

LAMAR M S
Campus Improvement Plan
2021/2022



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Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

Campus Mission

Lamar Middle School and Fine Arts Academy is a caring community with diverse programs that engage all students in meaningful and creative learning opportunities that will prepare them for the future.

Campus Vision

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

Campus Values

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

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

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

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

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

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

#2 - #9 See packet for details

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

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee made of CSH Chair, administrator, counselor, nurse, cafeteria manager, classroom teacher(s), and student(s) that meets monthly to plan and monitor campus CATCH initiatives.	CATCH Team	Sept 2021 - May 2022		Criteria: We will know we are successful through the documentation of meeting agendas. 11/01/21 - Some Progress
2. The CATCH team will plan 3 out 4 campus wide events to include: CSH Kick off week, Heart Healthy Week, School Breakfast week, and Red Ribbon Week.	Administrators, CATCH Team	quarterly		Criteria: We will know we are successful with documentation of the campus wide events. 11/01/21 - On Track
3. Students on the CATCH/Wellness team will participate in at least 4 of the monthly CATCH meetings. Students will lead or promote one wellness activity.	CATCH Team	By April 2022		11/01/21 - On Track

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Objective 2. (Social and Emotional School Climate) SMART Goal: Our campus will provide monthly opportunities for staff to partner with students to co-create inclusive, anti-racist learning spaces and content. The percentage of our students who report that adults listen to students' ideas and opinions "sometimes" or "a lot of time" will increase from 77% in SY 20-21 to 82% in SY 21-22 (as measured by the AISD Student Climate Survey item: "Adults at my school listen to students' ideas and opinions.").

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL Counselor, Jr PALS teacher, and admin will work with student representatives on the CommUNITY committee & Jr PALS to write at least one Scottie Seminar lesson each nine-weeks to address campus needs.	Administrators, Advisory Teachers, Counselor, Students, Teachers	quarterly		Criteria: We will know we are successful when meetings are held, lessons are planned and implemented, and survey results reflect an increase as related to goal. 11/01/21 - On Track
2. SEL Counselor, Jr. PALS teacher, SEL facilitator, and administration will work with Jr. PALS and student leaders to deliver Speak Up training to students.	Administrators, Advisory Teachers, SEL Campus Coordinator, SEL Committee	By December 2021		

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Objective 3. (Family Engagement) SMART Goal: We will score at least a 70% on the Family Engagement subsection on the Coordinated School Health Report in the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will conduct a needs assessment with our families to identify two health areas of focus. Based on the needs assessment, the CATCH team will collaborate with the counseling staff, SEL team, and PTA to provide learning and awareness around the identified. need. Needs assessment complete by November. Engagement activities to be completed during the first and second semester.	Administrators, CATCH Team, Counselor, PTA, PTA President, PTA Secretary	November, once/semester		11/01/21 - Some Progress
2. The principal will communicate CATCH topics monthly in the Scottie Newsletter.	CATCH Team, Principal	Monthly		11/01/21 - On Track

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Objective 4. (Counseling, Mental Health & Social Services) SMART Goal: Our campus will provide counseling services to students so that the percent of students who respond "yes" to "It is easy for me to talk about my problems with the adults at my school." will increase from 51% in SY '21 to 61% in SY '22.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In the first 3 weeks of school, grade-level counselors will meet with 99% of their students for "minute meetings". During these meetings, counselors will identify with students how to access them as needed.	Counselor	By Sept 1, 2021		11/01/21 - Completed
2. In collaboration with the principal, the counselors will develop clearly defined roles and responsibilities for the grade-level and SEL counselor.	Counselor, Principal	By Sept 1, 2021		Criteria: Document that shows each role and responsibility. 11/01/21 - On Track
3. By October 1st, the counseling team will meet with the principal to develop a comprehensive counseling agreement for Lamar MS.	Counselor, Principal	By October 1st, 2021		11/01/21 - Some Progress
4. SEL counselor will identify students in need of tier 3 support and create group counseling sessions focused on developing coping strategies for anxiety. Additionally, she will create a group for LGBTQ+ students. Groups will meet monthly.	Counselor	October through June		11/01/21 - On Track

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

Objective 1. (ESF Essential Action 1.1) By May 28th, 2022, Lamar Middle School will develop strong, culturally proficient leadership through the use of consistent, written protocols and processes to lead their department, PLCs, and grade-level teams to ensure high expectations for each scholar.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leaders will complete 8 informal walk throughs and 2 formal observations, with pre-conference and post-conference coaching meetings by May 2022. Once each month, the leadership team will conduct team learning walks. (Strategic Priorities: 1,2)	Administrators	ongoing		Criteria: We will know we are successful by monitoring the number of walk throughs each week and calendaring of formal observations. 11/01/21 - Significant Progress
2. Campus leaders will meet weekly to discuss observation data, common instructional themes, and student progress with a focus on high expectations for each student. (Strategic Priorities: 1,2)	Administrators	weekly		Criteria: We will know we are successful when meetings are calendared, agenda minutes reflect discussion of observation feedback, collaboration on coaching. 11/01/21 - Significant Progress
3. Campus leaders will provide weekly on-going job-embedded professional learning through their work with their PLCs. PLCs will use campus protocols for PLC planning meetings (once/week) using common summative and formative assessments, and backwards design anchored in DuFour's four questions. (Strategic Priorities: 1,2)	Administrators, PLC Leaders	Weekly		Criteria: We will know we are successful when PLC meeting minutes reflect weekly meetings, data analysis, and reteach strategies. 11/01/21 - Significant Progress
4. Teachers will meet once per week during PLC common planning to analyze student assessment data and plan reteach/acceleration using the Data Meeting protocol.	Administrators, PLCs	Weekly		Criteria: Data meeting agendas. 11/01/21 - Significant Progress

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

Objective 1. (Disproportionality in discipline referrals) SMART Goal: The disparity in African American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 43% to 20% (=pop) by August 2022. - Strategic Plan Goal #8 - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement campus wide PD focused on implementing student culture routines during monthly staff meetings.	Administrators, Counselor, Department Chairs, SEL Committee	monthly		Criteria: We will know we are successful when staff meeting agendas include activities that model student culture strategies. 11/01/21 - Significant Progress
2. Implement a plan for common school-wide systems (e.g. arrival/breakfast, morning meetings, hallway transitions, in-class routines, lunch, celebrating learning, discipline referrals, etc.). Campus leadership team will monitor the implementation, seek input from teachers, students, and parents, and adjust as needed. (Strategic Priorities: 1,2)	Administrators, Counselor, Department Chairs	ongoing		Criteria: We will know we are successful when we implement, teach, reinforce, systems with students and staff. 11/01/21 - Some Progress
3. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities during campus-wide professional development days in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families.	Administrators, Leadership Team	quarterly		Criteria: PD agendas 11/01/21 - Pending

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Goal 4. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) All teachers create daily lesson plans that include clear objectives, opening activities, multiple and differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers create daily lesson plans that incorporate rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded support for students with disabilities and English learners among other student groups, and formative assessment. (Strategic Priorities: 1,2)	Administrators, PLCs	daily		Criteria: Observations reflect the implementation of the strategies. 11/01/21 - Some Progress
2. Department chairs and leadership team will collaborate to provide professional learning so that teachers plan and implement "no opt out" formative feedback strategies at least twice per 90 minute block. (Strategic Priorities: 1,2)	Administrators, Department Chairs	ongoing		Criteria: We will know we are successful when Department Chair meeting minutes document identification of strategies and professional development plan; formative feedback is evident in classroom observations; and PLC agenda minutes reflect planning and discussion of feedback. 11/01/21 - No Progress
3. Teachers will implement daily structured opportunities for students to engage in conversations to develop oral language and vocabulary. These language objectives will be posted daily in teacher's classroom. (Strategic Priorities: 1,2)	Administrators, PLCs - Instructional	daily		Criteria: Language objectives posted and strategies observed during walk throughs. 11/01/21 - No Progress

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Goal 5. (Increased Enrollment) SMART enrollment goal herSMART goal: 85% of current students will be registered for SY 22-23 by June 1, 2022.e

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will include reminders to register in the Scottie Newsletter and on social media.	Administrative Assistant, Administrators, Registrar	Jan - Feb 2022		Criteria: We will know we are successful when we have 85% of our families registered by June 1st. 11/01/21 - Pending
2. Send school messengers to individual families who have not yet registered by April 1. Phase 3 - Scottie Seminar (advisory) teachers will make personal calls to families who have not yet registered.	Administrative Assistant, Principal, Registrar	April 2022		Criteria: 85% of our families registered by June 1st. 11/01/21 - Pending
3. Scottie Seminar (advisory) teachers will make personal calls to families who have not yet registered.	Administrators, Advisory Teachers, Registrar	May 2022		11/01/21 - Pending

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Goal 6. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Language Line section of the Campus Assessment Rubric.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Language Line section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will deliver professional development on using the Language Line during grade-level team meetings.	Administrators, Office Staff, Teachers	ongoing		Criteria: We will know we are successful through grade-level team meeting and eCST service tracking. 11/01/21 - On Track
2. During grade-level team meetings, support plans will be developed that include parent communication by an identified team member. Communication will be entered into eCST with a note when Language Line is used.	Administrators, Counselor, CST Chair, Grade Level Team	Bi-weekly		Criteria: Documentation in eCST. 11/01/21 - Some Progress
3. During October professional development, each teacher will contact one family who's home language is not English to practice using the Language Line and build positive relationships with families. Conversations will be documented in eCST.	Administrators, Teachers	By end of October		11/01/21 - No Progress

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

LAMAR M S Site Base

Name	Position
Raymond-Watson, Jeremy	Campus Administrator
Berrean, Judith	Counselor
Jurado, Jessica	SEL Counselor
Rotondo, Laura	Counselor
Hernandez, Raquel	Counselor
Campa, Kerren	CAC Co Chair
Beck, Laura	CAC Co Chair
Coburn, Kenisha	Executive Director of Middle Schools

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

Austin ISD Data Tracker - SY 21-22

Campus Name: Lamar																	
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks				2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Tesano Calcs	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	87%	SCA 1	90%	80%	80%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Meets	69%	SCA 1	71%	50%	50%	SCA 2			SCA 3			STAAR	
	All	All	Reading	Masters	43%	SCA 1	45%	34%	34%	SCA 2			SCA 3			STAAR	
	All	All	Math	App.	89%	SCA 1	92%	73%	73%	SCA 2			SCA 3			STAAR	
	All	All	Math	Meets	66%	SCA 1	68%	41%	41%	SCA 2			SCA 3			STAAR	
	All	All	Math	Masters	32%	SCA 1	33%	28%	28%	SCA 2			SCA 3			STAAR	
	All	All	Science	App.	94%	SCA 1	95%	92%	92%	SCA 2			SCA 3			STAAR	
	All	All	Science	Meets	78%	SCA 1	80%	71%	71%	SCA 2			SCA 3			STAAR	
	All	All	Science	Masters	54%	SCA 1	55%	57%	57%	SCA 2			SCA 3			STAAR	
	All	All	SocStu	App.	83%	SCA 1	86%	75%	75%	SCA 2			SCA 3			STAAR	
	All	All	SocStu	Meets	58%	SCA 1	59%	36%	36%	SCA 2			SCA 3			STAAR	
	All	All	SocStu	Masters	36%	SCA 1	37%	23%	23%	SCA 2			SCA 3			STAAR	
Scorecard	All	Emer. Bilingual	Reading	Meets	14%	SCA 1	35%	59%	14%	SCA 2			SCA 3			TELPAS	36%
	All	African American	All	Meets	39%	SCA 1	43%	29%	30%	SCA 2		0%	SCA 3		0%	STAAR	36%
	All	Hispanic	All	Meets	50%	SCA 1	53%	35%	34%	SCA 2		0%	SCA 3		0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	35%	SCA 1	38%	15%	15%	SCA 2		0%	SCA 3		0%	STAAR	37%
	All	Special Education	All	Meets	24%	SCA 1	27%	19%	19%	SCA 2		0%	SCA 3		0%	STAAR	29%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
#DIV/0!	#DIV/0!		