAR Academic Achievement, our Hispanic and emergent bilingual learners student groups did not meet the state's target score.

Student Achievement Needs

Review VOM tool to address student's needs with intervention and strategies to improve overall performance. Provide support to new teachers implementing the tool. Analyze data and create a response plan to address the student's needs. Discuss intervention plans and outcomes during VOM meetings.

Revisit lesson plan expectations with key components, provide opportunities through PD with interventions, and differentiation. Utilize the lesson plan checklist and provide effective feedback to teachers. Attend team meetings to observe lesson planning and discuss student's progress. Focus on horizontal and vertical alignment among grade-level teams and core content areas.

Comprehensive Needs Assessment

Student Achievement Summary

Refer back to the above response. Our main focus for this year is to support reading, imbed/utilize differentiation strategies within lesson plans, analyze data, discuss and plan interventions, and monitor our ECD, Hispanics, and emergent bilingual learners student groups.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results

School Culture and Climate Strengths

Climate survey results represent an increase overall in the following areas:

Teachers at this school trust the principal to make sound professional decisions about instruction. 2019:93%, 2020:96% Increase:+3

Teachers at this school trust the principal to make sound professional decisions about instruction. 2019:83%, 2020:92%, Increase: +9

The faculty and leadership have a shared vision. 2019:72% , 2020:91%, Increase:+19

Teachers have an appropriate level of influence on decision making in this school. 2019:83%, 2020:89%, Increase:+6

All campus staff work in an environment that is safe. 2019:83%, 2020:96%, Increase:+13

Students at this school follow rules of conduct. 2019:78%, 2020:96%, Increase +18

School Culture and Climate Weaknesses

Climate survey results represent a decrease overall in the following areas:

My principal provides constructive feedback to teachers toward improving their performance. 2019:89%, 2020:86%, Decrease: -3

Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs. 2019:92%, 2020:89%, Decrease:-3

School Culture and Climate Needs

Comprehensive Needs Assessment

Our needs revolve around having the necessary resources and time to implement a robust professional development that is differentiated to meet the needs of our faculty and staff. Administration provide more effective feedback that will drive the work in the classroom.

School Culture and Climate Summary

Overall, our greatest gains compared to the elementary school average score came in the areas of Teacher Data Use, Teacher Collaboration, Community Engagement, Achievement Press, and Student Conduct. We will continue to increase overall and improve the General Climate, School Leadership, Teacher Leadership, and Professional Development.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Based on the Closing the Gap 2019 Academic Achievement data, All Students met the state's target for Reading and Math. Our Hispanic student group met the Math state target. Our Special Education student group met the Reading and Math state target.

6 out the 7 eligible groups met the states target score in Reading STAAR Growth. 8 out of the 8 in the area of Math STAAR Growth.

Our campus met the TELPAS target.

Curriculum, Instruction and Assessment Weaknesses

ECD did not meet Academic Achievement for Reading or Math 3 yrs in a row. ECD did not meet the target score for Closing The Gap in Domain 3 in Academic Achievement and Student Success. In the area of Reading STAAR Academic Achievement, our Hispanic and emergent bilingual learners student groups did not meet the state's target score.

Curriculum, Instruction and Assessment Needs

Review VOM tool to address student's needs with intervention and strategies to improve overall performance. Provide support to teachers implementing the tool. Analyze data and create a response plan to address the student's needs. Discuss intervention plans and outcomes during VOM meetings.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Revisit lesson plan expectations with key components, provide opportunities through PD with interventions, and differentiation. Utilize the lesson plan checklist and provide effective feedback to teachers. Attend team meetings to observe lesson planning and discuss student's progress. Focus on horizontal and vertical alignment among grade-level teams and core content areas.

Curriculum, Instruction and Assessment Summary

Refer back to the above response. Our main focus for this year is to support reading, imbed/utilize differentiation strategies within lesson plans, analyze data, discuss and plan interventions, and monitor our ECD, Hispanic, and emergent bilingual students groups.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$79,355)			

Travis Heights Elementary School

Goal 1. (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. Review a list of key components of an effective lesson plan through collaboration with administration, TILT, and grade-level teams. (Title I SW Elements: 1.1,2.1,2.5) (Strategic Priorities: 2)	Administrators, Teachers	Sept. 24 and Oct. 22		Criteria: TILT meeting agenda, faculty meeting agenda, sample lesson plans, and lesson plan components checklist. 06/01/21 - Completed (S) 03/23/21 - Completed 03/23/21 - On Track 03/23/21 - Pending 01/27/21 - No Progress 01/27/21 - Completed 01/27/21 - Pending 01/27/21 - Some Progress
2. Provide teachers with PD on differentiation (GT, Special Education, and EBS student groups) and imbedding strategies within lesson plans. (Title I SW Elements: 2.5) (Strategic Priorities: 2)	Administration, GT Advocate, Instructional Leadership Team, MET Cluster Specialist, MTSS, Reading Specialist, SpEd Department Chair, Teachers	11/3, 1/5, 2/12,15, 3/12		Criteria: Agendas, lesson plans, PD presentation, PD surveys, and lesson plan feedback. 05/24/21 - Completed (S) 03/23/21 - On Track 03/23/21 - Some Progress 01/27/21 - Some Progress
3. Review grade-level lesson plans with a checklist of key components and provides effective feedback to teachers. (Title I SW Elements: 2.4,2.5) (Strategic Priorities: 2)	Admin	weekly ongoing		Criteria: Key components checklist, Google Docs, and Blend pages. 05/24/21 - Completed (S) 03/23/21 - On Track 01/27/21 - Some Progress 12/14/20 - No Progress
4. Attend team meetings to observe lesson planning and discuss student's progress. (Title I SW Elements: 2.2,2.4,2.5) (Strategic Priorities: 1,2)	Administrative Team, Teachers	Dec. 2020-May 2021		Criteria: Team Zooms Links, Team Meeting Agenda, Team Minutes 05/24/21 - Significant Progress (S) 03/23/21 - Some Progress

Travis Heights Elementary School

Goal 1. (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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with primary teams(1st and 3rd Mondays) and intermediate (2nd and 4th Mondays) to discuss results/plans/strategies/student groups using the Verification Of Mastery data analysis forms. (Title I SW Elements: 2.5) (Strategic Priorities: 2,4)	Administration, Grade Level Lead, Grade Level Team	Bimonthly		Criteria: Guiding questions, VOMS forms, and VOMS agendas. 06/01/21 - Completed (S) 12/14/20 - No Progress
2. Collaborate with intermediate teams during data meetings to analyze benchmark assessment and create RTI groups to address student misconceptions on previously taught TEKS as shown on DMAC (Title I SW Elements: 2.5) (Strategic Priorities: 2)	Administration, Teachers	Dec & March - ongoing		Criteria: Guiding questions, DMAC student group analysis, DMAC Item analysis, DMAC grade level analysis, RTI groups, and admin. emails 06/01/21 - Completed
3. Collaborate with primary& intermediate teachers in bimonthly VOMS meetings to discuss the next steps for analyzing data, create a data response plan, and share outcomes of intervention. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Strategic Priorities: 2)	Administrators, Teachers	ongoing bimonthly		Criteria: Agendas, guiding questions to support reflective teacher practices, and lesson plan checklist. 06/01/21 - Completed (S) 12/14/20 - No Progress
4. Review VOM tool to address student's needs with intervention and strategies to improve overall performance. Provide support to teachers implementing the tool. (Title I SW Elements: 2.2,2.4,2.5) (Strategic Priorities: 1,2)	Administrative Team, Teachers	11/12, 11/26		Criteria: Faculty Meeting Agenda, TILT Agenda 06/01/21 - Completed (S)

Travis Heights Elementary School

Goal 2. (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. (Whole Child, Every Child) Share innovative SEL strategies with faculty and staff to help support remote and face to face learning during the 2020-2021 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Faculty and PD meetings will open and close with SEL rituals such as Rain Activity, optimistic openings/closings, celebrations, staff shout-outs, and using stems to share emotional temperature checks. Teachers can then use and apply to their classrooms during morning meetings or where they see fit. (Title I SW Elements: 2.1,2.5) (Strategic Priorities: 1,2)	Administrators, Counselor	Ongoing		Criteria: Agenda, Smore, Sign-in sheet 06/01/21 - Completed

Travis Heights Elementary School

Goal 2. (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. (Coordinated School Health) Help support faculty and staff with mindfulness moments, exercise, and maintaining a healthy work/life balance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Faculty and staff will meet after school (Mondays, Tuesdays, and Wednesdays) to exercise, and share strategies on how to maintain a healthy lifestyle. (Title I SW Elements: 2.1) (Strategic Priorities: 1)	Administrators, Counselor, Teacher Assistants, Teachers	Ongoing		Criteria: Smores, emails, texts, photos of faculty, and staff exercising. 06/01/21 - Completed

Travis Heights Elementary School

Goal 2. (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 3. (Nutrition) Reopening of "Welcome Center" for parents to access the food pantry, baby formula, basic toiletries, and clothing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Healthy Snacks Sessions Feb.5 Nutrition Class (1 of 3 sessions) Feb.11 Nutrition Class (2 of 3 sessions) Feb.19 Nutrition Class (3 of 3 sessions) to help educate parents on healthy snack choices. (Title I SW Elements: 2.1,3.1,3.2) (Strategic Priorities: 2)	Administration, Parent Support Specialist	Feb.5, Feb.11, Feb.19	(F)Title 1, Part A - \$800	Criteria: Agenda, sign-in sheets, efolder, and Dojo posts 06/01/21 - No Progress (S)
2. Promoting the reopening of the "Welcome Center" for parents to access the food pantry and baby formula. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2)	Administration, CAC Members, Counselor, Parent Support Specialist, Social Worker/Social Services Specialist	Ongoing	(F)Title 1, Part A - \$800	Criteria: Sign-in sheets, google doc, google forms, newsletters, and photos. 06/01/21 - Completed

Travis Heights Elementary School

Goal 3. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) Increase the number of African American and Hispanic students identified in the Gifted and Talented program at Travis Heights Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold a parent meeting in the fall/spring semester, to explain to parents the Gifted and Talented program and nomination process. (Title I SW Elements: 2.1,3.2) (Target Group: H,AA) (Strategic Priorities: 2,3)	Administrative Team, GT Advocate, Parent Support Specialist	Nov. 6, Jan. 29		Criteria: Agenda, efolder, Dojo post, parent presentation, and minutes from the meeting. 03/23/21 - Completed (S)
2. Identify families of African American/Hispanic students that have joined our school and discuss starting the nomination process. (Title I SW Elements: 2.1) (Target Group: H,AA) (Strategic Priorities: 2,3)	Administrators, Attendance Clerk, GT Advocate, Teachers	Sept. 2020		Criteria: Emails, efolder, Dojo posts, Goolge Forms 03/23/21 - Completed (S)

Travis Heights Elementary School

Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Principal Attestation Form 03/23/21 - Completed 11/17/20 - On Track
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/17/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 11/17/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 03/23/21 - Completed 11/17/20 - Significant Progress
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 03/23/21 - Completed

Travis Heights Elementary School

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Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				11/17/20 - Significant Progress
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 03/23/21 - Completed 11/17/20 - Significant Progress
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 03/23/21 - Completed 11/17/20 - No Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 03/23/21 - Completed 03/23/21 - Pending 11/17/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 03/23/21 - Completed 11/17/20 - Significant Progress
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List 11/17/20 - Completed

SY 20-21 CIP Developers List

Name	Position
De La Torre-Salazar, Dinorah	Assistant Principal
Cano, Gloria	Counselor
Piedra, Rosalie	Counselor
Amezquita-Navarro, Michelle	Principal
Pedro, Natasha	Teacher
Valdez Rios, Mauricio	Teacher
Villanueva, Erika	Teacher Co-Chair
Hillis, Nicholas	teacher
Cuellar, Carlos	Teacher
Zsohar, Louisa	Teacher
Destasi, Nicole	Teacher
Isoline-Webb, Jane	Teacher
Sanchez-Navarro, Shannon	Teacher
Rostro, Rosa	TA
Collins, Linda	Teacher
Couvillion, Karyn	Parent/Thunderboard Co-Chair
Payne, Andrea Claire	Thunderboard
Tompkins, Rob	Thunderboard
Taute, Nancy	Thunderboard
Jiles, Merrideth	Thunderboard
Alvarez, Mary	Executive Director

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)				
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	72	MapGrowth	78	N/A	Benchmark	78	57	STAAR	78	56	78	
		All	All	Reading	Meets	STAAR	44	MapGrowth	48	N/A	Benchmark	48	32	STAAR	48	33	48	
		All	All	Reading	Masters	STAAR	32	MapGrowth	36	N/A	Benchmark	36	21	STAAR	36	24	36	
		All	All	Mathematics	Approaches	STAAR	78	MapGrowth	80	N/A	Benchmark	80	50	STAAR	80	50	80	
		All	All	Mathematics	Meets	STAAR	49	MapGrowth	52	N/A	Benchmark	52	31	STAAR	52	30	52	
		All	All	Mathematics	Masters	STAAR	29	MapGrowth	32	N/A	Benchmark	32	16	STAAR	32	12	32	
		All	All	Science	Approaches	STAAR	76	10 week Cumulative Assess	79	33	Benchmark	79	46	STAAR	79	67	79	
		All	All	Science	Meets	STAAR	55	10 week Cumulative Assess	57	44	Benchmark	57	21	STAAR	57	42	57	
		All	All	Science	Masters	STAAR	35	10 week Cumulative Assess	36	18	Benchmark	36	8	STAAR	36	13	36	
		All	All	Social Studies	Approaches	STAAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		All	All	Social Studies	Meets	STAAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		All	All	Social Studies	Masters	STAAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		All	All	Writing	Approaches	STAAR	51	10 week Cumulative Assess	53	38	Benchmark	53	40	STAAR	53	36	54	
All	All	Writing	Meets	STAAR	20	10 week Cumulative Assess	22	36	Benchmark	22	12	STAAR	22	11	23			
All	All	Writing	Masters	STAAR	9	10 week Cumulative Assess	11	5	Benchmark	11	9	STAAR	11	4	12			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or	All	Hisp	Reading	Meets	STAAR	33	MapGrowth	37	N/A	Benchmark	37	23	STAAR	37	25	39	
		All	ELL	Reading	Meets	STAAR	27	MapGrowth	29	N/A	Benchmark	29	13	STAAR	29	18	30	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or	All	ECD	Reading	Meets	STAAR	28	MapGrowth	33	N/A	Benchmark	33	13	STAAR	33	19	34	
		All	ECD	Math	Meets	STAAR	33	MapGrowth	36	N/A	Benchmark	36	17	STAAR	36	15	37	
4. Domain 3 Focus 3	ELP Component	All	ELL	TELPAS	All	TELPAS	49	MapGrowth	52	N/A	MapGrowth	52	52	TELPAS	52	TBD	52	