

SUMMITT EL

Summitt Elementary Campus Improvement Plan 2021/2022

*Soaring to Excellence
Together we are #Summitt Strong*

Including a Targeted Improvement Plan



SUMMITT
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

At Summitt Elementary our mission is to create a diverse, equitable, inclusive and supportive learning community where everyone can SOAR TO EXCELLENCE!

Campus Vision

Proudly preparing Summitt Eagles to be life-long learners who will make the world a better place.

Campus Values

I am a Summitt Eagle.

I am Kind.

I am Courageous.

I am Collaborative.

I am Innovative.

I am Tenacious.

I am Summitt Strong.

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. Integrate a Whole Child, Every Child component into our campus SEL/CATCH committee. (Target Group: All) (Strategic Priorities: 1,2,4) | CATCH Team, SEL Committee | by end of Sept, ongoing | | Criteria: Monthly Meeting Agendas, Meeting minutes, and monthly goals/next steps 10/13/21 - Some Progress |
| 2. Implement and follow Crisis Response protocols in the event of a campus crisis event. Debrief after critical incidents and develop prevention and response plans. (Target Group: All) (Strategic Priorities: 1,2) | Administrators, Counselor(s), Crisis Response Team | ongoing | | Criteria: Crisis response protocols, meeting agendas where protocols were reviewed. 10/13/21 - Some Progress |
| 3. Add Whole Child, Every Child, placeholder to faculty meetings to discuss current/continuous activities. (Target Group: All) (Strategic Priorities: 1,2,4) | Administrators, Counselor(s), Instructional Leadership Team | monthly | | Criteria: faculty meeting agendas 10/19/21 - Some Progress |

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Objective 2. (Social and Emotional School Climate) During the 21-22 School Year, the campus will participate in the implementation of the 3 Signature SEL Practices (K-12).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------|-----------|--|
| 1. Implement 3 SEL Signature Practices in meetings and classrooms (PK-5). (Condition 2, 5, 6, 7) (Target Group: All) (Strategic Priorities: 1,2,4) | Assistant Principal(s), Campus Leadership Team, Counselor(s), Teacher(s) | 1st 9 weeks | | Criteria: SEL lessons for morning meeting, observations fo morning meetings by campus leadership 10/19/21 - Some Progress |
| 2. Implement a school wide House System to create vertically aligned houses for all students and staff in grades PK-5, to connect and build relationships, where students feel safe, included and connected. (Condition 2, 5, 6, 7) (Target Group: All) (Strategic Priorities: 1,2) | Administrators, Campus Leadership Team, General Ed and Sped Teachers | End of September | | Criteria: House Meeting calendar House Meeting activities and agendas School wide initiatives 10/19/21 - Significant Progress |
| 3. Include Growth Mindset philosophy and practices into classrooms and faculty meetings. (Condition 2, 5, 6, 7) (Target Group: All) (Strategic Priorities: 1,2,4) | Campus Leadership Team, General Ed and Sped Teachers, SEL Committee | 1st 9 weeks | | Criteria: Agendas, classroom bulletin boards, student work that reflects goal setting and mindset 10/19/21 - 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 3.4) By the end of the school year, we will design and implement a plan to recruit, retain, and grow our Vietnamese Dual Language Program, to allow for both native and non native speakers the opportunity to become biliterate, bilingual and bicultural.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------------|-----------|--|
| 1. Advertise our VNDL program in a variety of ways. (Conditions 1,2, 3, 6,7) (Target Group: All) (Strategic Priorities: 1,2,4) | Administrators, Bilingual Specialist/Instructional Coach, CAC Members, Committee, Office Staff, PTA, Registrar | October through May | | Criteria: Campus marquee, building signage, website 10/19/21 - Some Progress |
| 2. Hosting a Dual Language Night, to showcase all of the after school programs, dual language curriculum, student experiences that exemplify our VNDL program. (Conditions 1,2, 3, 6,7) (Target Group: All) (Strategic Priorities: 1,2,4) | Bilingual Specialist/Instructional Coach, Committee, Teachers | spring 2022 | | Criteria: Program flyer, Dual Language Night agenda and presentation materials 10/19/21 - Pending 10/19/21 - Pending |
| 3. VNDL classes will take turns leading the pledge of allegiance in vietnamese, each week during morning assembly. (Conditions 1,2, 3, 6,7) (Target Group: All) (Strategic Priorities: 1,2,4) | Dual Language Cluster Specialist, Students, Teachers | October, ongoing | | Criteria: Morning Assembly, student engagement and participation 10/19/21 - No 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)) Teachers will use the district scope and sequence, units, and assessments that are aligned to the standards for all tested subject and grade areas in math and reading each month.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|--|
| 1. Grade level common assessments will be administered and monitored at least once a month in reading and math. (Conditions 3, 4, 5, 6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3,4,5) | | ongoing | | Criteria: Common Assessments (unit assessments, SCA, MAP Growth Data) Student results on common assessments PLC agendas 10/19/21 - On Track |

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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. (Data-driven instruction (ESF Essential Action 5.3)) By May 2022, all K-5th grade teachers will participate in 14 out of 16 data meetings and 14 out of 16 PLC meetings.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------|-----------|---|
| 1. Teachers will use Bambrick-Santoyo's Data Meeting protocol to look at common assessment data of students performing at 80% or higher and identifying trends of students that are not meeting standard at 70% or below. (Target Group: All) (Strategic Priorities: 1,2,4) | PLCs - Grade-level, Students, Teacher(s) | September and ongoing | | Criteria: Data Meeting Agendas Teacher Common Assessment Data students progress measures 10/19/21 - On Track |
| 2. Teachers use the Lesson Planning Protocol, in PLC's twice a month, using their common assessments and exemplars to plan backwards. (Target Group: All) (Strategic Priorities: 1,2,4) | PLCs - Grade-level, Teacher(s) | September and ongoing | | Criteria: Common Assessments, exemplars, and Lesson Plan protocol 10/19/21 - Some Progress |
| 3. Students in grades 3-5 will review their Short Cycle Assessment data results in class. (Teachers will run reports in School City and provide data to students.) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2,3) | Students, Teachers | 10/14, 12/16, 3/10 | | Criteria: SCA student results and data, student reflection and goals 10/19/21 - On Track |

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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 ___708_ to 715 by December 15, 2021. 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. (demographics) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Principal, Registrar | weekly | | Criteria: spreadsheet to monitor weekly enrollment numbers by demographic 10/19/21 - Some Progress |
| 2. Create a protocol and tracking system to document why students withdraw from Summitt, when student withdraw and which school they're going to attend. (Target Group: All) (Strategic Priorities: 1,4) | Campus Leadership Team, Office Staff, Registrar | End of 1st 9 weeks-EOY | | Criteria: Tracking system and protocol 10/19/21 - Some Progress |
| 3. Discuss enrollment numbers and trends at weekly cabinet meetings. (Target Group: All) (Strategic Priorities: 1,4) | Campus Leadership Team | September, ongoing | | Criteria: cabinet agenda, CST notes 10/19/21 - 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 Meets Expectations to Exceeds Expectations on the Campus Communication section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------------|-----------|--|
| 1. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Attendance Clerk, Counselor(s), LPAC Coordinator, LSSP, Office Staff, Teacher(s) | october | | Criteria: Language Line is accessible in the front office, in teacher's classrooms and utilized 10/19/21 - On Track |
| 2. Systematically provide clear and ongoing communication to staff, families and community members. (Target Group: All) (Strategic Priorities: 1,2,4) | Campus Leadership Team, Office Staff, Teachers | September, ongoing | | Criteria: Eagle's Eye-weekly staff communication, Talon Talk newsletter to families at minimum, once a month, documentation of School Messenger communication, Parent Chats 10/19/21 - On Track |
| 3. Translate community communications from campus and PTA in both English and Vietnamese. (Target Group: ESL,LEP) (Strategic Priorities: 1,2,4) | Dual Language Cluster Specialist, Principal, PTA | september, ongoing | | Criteria: Talon Talk, PTA newsletters, other campus flyers and communications. 10/19/21 - 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.

SUMMITT EL Site Base

| Name | Position |
|----------------------|----------------------|
| Drinks, Lakesha | Principal Supervisor |
| Greco, Ariel | Principal |
| Balic, Alison | Assistant Principal |
| Nguyen, Thuy | CAC Co-chair member |
| Romo de Vivar, Sarah | CAC non staff member |
| Adams, Lisa | Counselor |
| Richards, Rachel | Counselor |

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 ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

| <i>Effective Schools Framework</i> | <i>Level 1: Strong School Leadership and Planning</i> | <i>Level 2: Strategic Staffing</i> | <i>Level 3: Positive School Culture</i> | <i>Level 4: High-Quality Instructional Materials and Assessments</i> | <i>Level 5 (5.1): Effective Instruction</i> | <i>Level 5 (5.3): Data-Driven Instruction</i> |
|------------------------------------|--|---|--|--|---|---|
| Essential Action | Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. | Recruit, select, assign, induct, and retain a full staff of highly qualified educators. | Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. | Effective classroom routines and instructional strategies | Data-driven instruction |
| Essential Action Reflection Rating | 4 | 3 | 4 | 4 | 3 | 3 |

3. Read the following guiding questions for each essential action:

| | | |
|--|--|--|
| 1. Are the necessary underlying systems and structures in place to support the development of an essential action? | 2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action? | 3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement? |
|--|--|--|

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

| Focus Area for Improvement | Rationale |
|-----------------------------------|---|
| EA 5.1, 5.3 | As a campus we are continuing to work on how to use student data to drive our daily, Tier 1 and 2 instruction by the use of common assessments. |
| EA 4.1, | Using backwards design, to plan rigorous activities that are aligned to the TEKS is a practice we are continuing to refine and implement across campus. |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

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 | 61% | 10% | 0% | 87% | 91% | 63% | 94% | 38% | 61% | 50% | 92% | 88% |
| 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 are going to have a CATCH and SEL committee combined to help support the holistic work of the CSH plan. With being back face to face we will have the opportunities that we didn’t have the year prior, in a virtual setting.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

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 | 883 | 46 | | | | | 231 | | | | | 352 | | 3 | | | 412 | | | | |
| 2018-2019 | 881 | 43 | | 2 | 1 | | 213 | | 5 | | | 362 | | 1 | | | 436 | | 2 | | |
| **2019-2020 | 892 | 47 | | | | | 222 | | 1 | | | 363 | | 1 | | | 457 | | | | |
| | | 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 | 883 | 471 | | 4 | | | 291 | | 2 | | | 108 | | 1 | | | | | | | |
| 2018-2019 | 881 | 445 | | 7 | 1 | | 307 | | 4 | 1 | | 124 | | | 1 | | | | | | |
| **2019-2020 | 892 | 435 | | 2 | | | 268 | | | | | 135 | | 1 | | | | | | | |

*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](#)?

Males on campus had the most home suspensions than any other group on campus. Hispanic and Eco Dis students were also groups that
 What are the top 3 reasons students get referrals?

1. Hands on others for physical aggression
2. There appear to be a lot of home suspensions from 2018, before I came to Summitt. Restorative discipline practices have been implemented through Responsive Classroom practices and a change in administration since fall of 2020.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

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 | 116 | 8% | 10% | 82% | 121 | 21% | 29% | 50% | -32 | | | | | | | | | |
| 2 | 120 | 18% | 18% | 64% | 114 | 27% | 17% | 56% | -8 | | | | | | | | | |
| 3 | 122 | 12% | 11% | 76% | 120 | 30% | 18% | 53% | -23 | | | | | | | | | |
| 4 | 11 | 14% | 18% | 68% | 109 | 22% | 18% | 60% | -8 | | | | | | | | | |
| 5 | 11 | 14% | 17% | 69% | 110 | 24% | 15% | 61% | -8 | | | | | | | | | |
| All | 580 | 13% | 15% | 72% | 574 | 25% | 20% | 56% | -16 | | | | | | | | | |

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

Students took the BOY test at home with parent help. At the EOY we had 70% of our students back on campus and this data reflects that over 70% of our students took the EOY test on campus, which was more of a true indicator of student performance. In looking at our EOY, about ¾ of our students in all grade levels are performing at or above grade level. We have about ¼ of our students who need targeted instruction to bring them up to the average to above average range.

SY 20-21 TELPAS Progress

| | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2021 | | | | |
| | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl |
| Grade | | | | |
| K | -- | -- | -- | -- |
| 1 | 58 | 63 | 76 | 61 |
| 2 | 59 | 0 | 39 | 30 |
| 3 | 95 | 37 | 74 | 41 |
| 4 | 43 | 50 | 54 | 28 |
| 5 | 83 | 58 | 67 | 61 |
| All | 65 | 38 | 62 | 44 |

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

Overall our students progressed the most in Reading and Listening . Speaking Progress is where we need to focus the most.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

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

| | | All Students | | | | | African American | | | | | Hispanic | | | | | White | | | | |
|-------------------|----------------|--------------------|--------------|---------|-----------|----------------|--------------------|--------------|---------|-----------|----------------|---------------------|--------------|---------|-----------|----------------|-------------------|--------------|---------|-----------|----|
| Test Grade | # 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 | 86 | 69 | 63 | 26 | 10 | 6 | 86 | 33 | 17 | <1 | 37 | 64 | 76 | 62 | 35 | 37 | 64 | 70 | 35 | 14 |
| Math | 04 | 76 | 66 | 70 | 50 | 24 | 3 | 75 | * | * | * | 34 | 64 | 94 | 65 | 41 | 33 | 63 | 88 | 70 | 39 |
| Math | 05 | 73 | 62 | 63 | 44 | 27 | 7 | 70 | <1 | <1 | <1 | 24 | 52 | 88 | 71 | 58 | 24 | 51 | 67 | 42 | 25 |
| Math | All | 235 | 66 | 65 | 39 | 20 | 16 | 76 | 19 | 13 | <1 | 95 | 61 | 85 | 65 | 43 | 94 | 60 | 76 | 49 | 26 |
| Reading | 03 | 85 | 69 | 72 | 53 | 28 | 6 | 86 | 50 | 17 | <1 | 20 | 61 | 60 | 40 | 20 | 37 | 64 | 76 | 62 | 35 |
| Reading | 04 | 78 | 67 | 79 | 45 | 23 | 3 | 75 | * | * | * | 19 | 59 | 79 | 37 | 5 | 34 | 64 | 94 | 65 | 41 |
| Reading | 05 | 74 | 63 | 81 | 61 | 49 | 7 | 70 | 71 | 29 | 14 | 16 | 59 | 75 | 69 | 50 | 24 | 52 | 88 | 71 | 58 |
| Reading | All | 237 | 66 | 77 | 53 | 33 | 16 | 76 | 63 | 25 | 13 | 55 | 60 | 71 | 47 | 24 | 95 | 61 | 85 | 65 | 43 |
| Writing | 04 | 68 | 58 | 72 | 41 | 13 | 3 | 75 | * | * | * | 17 | 53 | 82 | 12 | 0 | 32 | 60 | 75 | 53 | 22 |
| Science | 05 | 67 | 57 | 67 | 48 | 24 | 6 | 60 | 17 | 0 | 0 | 12 | 44 | 67 | 42 | 17 | 23 | 49 | 70 | 57 | 26 |
| | | Econ Disadvantaged | | | | | Emergent Bilingual | | | | | Special Ed Services | | | | | Dyslexia Services | | | | |
| Test Grade | # 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 | 26 | 68 | 38 | 15 | 8 | 25 | 78 | 56 | 28 | 16 | 11 | 50 | 45 | 27 | 9 | 17 | 81 | 41 | 0 | 0 |
| Math | 04 | 23 | 66 | 48 | 39 | 9 | 22 | 73 | 55 | 36 | 14 | 11 | 65 | 45 | 45 | 18 | 9 | 64 | 44 | 33 | 11 |
| Math | 05 | 25 | 68 | 44 | 28 | 16 | 31 | 86 | 68 | 45 | 23 | 11 | 69 | 36 | 27 | 27 | 9 | 69 | 11 | 0 | 0 |
| Math | All | 74 | 67 | 43 | 27 | 11 | 78 | 80 | 60 | 37 | 18 | 33 | 60 | 42 | 33 | 18 | 35 | 73 | 34 | 9 | 3 |
| Reading | 03 | 26 | 68 | 42 | 23 | 15 | 25 | 78 | 72 | 56 | 32 | 11 | 50 | 36 | 18 | 9 | 17 | 81 | 41 | 18 | 6 |
| Reading | 04 | 24 | 69 | 58 | 21 | 4 | 22 | 73 | 64 | 18 | 0 | 11 | 65 | 36 | 9 | 9 | 11 | 73 | 55 | 36 | 9 |
| Reading | 05 | 25 | 69 | 68 | 36 | 20 | 31 | 86 | 71 | 45 | 35 | 11 | 73 | 55 | 36 | 36 | 10 | 77 | 50 | 20 | 20 |
| Reading | All | 75 | 69 | 56 | 27 | 13 | 78 | 80 | 69 | 41 | 24 | 33 | 61 | 42 | 21 | 18 | 38 | 78 | 47 | 24 | 11 |
| Writing | 04 | 19 | 54 | 53 | 37 | 0 | 16 | 53 | 63 | 31 | 0 | 8 | 47 | 50 | 25 | 13 | 8 | 53 | 25 | 0 | 0 |
| Science | 05 | 21 | 58 | 43 | 24 | 19 | 30 | 81 | 67 | 40 | 17 | 9 | 56 | 33 | 22 | 11 | 8 | 62 | 25 | 13 | 0 |

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

There is a distinct disparity among our African American population, not performing at the same level as our other student groups. Our Emergent Bilingual student group is performing well below mastery in all areas.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

Advanced Academics-no action required right now

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

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

Each year in the spring we ensure that we have all of our identified GT students and Talent Explore students clustered in groups of at least 4 when creating class lists.

How are you communicating with all families about GT and/or advanced learning opportunities?

In my Talon Talk, my community newsletter, I share GT nomination information and timelines. Teachers also share with families in their communications about how students are receiving differentiated learning opportunities.

How do you support a culture that provides advanced learning opportunities to all students?

This is an area that we need to grow in as a campus. Prior to the pandemic and me joining the campus, there was a support person who was hired to provide GT enrichment to students a few days a week. This position no longer exists on the campus and now teachers are asked and required to provide advanced learning opportunities for their GT students.

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 | R | E | E | | E | O | E | | E | E | E | | E | E | E | | E | E | R | |

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).

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

Supporting Special Populations-not required at this time

| Data Points Reviewed | Data Source | 2018-19 | 2019-20 | 2020-21 |
|---|-------------|---------|---------|---------|
| % of campus enrollment identified as 504 | 504 Dept. | | | |
| % 504 Annual and Re-Evaluation meetings held on time | 504 Dept. | | | |
| % of African American SpEd students | SEEDS | | | |
| % of Initial, Transfer, and Annual ARDs held on time | CRTE | | | |
| % parent participation for ARD meetings | CRTE | | | |
| % 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 | | | |
| Special Populations reflection: | | | | |
| | | | | |

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 | 70 | 6 | 15 | 22 | 0 | 59 | 12 | 71 | 89 | 33 | 9 | <25 | 67 | 3 | | | |
| Growth Score | 86% | | | | | | | | | 81% | | | 85% | | | | |
| Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | | |
| Met Target | Y | | | | | | | | | Y | | | Y | | | | |
| ----- | | | | | | | | | | | | | | | | | |
| Math #PM Tests | 69 | 6 | 14 | 22 | 0 | 21 | 0 | 6 | 24 | 31 | 9 | <25 | 66 | 3 | | | |
| Growth Score | 63% | | | | | | | | | 66% | | | 63% | | | | |
| Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | | |
| Met Target | N | | | | | | | | | N | | | N | | | | |
| Total | | | | | | | | | | | | | | | 3 | 6 | 50% |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

Our Asian, AA and EL populations continue to be areas in which we do not meet the target. This year math will need to be a focus area to make overall achievement and growth.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

| | | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------------------|---------------------------------|-------|-------|-------|-------|
| Enrollment & Utilization | Enrollment | 827 | 831 | 858 | 758 |
| | Students in enrollment area | 841 | 826 | 848 | |
| Transfers | Transfers to other AISD schools | 51 | 50 | 51 | 63 |
| TELL Survey | General School Climate | | | 73 | 75 |
| | Managing Student Conduct | | | 83 | 92 |
| | Principal Leadership | | | 85 | 78 |

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Enrollment has declined substantially due to the pandemic, students being homeschooled and going to charter schools with virtual options that our district is not able to provide.

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> |
|---|-------------------------|---------------------|------------------------------|-------------------------------|
| Campus Communication Goals & Practices | | | | |
| Campus Communication Strategies | | | * | |
| Campus Website | | | | * |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

| | | | | |
|--|--|---|---|---|
| Phone/Voicemail/Email Practices | | | * | |
| Language Line for Preferred Language | | * | | |
| Campus Culture of Respect Goals | | | | |
| Campus culture of respect practices and goals | | | | * |
| Customer service prioritization | | | * | |
| Facility & Operations | | | | |
| Grounds | | | * | |
| Safety Protocols | | | | * |
| Signage | | | * | |
| <p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>We have over 20 languages spoken on our campus and we do not always have a staff member available to communicate with a family when needed. Our campus needs to utilize the language line on a regular basis so that we are communicating with all of our families systematically and regularly.</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 ESF Self-Assessment and Comprehensive Needs Assessment -SUMMITT

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.

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf117AIIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

| Campus Name: | | | | | | | | | | | | | | | | |
|-----------------------------------|-------------|-------------------|----------------|-------------------|----------------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|---------------|-----------------|----------------|
| | 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. | 85% | SCA 1 | 90% | 73% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Reading | Meets | 58% | SCA 1 | 60% | 49% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | All | Reading | Masters | 34% | SCA 1 | 30% | 34% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | 30% |
| | All | All | Math | App. | 83% | SCA 1 | 90% | 88% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Math | Meets | 51% | SCA 1 | 60% | 65% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | All | Math | Masters | 57% | SCA 1 | 30% | 48% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | 30% |
| | All | All | Science | App. | 66% | SCA 1 | 90% | 85% | SCA 2 | 90% | | SCA 3 | 90% | | STAAR | 90% |
| | All | All | Science | Meets | 35% | SCA 1 | 60% | 58% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | All | All | Science | Masters | 11% | SCA 1 | 30% | 38% | SCA 2 | 30% | | SCA 3 | 30% | | STAAR | 30% |
| | All | Emer. Bilingual | Reading | Meets | 42% | SCA 1 | 60% | 41% | SCA 2 | 60% | | SCA 3 | 60% | | TELPAS | 60% |
| Strategic Plan Scorecard Elements | All | African American | All | Meets | 18% | SCA 1 | 20% | 44% | SCA 2 | 20% | 0% | SCA 3 | 20% | 0% | STAAR | 20% |
| | All | Hispanic | All | Meets | 35% | SCA 1 | 40% | 47% | SCA 2 | 40% | 0% | SCA 3 | 40% | 0% | STAAR | 40% |
| | All | Emer. Bilingual | All | Meets | 40% | SCA 1 | 42% | 53% | SCA 2 | 42% | 0% | SCA 3 | 42% | 0% | STAAR | 42% |
| | All | Special Education | All | Meets | 27% | SCA 1 | 29% | 34% | SCA 2 | 29% | 0% | SCA 3 | 29% | 0% | STAAR | 29% |
| | 3rd | All | Reading | Meets | 46% | SCA 1 | 60% | 33% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |
| | 3rd | All | Math | Meets | 54% | SCA 1 | 60% | 66% | SCA 2 | 60% | | SCA 3 | 60% | | STAAR | 60% |

| | | | |
|---|--------|-------|--|
| 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 | |
| 60 | 90 | A | |