

**CLAYTON EL**  
**Nan Clayton Elementary Campus Improvement Plan (CIP)**  
**2022/2023**

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# CLAYTON EL

## **Mission**

*Campus Mission: All kids, all day, every day.*

### *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.*

# Vision

*Campus Vision: The faculty and staff of Nan Clayton Elementary share a vision of the future in which all students are challenged to develop a lifelong love of learning. We strive to provide a safe, secure, and nurturing environment that encourages teamwork, cooperation, and instills an appreciation of diversity among people. We believe that literacy, independent thinking, and problem solving are all essential building blocks to becoming responsible individuals.*

## Nondiscrimination Notice

CLAYTON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Our staff is incredibly dedicated, educated, and effective. One third of our teachers have master's degrees. 3 have National Board Certification.

The Panorama Staff Survey shows these strengths, which staff rated at least 95%:

Staff are committed to their jobs and their students

Staff are collaborative and trust each other

General school climate

Community support and involvement

Staff autonomy with pedagogy

Staff members have a voice in the decision making process through shared leadership, teacher involvement in committees, and our Team/PLC Leadership team. Community building is included during professional development days as well as faculty meetings. Signature SEL practices for opening and closing meetings will be integrated.

### Staff Quality, Recruitment and Retention Weaknesses

We continue to need educators in the areas of P.E. teaching assistants and dyslexia intervention teacher.

The Panorama Staff Survey shows that our areas of improvement are:

1 - Discuss assessment data for individual students (61%)

2 - Identifying professional development needs (rated by staff at 59%)

3 - Group students across classes based on needs (rated by staff at 57%)

Items 1, 2, and 3 are being addressed through our Professional Learning Community practices.

Item 1 and 2 are priorities and Item 3 will be an area of focus for 2023-24.

### Staff Quality, Recruitment and Retention Needs

# Comprehensive Needs Assessment

We need to fill our vacancies and retain our staff for 2023-24.

## **Staff Quality, Recruitment and Retention Summary**

Our staff is committed to our students and meeting students' academic and social-emotional needs. Clayton teachers work collaboratively to plan engaging learning opportunities that are aligned to students' needs.

# CLAYTON EL

**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 22-23, 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   |
|--|--|------------------|-----------------------|--|
| <p>1. Add at least two water bottle filling stations on campus, for a total of three stations on campus. At least one bottle filler will be upstairs and at least one will be accessible to the gym and cafeteria. Update filters to maintain a green light.</p> <p>Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Target Group: All) (ESF: 3.1)</p> | Administrators, CATCH Team   | May 26, 2023     | (L)Campus BTO         |  |
| <p>2. Ensure the energy conservation poster is displayed in all rooms.</p> <p>Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Target Group: All) (ESF: 3.1)</p>   | Administrators, CATCH Team   | November 1, 2022 | (O)Other              |  |
| <p>3. Invite parents/families to a minimum of 4 events that promote Whole Child, Every Child such as Fun Run, STEAM night, Community Coffees and focus on all areas supporting Whole Child by providing activities/information.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.1)</p>  | Assistant Principal, Campus Committees, Campus Leadership Team, Office Staff, Principal, PTA, Team Leaders | May 25, 2022     | (L)Campus BTO - \$200 | Criteria: 4 events on calendar (planned and implemented), CAC input on content of Community Coffees evident in meeting notes |

# CLAYTON EL

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**Objective 2.** (Social and Emotional School Climate) On the student climate survey for the 2022-23 school year, at least 87% of students will report being aware of how their feelings change throughout the day. (2021-22 data - 85% of students agreed with this statement)

| Activity/Strategy  | Person(s) Responsible  | Timeline            | Resources | Evaluation   |
|--|--|---------------------|-----------|--|
| <p>1. Promote social-emotional learning (SEL) and culturally proficiency and inclusion (CP&amp;I) via all methods of communication: newsletters, bulletin boards, announcements, calendar, emails, and the marquee.</p> <p>Condition #2: Recognition and cultivation of gifts, talents and interests<br/>                     Condition #5: A sense of belonging, empowerment, connection and identity safety<br/>                     Condition #6: Rigorous, relevant and inclusive curriculum centering students' language, racial and cultural identities (Target Group: All) (ESF: 3.1,3.4)</p> | <p>Counselor, Principal, SEL Campus Coordinator, SEL Committee</p> | <p>May 25, 2023</p> |           | <p>Criteria: Frequency of message in newsletters, bulletin boards, announcements, calendar, emails, and the marquee.</p> |
| <p>2. Our school will implement the Zones of Regulation to focus on student awareness of their own feelings, feelings of others, and targeted coping skills.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.1,5.1)</p>   | <p>Counselor, SEL Campus Coordinator, SEL Committee, Teachers</p>  | <p>May 25, 2023</p> |           | <p>Criteria: Classroom walkthroughs - Zones of Regulation posters displayed for students to see in each classroom</p>    |
| <p>3. Engage your campus community in No Place for Hate activities annually.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.1)</p>   | <p>Counselor, SEL Campus Coordinator, Students</p>                 | <p>May 25, 2023</p> |           | <p>Criteria: Meet at least minimum criteria for No Place for Hate program</p>  |

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**Objective 3.** (Family Engagement) SMART Goal: By the end of SY 22-23, our campus will maintain 94% or higher positive ratings on parent survey in response to questions about school safety, if their child likes going to school, and if their child is treated with respect by other students.

| Activity/Strategy  | Person(s) Responsible   | Timeline                   | Resources                   | Evaluation  |
|--|---|----------------------------|-----------------------------|---|
| <p>1. Seek feedback from families in Fall 2022 to understand what types of engagement opportunities families value, how they would like to be involved in their child's education, and how they can positively contribute to our campus culture. Use data to create family engagement action plan with Team/PLC Leaders, PTA, and Campus Advisory Council.</p> <p>Condition #1: Culturally proficient, experienced teachers and staff</p> <p>Condition #2: Recognition and cultivation of gifts, talents and interests</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.4)</p> | <p>Assistant Principal, CAC Members, Campus Leadership Team, Parents, Principal, Teachers</p> | <p>By November 1, 2022</p> |                             | <p>Criteria: Google Form sent to families October 2022, data analyzed in November CAC meeting</p> |
| <p>2. Hold at least 8 regular Campus Advisory Council meetings each year, include parents/guardians of diverse backgrounds and experiences, including new-to-Clayton families.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.1,3.4)</p>   | <p>Assistant Principal, CAC Members, Parents, Principal</p>                                   | <p>By May 25, 2022</p>     |                             | <p>Criteria: CAC meeting calendar and meeting notes</p>   |
| <p>3. Advertise all family engagement opportunities in newsletter, News for the Nest.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.4)</p>  | <p>Assistant Principal, Principal</p>   | <p>By May 25, 2022</p>     | <p>(L)Campus BTO - \$69</p> | <p>Criteria: Frequency of messages sent, readership numbers each week</p>                         |



# CLAYTON EL

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

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# CLAYTON EL

**Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# CLAYTON EL

**Goal 4.** (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 #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# CLAYTON EL

**Goal 5.** (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.** (Data-driven instruction (ESF Essential Action 5.3)) In school year 22-23, 100% of Kindergarten-5th grade teachers will analyze student data at least once per month for Reading and Math and design/implement lessons that respond to student needs revealed by the data. STAAR data from 2022 shows we should closely monitor and support students who receive special education services and students from economically disadvantaged backgrounds. Examples of student data: common formative assessments, short cycle assessments, MAP, etc.

| Activity/Strategy   | Person(s) Responsible  | Timeline            | Resources                    | Evaluation   |
|---|--|---------------------|------------------------------|--|
| <p>1. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth collaboration about formative and interim student data, effective instructional strategies, and making adjustments to instructional delivery focused to meet the needs of both struggling learners and learners needing acceleration. This process is professional learning communities (PLC's).</p> <p>Condition #1: Culturally proficient, experienced teachers and staff</p> <p>Condition #3: High expectations and support to meet those high expectations (Target Group: All,ECD,SPED) (ESF: 1.1,3.3,4.1,5.3)</p> | <p>Assistant Principal, PLC Leaders, PLCs, Principal, Teachers</p> | <p>May 25, 2023</p> |                              | <p>Criteria: Content of PLC meetings, artifacts from PLC meetings, including:<br/>                     -lesson objectives<br/>                     -common formative assessments<br/>                     -intervention plans<br/>                     -acceleration plans</p> |
| <p>2. Implement professional development that prioritizes data-informed instruction, which includes: using common formative assessments, analyzing the results, action planning, and responding to student learning needs.</p> <p>Condition #1: Culturally proficient, experienced teachers and staff</p> <p>Condition #3: High expectations and support to meet those high expectations (Target Group: All,ECD,SPED) (ESF: 1.1,4.1,5.1,5.3)</p>  | <p>Assistant Principal, PLCs, Principal, Teachers</p>              | <p>May 25, 2023</p> | <p>(L)Campus BTO - \$950</p> | <p>Criteria: Professional development calendar.<br/>                     October 14 - training for building common formative assessments and analyzing student work (provided by Region 13)</p>  |
| <p>3. With training and support from administrators and other leaders, PLC leaders guide lesson/unit planning activities that are connected to the trends evident in class and grade-level student data.</p>  | <p>Assistant Principal, PLC Leaders, Principal</p>                 | <p>May 25, 2022</p> |                              | <p>Criteria: Leadership development build into Team/PLC Leader Meetings - agendas and activities</p> <p>Decisions made in PLC meetings,</p>  |

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| Activity/Strategy   | Person(s) Responsible | Timeline | Resources | Evaluation   |
|---|-----------------------|----------|-----------|--|
| Condition #3: High expectations and support to meet those high expectations (Target Group: All,ECD,SPED) (Strategic Priorities: 2) (ESF: 1.1,4.1,5.3) |                       |          |           | artifacts from PLC meetings, including:<br>-lesson objectives<br>-common formative assessments<br>-intervention plans<br>-acceleration plans |

# CLAYTON EL

**Goal 6.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# CLAYTON EL

**Goal 7.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 710 to 725 students by May 25, 2023. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

| Activity/Strategy   | Person(s) Responsible                      | Timeline        | Resources | Evaluation |
|---|--|-----------------|-----------|------------|
| 1. Maintain current tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All) (ESF: 3.4)   | Assistant Principal, Principal, Registrar  | By May 25, 2023 |           |            |
| 2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. Focus on Students moving from Pre-K to Kindergarten, and students moving from Kindergarten to 1st grade. (Target Group: All, PRE K, K) (ESF: 3.4) | Assistant Principal, Principal, Registrar  | May 25, 2023    |           |            |
| 3. Provide monthly school tours to bring in community and highlight successes and strengths. (Target Group: All) (ESF: 3.4)   | Assistant Principal, Bookkeeper, Principal | May 25, 2023    |           |            |

# CLAYTON EL

**Goal 8.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, our campus will increase from 93% to 95% of percent of families on the AISD Panorama survey that report they receive good customer service at Clayton (agree/strongly agree category).

| Activity/Strategy   | Person(s) Responsible  | Timeline                       | Resources | Evaluation   |
|---|--|--------------------------------|-----------|--|
| <p>1. Ensure that phone and voicemail accounts and messages are accurate, systematically reviewed, and actively maintained.</p> <p>Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety (Target Group: All) (ESF: 3.4)</p> | <p>Assistant Principal, Principal, Teachers, Technology Team</p> | <p>November 1, 2022 to EOY</p> |           | <p>Criteria: Internal extension audit, phone message audit</p> |
| <p>2. Ensure the campus website is systematically reviewed and actively maintained with accurate information.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.4)</p>   | <p>Assistant Principal, Bookkeeper, Principal</p>                | <p>May 25, 2023</p>            |           | <p>Criteria: Periodic review, parent and community input</p>   |
| <p>3. Systematically provide clear and ongoing communication to staff, families, and community members, including weekly newsletters, marquee, and PTA collaboration.</p> <p>Condition #5: A sense of belonging, empowerment, connection and identity safety (Target Group: All) (ESF: 3.4)</p>     | <p>Assistant Principal, Bookkeeper, Counselor, Principal</p>     | <p>May 25, 2023</p>            |           | <p>Criteria: Feedback from CAC, parents, and community</p>     |



# CLAYTON EL

**Goal 9.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# CLAYTON EL

**Goal 10.** SMART GOAL: By the end of SY 21-22, Clayton will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# CLAYTON EL Site Base

| Name               | Position                       |
|--------------------|--------------------------------|
| Walker, Annie      | Teacher                        |
| Moss, Gerry Lynn   | Teacher                        |
| Arredondo, Yolanda | Teacher                        |
| Joisten, Jackie    | Teacher                        |
| Roth, Eric         | Teacher                        |
| Arredondo, Celeste | Teacher                        |
| Rabago, Jennifer   | Teacher                        |
| Murphy, Connie     | Teacher                        |
| Calabrese, Pamela  | Teacher                        |
| Jaffee, Debbie     | parent                         |
| Crum, Sarah        | Parent                         |
| James, Elizabeth   | PTA President, parent          |
| Myers, William     | Assistant Principal            |
| Daughtry, Jenny    | PTA CAC Representative, parent |
| Martinez, Carlos   | Parent                         |
| Garg, Suchi        | Parent                         |
| Bellur, Deepti     | Parent                         |

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

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

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

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

**Instructions for Campuses**

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

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

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

#2 - #9 See packet for details

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

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

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

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

|              | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | 94          |       |       |       | 97        |
| Grade        | A           | --    | --    | --    | A         |

| Student Achievement Components | 2022 Value | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------------------------|------------|-------|-------|-------|-----------|
| STAAR Performance Approaches   | 92         |       |       |       | 95        |
| STAAR Performance Meets        | 80         |       |       |       | 85        |
| STAAR Performance Masters      | 57         |       |       |       | 60        |
| STAAR Performance Raw Score    | 76         |       |       |       | 85        |
| STAAR Performance Scaled Score | 94         |       |       |       | 97        |

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

Campus Name: **Clayton**

Campus Number: **227901184**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

|              | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | 92          |       |       |       | 100       |
| Grade        | A           | --    | --    | --    | A         |

| School Progress Components            | 2022 Actual | SCA 1  | SCA 2  | SCA 3  | 2023 Goal |
|---------------------------------------|-------------|--------|--------|--------|-----------|
| Academic Growth Raw Score             | 86          |        |        |        | 100       |
| Academic Growth Scaled Score          | 92          |        |        |        | 100       |
| Academic Growth Grade                 | A           | --     | --     | --     | A         |
| Economically Disadvantaged %          | 4.8         | 4.8    | 4.8    | 4.8    | 4.8       |
| Economically Disadvantaged % Grouping | 0 to 5      | 0 to 5 | 0 to 5 | 0 to 5 | 0 to 5    |
| Relative Performance Raw Score        | 76          |        |        |        | 85        |
| Relative Performance Scaled Score     | 81          |        |        |        | 89        |
| Relative Performance Grade            | B           | --     | --     | --     | B         |

OVERALL

SCORE AND GRADE

|              | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | 96          |       |       |       | 100       |
| Grade        | A           | --    | --    | --    | A         |

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

|              | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|--------------|-------------|-------|-------|-------|-----------|
| Scaled Score | 100         |       |       |       | 100       |
| Grade        | A           | --    | --    | --    | A         |

Closing the Gaps Components

| Academic Achievement |    |           | Growth       |    |           |
|----------------------|----|-----------|--------------|----|-----------|
| 2022 Values:         | 16 | out of 16 | 2022 Values: | 13 | out of 13 |
| SCA 1:               |    | out of 0  | SCA 1:       | 0  | out of 0  |
| SCA 2:               |    | out of 0  | SCA 2:       | 0  | out of 0  |
| SCA 3:               |    | out of 0  | SCA 3:       | 0  | out of 0  |
| 2023 Goals:          | 16 |           | 2023 Goals:  | 13 | out of 13 |

| English Language Proficiency |    |          | Student Success |    |           |
|------------------------------|----|----------|-----------------|----|-----------|
| 2022 Values:                 | 1  | out of 1 | 2022 Values:    | 10 | out of 10 |
| SCA 1:                       | -- | out of 1 | SCA 1:          | 0  | out of 0  |
| SCA 2:                       | -- | out of 1 | SCA 2:          | 0  | out of 0  |
| SCA 3:                       | -- | out of 1 | SCA 3:          | 0  | out of 0  |
| 2023 Goals:                  | 1  | out of 1 | 2023 Goals:     | 10 | out of 10 |