

LEE EL
Russell Lee Elementary School
2021/2022

Roadrunners are Responsive, Reflective, and Ready to learn.



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Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

Campus Mission

The teachers, staff and families of Russell Lee Elementary School work collaboratively to foster strong social-emotional learning in an arts rich, academically focused environment that results in exceptional educational opportunities for all students.

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.

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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. Physical Education teacher will test at least 85% of the students in grades 3-6 in all 5 domains of the FITNESSGRAM TEST. (7 Conditions - #2 and #3) (Target Group: All) (Strategic Priorities: 1) | CATCH Team, PE Teacher | Sept/Oct 2021 | | Criteria: Data from assessment 10/26/21 - On Track |
| 2. Invite parents/families to Whole Child, Every Child Night and focus on all areas supporting Whole Child by providing activities/ information. (7 Conditions - #2, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | CATCH Team, Counselor, PE Teacher, SEL Committee | February 2022 | | Criteria: Sign in sheet from the event, Living Tree post 10/26/21 - Some Progress |
| 3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (7 Conditions - #1,#2, #3, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team, CATCH Team, Leadership Team, SEL Committee | ongoing | | Criteria: Faculty meeting agendas 10/29/21 - Some Progress |

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Objective 2. (Social and Emotional School Climate) SMART Goal: Increase our percentage of campus staff that feel all staff interacts with one another in a way that models social and emotional competence from 91% to 95%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|----------|-----------|--|
| 1. Utilize 3 signature SEL practices (Welcoming Ritual, Engaging Practices, and Optimistic Closure) for all campus activities (Professional Learning, CAC meetings, Staff Meetings, caregiver opportunities). (7 Conditions - #1, #2, #4, #5 and #6) (Target Group: All) (Strategic Priorities: 1) | Administrators, Counselor, Leadership Team, SEL Campus Coordinator | Ongoing | | Criteria: Ongoing with end of year analysis 10/21/21 - On Track |
| 2. Create a New to Lee/new to grade level staff cohort, led by a classroom teacher, to provide space for collaboration amongst the newest staff members in our community. (7 Conditions - #1, #4, and #5) (Target Group: 2nd,3rd,5th) (Strategic Priorities: 1) | Grade Level Lead | Ongoing | | Criteria: Ongoing with end of year analysis 10/21/21 - Significant Progress |
| 3. Engage our campus community in at least three No Place for Hate activities. (7 Conditions - #1, #4, #5 and #6) (Target Group: All) | Counselor, SEL Committee | ongoing | | Criteria: Ongoing with end of year analysis 10/21/21 - Some Progress |

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Objective 3. (Family Engagement) SMART Goal: The principal and PE teacher will share information regarding Coordinated School Health requirements/activities/events with families at least two times per year.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|----------|-----------|--|
| 1. The principal and PE teacher will share information regarding Coordinated School Health requirements/activities/events with families. (7 Conditions - #2, #3, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team, CATCH Team, PE Teacher | ongoing | | Criteria: Living Tree post, Weekly Roadrunner Rundowns 10/21/21 - Some Progress |
| 2. Provide at least five caregiver offerings focused on community building with a SEL/CP&I lens. (7 Conditions - #1, #2, #3, #5 and #6) (Target Group: All) (Strategic Priorities: 1) | Administrators, Counselor, SEL Committee | ongoing | | Criteria: Sign in form for events, Living Tree post 10/21/21 - Significant Progress |
| 3. Include at least two caregivers/parents on the SEL/CP&I committee and at least six caregivers on the CAC. (7 Conditions - #1, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | CAC Members, Campus Leadership Team, SEL Committee | ongoing | | Criteria: Attendance from meetings, List of members 10/21/21 - Significant Progress |

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Goal 2. (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. (ESF Essential Action 3.1) Aligned vision, mission, goals, values focused on a safe environment and high expectations to increase our students that feel that students at school behave the way their teachers want them to from 93% to 96% (using the student climate survey results).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------------|-----------|---|
| 1. Adoption of common language in all areas for students and staff. (7 Conditions - #1, #2, #3, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team, Teachers | ongoing started on 08/17 | | Criteria: Walk throughs, End of year student survey results, TELL survey 10/26/21 - On Track |
| 2. Positive behavior supports (Roadrunner Role Model, Positive Office Referrals, Responsive Classroom Strategies, co-creation of class contracts) put into place. (7 Conditions - #1, #2, #3, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team, Teachers | Ongoing started 08/17 | | Criteria: Artifacts included bi-monthly videos of Roadrunner Role models (virtual assembly), walk throughs, Positive behavior referrals file 10/26/21 - On Track |
| 3. Participate in the Seed Model Campus program (K-12) by engaging in an intentional, goal-oriented implementation process that elevates SEL and CP&I practices on your campus. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team, SEL Campus Coordinator, SEL Committee | Ongoing-Oct apply | | Criteria: SEED Model application, SEED goal and assessing end of year 10/26/21 - Significant Progress |

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Goal 3. (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)) 100% of classrooms will have visible and posted learning objectives and success criteria which are identified in lesson plans co-created as a team.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------------------|-----------|--|
| 1. Teachers will identify learning objectives and success criteria for their lesson and they will be visibly posted in their classroom environment. (7 Conditions - #2, #3, and #5) (Target Group: H,AA,ECD,SPED,Dys) (Strategic Priorities: 2) | Leadership Team, Team Leaders | Weekly beginning 9/7 | | Criteria: Weekly Data meeting agendas, performance on Short Cycle Assessments (SCAs) disaggregated by student group, artifacts in classrooms. 10/29/21 - Significant Progress 09/03/21 - Pending |
| 2. Ensure staff are utilizing the homeroom and morning meeting activities provided by SEL and CP&I. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: SPED,Dys,504) (Strategic Priorities: 2) | Leadership Team | ongoing | | Criteria: PPfT Walkthroughs 10/29/21 - Significant Progress |
| 3. For students supported in Special Education, the campus administrator ensures an ARD is held to develop an intensive program of instruction for each assessment area where the student did not meet standard on STAAR or IEP goals. (7 Conditions - #2, #3, #5, and #6) (Target Group: SPED) (Strategic Priorities: 2,3) | Administrators, Special Education Staff | Fall Semester | | Criteria: ARD Accelerated Instruction Plans 10/29/21 - Some Progress |

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Goal 3. (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 2. (Support for Students with Special Needs) The percentage of students supported in Special Education who obtain "meets" standard on the STAAR exam will increase from 32% to 60% on both Reading and Math STAAR - grades 3-6.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---------------------------|----------|-----------|---------------------------------|
| 1. Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: SPED) (Strategic Priorities: 2) | Leadership Team, Teachers | All year | | 10/29/21 - Significant Progress |
| 2. Implement PLCs that support aligned and engaging Tier 1 instruction and assessment and allow for collaborative planning, reflective learning, coaching, and mentoring. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: SPED,Dys,504) | Teachers, Team Leaders | Ongoing | | 10/29/21 - Significant Progress |
| 3. Classroom instruction incorporates 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. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: SPED,Dys,504) | Leadership Team, Teachers | Ongoing | | 10/29/21 - Significant Progress |

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Goal 3. (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 3. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---------------------------|----------|-----------|---|
| 1. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (7 Conditions - #1 and #3) (Target Group: AtRisk,K,1st,2nd) (Strategic Priorities: 2) | Leadership Team, Teachers | Ongoing | | Criteria: Standing Data meeting agenda 10/29/21 - Significant Progress |
| 2. Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: K,1st,2nd) (Strategic Priorities: 2) | Leadership Team, Teachers | Ongoing | | Criteria: PPfT walkthrough data 10/29/21 - Significant Progress |
| 3. Ensure teachers vary classroom participation structures to give opportunity for all voices to be heard throughout the day, in multiple culturally responsive ways by focusing on turn and talk and randomized student reporting. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: AtRisk,K,1st,2nd) (Strategic Priorities: 2) | Leadership Team, Teachers | Ongoing | | Criteria: PPfT Walkthrough Data 10/29/21 - Significant Progress |

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 419 (as of September 1, 2021) to 439 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------------------|-----------|---|
| 1. Monitor enrollment numbers by week and by student group. (7 Conditions - #3, #4, and #5) (Target Group: All, AtRisk) (Strategic Priorities: 1) | Campus Leadership Team | Weekly starting 09.06.21 | | Criteria: Weekly check ins with campus leadership team 10/27/21 - Significant Progress |
| 2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (7 Conditions - #3, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | Attendance Clerk, Campus Leadership Team | Monthly: Spring 2022 | | Criteria: Assessing monthly goals in the Spring 10/27/21 - Some Progress |
| 3. Utilize a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (7 Conditions - #1, #2, #3, #4, #5, #6 and #7) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team | 1st 9 weeks | | Criteria: Ongoing and logging in the campus tracking system 10/29/21 - Some Progress |

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

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 Campus Communication section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------------------|-----------|---|
| 1. Systematically provide clear and ongoing communication to staff, families, and community members. (7 Conditions - #1, #3, #4, and #5) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team, Grade Level Team, Teachers | Ongoing starting on 08/27 | | Criteria: Weekly Roadrunner Rundown, LivingTree post for each grade level, Grade Level Coordinator emails, Principal's Coffee each month 10/27/21 - On Track |
| 2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (7 Conditions - #1, #2, #3, #4, #5 and #6) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team | Starts 09/06 | | Criteria: Teacher self assessment of communication practices (using CARE Rubric) 10/27/21 - Some Progress |
| 3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (7 Conditions - #2, #4, #5, #6 and #7) (Target Group: All) (Strategic Priorities: 1) | Campus Leadership Team, PTA President | Ongoing starts on 09/06 | | Criteria: Monthly discussion at PTA Executive Board meetings 10/27/21 - Some 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.

LEE EL Site Base

| Name | Position |
|------------------|----------------------------|
| Gilbert, Leah | Counselor and CAC Co-chair |
| Sileo, Caitlin | Assistant Principal |
| Rangel, Alyssa | Physical Education Teacher |
| Hewlett, John | Principal |
| Drinks, La Kesha | Principal Supervisor |
| Aarons, Ashley | CAC Co-chair |

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

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

| | Overall Average | *CSH Implementation | *Health Education | *Physical Education/Physical Activity | *Food Services | Employee Wellness | SEL | Physical Environment | *Family Engagement | Community Engagement | Counseling/Mental Health/Social Services | Health Services |
|---------------|-----------------|---------------------|-------------------|---------------------------------------|----------------|-------------------|------|----------------------|--------------------|----------------------|--|-----------------|
| SY 20-21 | 79% | 43% | 80% | 67% | 100% | 63% | 100% | 85% | 72% | 88% | 92% | 81% |
| SY 21-22 Goal | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% |

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

This year we will be focusing on a number of important areas, like Physical Education/Physical Activity and Family Engagement with a prioritization on Employee Wellness, Counseling/Mental Health/Social Services and rebuilding the foundation of Social Emotional Learning that has served our school and students so well.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

Longitudinal Discipline Data Report

| Number of Disciplinary Actions by Student Group | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|------------------|-----------|-----------------|----------------------|-----------------|----------------------------|-----------|-----------------|----------------------|-----------------|-------------------|------------|-----------------|----------------------|-----------------|----------------|-----------|-----------------|----------------------|-----------------|
| | | African American | | | | | Hispanic | | | | | White | | | | | Female | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP |
| 2017-2018 | 460 | 16 | | | | | 119 | | 2 | 1 | | 270 | | | 2 | | 213 | | | 1 | |
| 2018-2019 | 458 | 30 | | | | | 112 | | | | | 263 | | | | | 223 | | | | |
| **2019-2020 | 485 | 25 | | | | | 113 | | | | | 270 | | | | | 236 | | | | |
| | | Male | | | | | Economically Disadvantaged | | | | | Special Education | | | | | | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsions | Home Suspension | In-School Suspension | Removal to DAEP | | | | | |
| 2017-2018 | 460 | 247 | | 2 | 2 | | 84 | | 1 | 2 | | 65 | | 1 | | | | | | | |
| 2018-2019 | 458 | 235 | | | | | 95 | | | | | 76 | | | | | | | | | |
| **2019-2020 | | 249 | | | | | 104 | | | | | 75 | | | | | | | | | |

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? **There was a small disproportionality in the 2017/2018 data related to Hispanic Economically Disadvantaged Students.**

What are the top 3 reasons students get referrals?
By a large margin, physical aggression is the primary reason any students receive a referral at our school. Elopement and Rude to Adult and Rude to Student are the other potential reasons, but referrals in those areas are very rare.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

SY 20-21 MAP Growth BOY to EOY

| | English | | | | | | | | | Spanish | | | | | | | | |
|-----|---------|-----------|---------|-----------|--------|-----------|---------|-----------|-----------------------|---------|-----------|---------|-----------|--------|-----------|---------|-----------|-----------------------|
| | BOY | | | | EOY | | | | Change | BOY | | | | EOY | | | | Change |
| Grd | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | Above Avg | Above Average BOY-EOY | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | Above Avg | Above Average BOY-EOY |
| 1 | 60 | 5 | 2 | 93 | 57 | 5 | 16 | 79 | -14 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| 2 | 60 | 5 | 12 | 83 | 59 | 14 | 15 | 71 | -12 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| 3 | 57 | 11 | 14 | 75 | 0 | -- | -- | -- | -- | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| 4 | 74 | 9 | 8 | 82 | 69 | 14 | 9 | 77 | -5 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| 5 | 60 | 5 | 15 | 80 | 60 | 10 | 10 | 80 | 0 | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| All | 311 | 7 | 10 | 83 | 245 | 11 | 12 | 77 | -6 | | | | | | | | | |

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

There was a decline across several grade levels, a trend we are focused on reversing this year for all students. Our staff is more familiar with this program, it's implementation and we will be holding regular data meetings on the results and ways to improve student performance.

SY 20-21 TELPAS Progress

| Grade | Composite Progress for 2020 Cohort | | | | 2020 to 2021 Change | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
|-------|------------------------------------|--------------------------|-----------------|--------------------------|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 2020 | 2021 | | 2021 | | | | | |
| | # Matched Stdts | % Progressed 1+ Prof Lvl | # Matched Stdts | % Progressed 1+ Prof Lvl | | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl |
| K | | | | | -- | -- | -- | -- | |
| 1 | | | | | -- | -- | -- | -- | |
| 2 | | | | | -- | -- | -- | -- | |
| 3 | | | | | -- | -- | -- | -- | |
| 4 | | | | | -- | -- | -- | -- | |
| 5 | | | | | -- | -- | -- | -- | |
| All | | | | | 80 | 40 | 100 | -- | |

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

Not enough students to establish data necessary for analysis.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

| | Test Grade | All Students | | | | | African American | | | | | Hispanic | | | | | White | | | | | Econ Disadvantaged | | | | | |
|------------|------------|----------------|--------------------|--------------|---------|-----------|------------------|--------------------|--------------|---------|-----------|----------------|---------------------|--------------|---------|-----------|----------------|-------------------|--------------|---------|-----------|--------------------|-----------------|--------------|---------|-----------|--|
| | | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | |
| 2021 STAAR | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | 03 | 39 | 66 | 77 | 54 | 33 | 3 | 100 | * | * | * | 6 | 46 | 50 | 50 | <1 | 25 | 68 | 88 | 52 | 36 | 11 | 65 | 55 | 18 | 18 | |
| Math | 04 | 49 | 64 | 73 | 43 | 27 | 1 | 33 | * | * | * | 14 | 70 | 50 | 14 | 14 | 27 | 63 | 85 | 59 | 30 | 7 | 41 | 43 | 14 | 14 | |
| Math | 05 | 36 | 59 | 83 | 72 | 50 | 1 | 50 | * | * | * | 10 | 71 | 60 | 50 | 20 | 20 | 53 | 95 | 80 | 70 | 3 | 60 | * | * | * | |
| Math | All | 132 | 57 | 76 | 53 | 33 | 6 | 60 | <1 | <1 | <1 | 32 | 54 | 53 | 31 | 13 | 76 | 58 | 87 | 62 | 41 | 21 | 46 | 52 | 24 | 19 | |
| Reading | 03 | 39 | 66 | 87 | 74 | 59 | 3 | 100 | -- | -- | -- | 6 | 46 | 67 | 33 | 17 | 25 | 68 | 99 | 88 | 68 | 11 | 65 | 73 | 55 | 55 | |
| Reading | 04 | 48 | 62 | 81 | 58 | 42 | 0 | 0 | -- | -- | -- | 14 | 70 | 71 | 43 | 36 | 27 | 63 | 89 | 67 | 44 | 7 | 41 | 57 | 18 | 14 | |
| Reading | 05 | 35 | 57 | 83 | 77 | 66 | 1 | 50 | -- | -- | -- | 10 | 71 | 70 | 70 | 40 | 19 | 50 | 89 | 84 | 84 | 3 | 60 | * | * | * | |
| Reading | All | 130 | 56 | 85 | 68 | 53 | 5 | 50 | -- | -- | -- | 32 | 32 | 72 | 52 | 34 | 75 | 57 | 93 | 77 | 61 | 21 | 46 | 67 | 43 | 24 | |
| Writing | 04 | 38 | 49 | 68 | 42 | 26 | 1 | 33 | -- | -- | -- | 13 | 65 | 46 | 23 | 8 | 18 | 42 | 83 | 61 | 39 | 8 | 47 | 25 | 13 | 13 | |
| Science | 05 | 36 | 59 | 81 | 58 | 25 | 1 | 50 | -- | -- | -- | 11 | 79 | 64 | 18 | 9 | 19 | 50 | 89 | 79 | 32 | 3 | 60 | -- | -- | -- | |
| | | | Econ Disadvantaged | | | | | Emergent Bilingual | | | | | Special Ed Services | | | | | Dyslexia Services | | | | | | | | | |
| 2021 STAAR | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | 03 | 11 | 65 | 55 | 18 | 18 | 0 | -- | -- | -- | -- | 8 | 57 | 38 | 25 | <1 | 8 | 62 | 38 | 38 | 13 | | | | | | |
| Math | 04 | | | | | | 1 | 33 | -- | -- | -- | 8 | 57 | 38 | 25 | 13 | 7 | 78 | 29 | 14 | 14 | | | | | | |
| Math | 05 | | | | | | 1 | 100 | -- | -- | -- | 5 | 71 | 60 | 20 | <1 | 3 | 43 | * | * | * | | | | | | |
| Math | All | | | | | | 2 | 25 | -- | -- | -- | 22 | 52 | 41 | 23 | 5 | 18 | 56 | 39 | 33 | 11 | | | | | | |
| Reading | 03 | | | | | | 0 | -- | -- | -- | -- | 8 | 57 | 50 | 38 | 13 | 8 | 62 | 63 | 38 | 25 | | | | | | |
| Reading | 04 | | | | | | 1 | 33 | -- | -- | -- | 8 | 57 | 38 | 25 | 13 | 7 | 68 | 43 | 29 | 14 | | | | | | |
| Reading | 05 | | | | | | 1 | 100 | -- | -- | -- | 5 | 71 | 20 | <1 | <1 | 3 | 43 | -- | -- | -- | | | | | | |
| Reading | All | | | | | | 2 | 25 | -- | -- | -- | 22 | 52 | 41 | 23 | 9 | 18 | 56 | 56 | 28 | 17 | | | | | | |
| Writing | 04 | | | | | | 1 | 33 | -- | -- | -- | 6 | 43 | <1 | <1 | <1 | 5 | 56 | 20 | <1 | <1 | | | | | | |

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

| | | | | | | | | | | | | | | | | | | | | |
|---------|----|--|--|--|--|---|---------|----|----|----|---|----|----|----|----|---|----|----|----|----|
| Science | 05 | | | | | 1 | 10 0 | -- | -- | -- | 5 | 71 | 20 | <1 | <1 | 3 | 43 | -- | -- | -- |
|---------|----|--|--|--|--|---|---------|----|----|----|---|----|----|----|----|---|----|----|----|----|

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?
The number of students taking the test this past year (roughly 50% for All Students) made scores from all groups more difficult to predict based on short cycle assessments that were taking place throughout the year. STAAR performance in subgroups like Special Education, Hispanic, African American and Economically Disadvantaged was below that of White, especially in the Masters category. Overall targets of 90/70/50 have been set for this year and will be an area of focus for both short cycle testing that will take place during the year and end of year STAAR testing.

Advanced Academics

| Data Points Reviewed | Data Source | 2018-19 | 2019-20 | 2020-21 |
|--|-------------|---------|---------|---------|
| % African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ² | Forecast 5 | 12% | 12.5% | 11.11% |
| % Hispanic students enrolled in Gifted/Talented (GT) programs | Forecast 5 | 11.01% | 15.53% | 15.96% |

Advanced Academics reflection questions:
 How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?
It is a part of our class scheduling process and with an average of three classes per grade level we are able to have a cluster in each classroom.

How are you communicating with all families about GT and/or advanced learning opportunities?
We share information about the GT identification process through all communication channels (GLC, LivingTree, etc.) and grade level specific information is shared by teachers.

How do you support a culture that provides advanced learning opportunities to all students?
This has always been an area of focus for us by not placing a high emphasis on GT identification, but instead offering advanced learning opportunities to all students, regardless of label. The one exception has been efforts to prioritize GT identification of underrepresented groups.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

| | STUDENT ASSESSMENT | | | | SERVICE DESIGN | | | | CURRICULUM & INSTRUCTION | | | | PROFESSIONAL LEARNING | | | | FAMILY & COMMUNITY | | | |
|---------------|--------------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|--------------------------|--------------|--------------|--------------|-----------------------|--------------|--------------|--------------|--------------------|--------------|--------------|--------------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| CAMPUS | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play | Exem play |

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KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

| <i>Data Points Reviewed</i> | <i>Data Source</i> | <i>2018-19</i> | <i>2019-20</i> | <i>2020-21</i> |
|---|--------------------|----------------|----------------|----------------|
| % of campus enrollment identified as 504 | 504 Dept. | Not Available | Not Available | Not Available |
| % 504 Annual and Re-Evaluation meetings held on time | 504 Dept. | Not Available | Not Available | Not Available |
| % of African American SpEd students | SEEDS | Not Available | Not Available | Not Available |
| % of Initial, Transfer, and Annual ARDs held on time | CRTE | Not Available | Not Available | Not Available |
| % parent participation for ARD meetings | CRTE | Not Available | Not Available | Not Available |
| % of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level | CRTE | Not Available | Not Available | Not Available |
| Special Populations reflection: Due to changes in | | | | |

Domain 3 Campus Reports

| Growth 50% | All Students | Afr Amer | Hisp | White | Amer Ind | Asian | Pac Isl | Two + | ECD | EL* | SpEd | Former SpEd | Cont Enr | Not Cont Enr | Total Met | Total Eligible | % of Eligible Met |
|--|--------------|----------|------|-------|----------|-------|---------|-------|-----|-----|------|-------------|----------|--------------|-----------|----------------|-------------------|
| College, Career, and Military Readiness Performance (High Schools and K-12) | | | | | | | | | | | | | | | | | |
| Reading #PM Tests | 39 | 0 | 11 | 22 | 0 | 3 | 0 | 3 | 3 | 1 | 4 | <25 | 34 | 5 | | | |
| Growth Score | 74% | | | | | | | | | | | | 74% | | | | |
| Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | | |
| Met Target | Y | | | | | | | | | | | | Y | | 2 | 2 | 100% |
| ----- | | | | | | | | | | | | | | | | | |
| Math #PM Tests | 40 | 0 | 11 | 23 | 0 | 3 | 0 | 3 | 3 | 1 | 4 | <25 | 35 | 5 | | | |
| Growth Score | 66% | | | | | | | | | | | | 69% | | | | |
| Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | | |

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

| | | | | | | | | | | | | | | | | | |
|--|------------|---|--|--|--|--|--|--|--|--|--|--|---|--|---|---|-----|
| | Met Target | N | | | | | | | | | | | N | | 0 | 2 | 0% |
| | Total | | | | | | | | | | | | | | 2 | 4 | 50% |

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?
While the data available from this past year makes growth comparison difficult, this will be a strong area of focus for all student groups this year.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

| | | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------------------|---------------------------------|--------------------------------------|--------------------------------------|-----------------------------------|---|
| Enrollment & Utilization | Enrollment | 398 | 435 | 432 | 461 |
| | Students in enrollment area | 290 | 291 | 292 | 284 |
| Transfers | Transfers to other AISD schools | 15 Total 5 Dual Lang 2 PreK DL | 17 Total 9 Dual Lang 1 Prek DL | 18 Total 8 Dual Lang 2 PreK | 17 Total 10 Dual Lang 3 PreK 2 PreKDL |
| TELL Survey | General School Climate | 88% | 88% | 85% | 92% |
| | Managing Student Conduct | 97% | 93% | 91% | 96% |
| | Principal Leadership | 98% | 92% | 81% | 89% |

Reflection Questions: Why do you think families are transferring to other AISD schools?
There has been a rise in appealing charter schools in recent years and with the onset of the COVID pandemic many families sought other options.
 What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?
We have seen a significant rise in enrollment since the 17/18 school year and were on track to approach 500 students with four classes per grade level before the onset of the COVID pandemic.

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

| | | | | |
|--|-------------------------|---------------------|------------------------------|-------------------------------|
| | <i>1-Support Needed</i> | <i>2-Developing</i> | <i>3- Meets Expectations</i> | <i>4-Exceeds Expectations</i> |
|--|-------------------------|---------------------|------------------------------|-------------------------------|

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

| Campus Communication Goals & Practices | | | | |
|--|--|----------|----------|----------|
| Campus Communication Strategies | | | | X |
| Campus Website | | X | | |
| Phone/Voicemail/Email Practices | | | X | |
| Language Line for Preferred Language | | X | | |
| Campus Culture of Respect Goals | | | | |
| Campus culture of respect practices and goals | | | | X |
| Customer service prioritization | | | | X |
| Facility & Operations | | | | |
| Grounds | | | X | |
| Safety Protocols | | | X | |
| Signage | | | X | |
| <p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Reworking of our campus based website, Comprehensive adoption of the Language Line for use with all families, and improved signage will all be areas of focus for this year because those areas have been identified through a variety of critical analysis measures.</p> | | | | |

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Russell Lee Elementary

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Campus Name: Russell Lee Elementary School

| | 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 | 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. | 89% | SCA 1 | 90% | 75% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Reading | Meets | 72% | SCA 1 | 70% | 49% | SCA 2 | 70% | | SCA 3 | 70% | | STAAR | 70% |
| | All | All | Reading | Masters | 54% | SCA 1 | 50% | 35% | SCA 2 | 50% | | SCA 3 | 50% | | STAAR | 50% |
| | All | All | Math | App. | 86% | SCA 1 | 90% | 83% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Math | Meets | 66% | SCA 1 | 70% | 66% | SCA 2 | 70% | | SCA 3 | 70% | | STAAR | 70% |
| | All | All | Math | Masters | 49% | SCA 1 | 50% | 51% | SCA 2 | 50% | | SCA 3 | 50% | | STAAR | 50% |
| | All | All | Science | App. | 70% | SCA 1 | 90% | 100% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Science | Meets | 56% | SCA 1 | 70% | 69% | SCA 2 | 70% | | SCA 3 | 70% | | STAAR | 70% |
| | All | All | Science | Masters | 30% | SCA 1 | 50% | 45% | SCA 2 | 50% | | SCA 3 | 50% | | STAAR | 50% |
| | All | Emer. Bilingual | Reading | Meets | -% | SCA 1 | 60% | * | SCA 2 | 60% | | SCA 3 | 60% | | TELPAS | 60% |
| Strategic Plan Scorecard Elements | All | African American | All | Meets | -% | SCA 1 | 60% | * | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | Hispanic | All | Meets | 39% | SCA 1 | 60% | 48% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | Emer. Bilingual | All | Meets | -% | SCA 1 | 60% | * | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | Special Education | All | Meets | 22% | SCA 1 | 60% | 35% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | 3rd | All | Reading | Meets | 77% | SCA 1 | 70% | 28% | SCA 2 | 70% | | SCA 3 | 70% | | STAAR | 70% |
| | 3rd | All | Math | Meets | 75% | SCA 1 | 70% | 68% | SCA 2 | 70% | | SCA 3 | 70% | | STAAR | 70% |