

2021-22 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

School Name	Virginia Allred Stacey Jr/Sr High School
Address	2460 Kenly Ave, Building 8265 San Antonio, TX 78236
School ID	015-913-001
Principal	Hunter Shelby
District Name	Lackland Independent School District
Date of School Board Approval	11-16-2021



LACKLAND
Independent School District

2021-22 Campus Site-Based Committee

Name	Position	Committee Role
Kellie Clark-Chan	English Department Chair	Member
Danielle Rabidas	Mathematics Department Chair	Member
Rebecca Huerta	AVID Teacher	Member
Kim Polis	Science Department Chair	Member
Lupita Pastrano	Social Studies Department Chair	Member
Michael Richard	Electives Department Chair	Member
Roberta Stege	Art Teacher	Member
Katie Cashion	Career and Technical Education Department Chair	Member
Theresa Gateley	Special Education Department Chair	Member

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Mission Statement

Lackland ISD empowers students to construct successful futures.

Vision

The premier leader in educational excellence.

Core Beliefs

We believe in creating and facilitating opportunities to expand and utilize essential skills for all.

We believe that all students deserve equal access to individualized opportunities.

We believe everyone benefits when they question to understand "why" ideas are relevant.

We believe education is a shared partnership.

We believe in effective communication in a respectful environment.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

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.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures
------------------	--------------------

Subtotal of additional federal funds included for this school: \$

State or Local Programs	Total Expenditures
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Demographics

Overall Summary

Summary of Strengths

What were the identified strengths?

Demographic data reflects the following strengths:

- An increase in the percentage of gifted and talented students each year.
- Our ability to reflect a more appropriate economically disadvantaged student population through efforts to get families to complete the free and reduced price meal application.
- The ethnic representation of Hispanic Teachers to Students in becoming more closely aligned.
- The majority of teachers have 11-20 years of experience.
- The district's graduation rate is above 97% and is greater than

Summary of Needs

What were the identified needs?

Problem Statement 1: Less than 40% of Lackland ISD teachers hold a master's degree.

Root Cause: Few teachers have participated in the district's education incentive program that provides financial support for advanced degrees.

Problem Statement 2: The demographic profile of teachers does not match that of teachers as it relates to ethnicity and gender.

Root Cause: The need to recruit, hire, and retain qualified teachers that match the demographic profile of the students.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Student Learning

Overall Summary

Lackland ISD District Summary TAPR Data - Approaches and Above

Includes Grades 3-8 STAAR, STAAR Accommodated, STAAR L, STAAR-Alternate

Summary of Strengths

What were the identified strengths?

The district exceeds state achievement rates for all sub-populations for most of the subject areas tested.

There is evidence of growth in student achievement in all subjects for most sub-populations

All student populations reflected growth in Social Studies with most experiencing substantial gains.

Summary of Needs

What were the identified needs?

Problem Statement 1 (Prioritized): Equity Analysis: Recognized gap in student progress for and between demographic sub-populations is increasing and inconsistent.

Root Cause: Greater focus on measures related to student progress for the individual student and collective demographic is needed.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

School Processes & Programs

Overall Summary

Instructional

- The elementary campus utilizes grade-level professional learning communities and the secondary campus uses subject level departments to plan for effective instruction. Component meetings are scheduled to ensure quarterly analysis of data, professional learning opportunities, and to determine instructional and behavioral supports required for student success.
- The 85th legislation mandates that students in kindergarten and first grade be screened for dyslexia and related disorders. Kindergarten and first-grade students are currently screened using a state-approved reading instrument at the beginning, middle, and end of the year. Campus leadership has to ensure that teachers administer these inventories with fidelity and are trained to use data to determine indicators of dyslexia and related disorders.
- The performance of students with special needs triggered a safeguard in the area of reading. The overall performance scores dropped for sub- populations in reading.
- Seventh-grade students who did not pass the sixth-grade STAAR in reading must be screened to monitor reading

progress.

- The 85th legislation mandates that parents are informed of interventions that are provided to their children. Both campuses will review current Response to Intervention structures to ensure supports are appropriately delivered, monitored, documented and communicated to parents.
- Both campuses have scheduled opportunities for students to receive interventions and acceleration daily.
- Campuses utilize 90-minute instructional blocks with an A/B block schedule at the secondary level to support instructional approaches.

Curricular

- The district has developed curriculum guides for a majority of the subjects being taught. These documents are currently being cataloged and stored for effective online retrieval. Documents will be revised systematically in alignment with Curriculum, Management, and Audit criteria.
- Teachers have access to a variety of curriculum resources (NMSI, Discovery Education, AVID, TEKS Resource System)
- Teachers have opportunities to receive relevant and timely professional development.
- The district is implementing the use of a new Learning Management System.
- Military Family Life Counselors are embedded in specials rotations to increase opportunities for instruction related to counseling.
- Both campuses have added technology courses to support student instruction in their use of technology applications.

Co-curricular

- Both campuses offer afterschool clubs and co-curricular opportunities for student participation.
- Teachers are compensated with stipends for serving as advisors/sponsors for co-curricular activities.
- End of year student performances highlights participation outcomes.

Transitional Supports

- The district utilizes the services of a DoDEA grant funded Military Student Transition Consultant to assist students and families with transition- related needs.
- Fifth-grade students participated in transition activities.

Discipline

- The 85th legislation mandates instructional approaches to proactively address behaviors especially for students in 2nd grade and below.
- An annual analysis of discipline data needs to be established as a routine occurrence to mitigate any existing inequities.
- The district is using a six-step analysis approach to investigate and determine the validity of reports of bullying.

Personnel

- The district continues to sustain the implementation for a Teacher Induction and Mentoring Program. The program is a structured approach to induct new teachers and provide them with effective and trained mentors.
- Teachers complete required training (FERPA, sexual harassment, bloodborne pathogens, crisis management, bully prevention, Child Internet Protection, etc.) annually using safeschools online training modules.

- Recruitment efforts are enhanced through the ability to post potential openings to increase the applicant pool as vacancies occur.

Organizational

- The district has an organizational chart that outlines the roles and responsibilities of district personnel.
- The cabinet meets regularly at scheduled intervals to communicate program needs and develop appropriate plans for action.
- The district complies with all statutes related to governance and has active campus and district education improvement councils, a technology committee, threat assessment team, and school health advisory council.

Administrative

- The district continues to revise and/ or develop administrative regulations.
- Procedures and practices are in the process of being documented for support organizational continuity.

Summary of Strengths

What were the identified strengths?

Instructional

- Overall student outcomes are significantly above the state average.
- Instructional and technology coaches support curriculum alignment and the implementation of best practices.
- Teachers provide opportunities for students to receive extra support during before and after school tutoring sessions.

Curricular

- Over 85% of teachers are scoring at proficient or above on the T-TESS evaluation dimensions.
- Teachers incorporate a variety of strategies to support student success.
- The secondary campus offers more opportunities for advanced academic learning through pre-advanced placement course offerings.
- Course offerings at both campuses have been expanded to support campus needs. These include pre-advanced placement courses, technology applications, advanced placement courses, CTE culinary arts and robotics courses, and counseling rotations.

Co-Curricular

- Students have a variety of co-curricular opportunities to opt-in for participation and leadership.
- The district supports teacher leadership as sponsors and advisors by providing stipends.

Transitional Supports

- The district has strong partnerships to support student transitions. This includes working with the school liaison officer, the military child education coalition, exceptional family member program, and having a full time military student transition consultant.
- The district supports student -to-student programs at the elementary, junior, and senior high levels.
- The district provides Let's Talk opportunities to support employment, college and career readiness, mental health awareness and increased partnerships.

Discipline

- Discipline concerns overall are minimal and usually involve minor infractions that are a violation of the student code of conduct.

Personnel

- The majority of district staff has experience.
- Overall the district has a highly-effective staff.

Organizational

- The district added a full-time social emotional support coordinator to ensure increased and mandated supports for mental health.

Administrative

- The district keeps its vision, mission, and beliefs at the forefront of all operations.
- The district is making moderate progress with revising administrative regulations and publishing procedures.

Summary of Needs

What were the identified needs?

Problem Statement 1: Equity Analysis: Recognized gap in student progress for and between demographic sub-populations is increasing and inconsistent.

Root Cause 1: Greater focus on measures related to student progress for the individual student and collective demographic is needed.

Problem Statement 1 Areas: Student Learning

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Additional Information

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2018-19		2019-20		2020-21	
Early Education	4	0.4%	0	0.00%	0	0.00%
Pre-Kindergarten	74	6.9%	0	0.00%	0	0.00%
Kindergarten	106	9.9%	0	0.00%	0	0.00%
Grade 1	101	9.4%	0	0.00%	0	0.00%
Grade 2	109	10.2%	0	0.00%	0	0.00%
Grade 3	100	9.3%	0	0.00%	0	0.00%
Grade 4	94	8.8%	0	0.00%	0	0.00%
Grade 5	76	7.1%	0	0.00%	0	0.00%
Grade 6	86	8%	72	17.40%	73	20.10%
Grade 7	60	5.6%	81	19.60%	59	16.30%
Grade 8	75	7%	60	14.50%	65	17.90%
Grade 9	57	5.3%	68	16.50%	41	11.30%
Grade 10	55	5.1%	44	10.70%	50	13.80%
Grade 11	39	3.6%	48	11.60%	40	11.00%
Grade 12	36	3.4%	40	9.70%	35	9.60%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2018-19		2019-20		2020-21	
All Students	1072	100%	413	100%	363	100%
American Indian or Alaska Native	0	0%	0	0.00%	0	0.00%
Asian	18	1.7%	13	3.10%	9	2.50%
Black or African American	149	13.9%	60	14.50%	55	15.20%
Hispanic/Latino	271	25.3%	113	27.40%	105	28.90%
Native Hawaiian/Other Pacific	10	0.9%	4	1.00%	2	0.60%
Two or More Races	144	13.4%	45	10.90%	42	11.60%
White	480	44.8%	178	43.10%	150	41.30%
Economically Disadvantaged	196	18.3%	86	20.80%	60	16.50%
At-Risk	252	23.5%	32	7.70%	41	11.30%
English Language Learner	20	1.9%		%		%
Special Education	135	12.6%	40	9.70%	27	%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2017-18	2018-19	2019-20
All Students	96.3	96.2	98.9
Male	96.3	96.1	99.2
Female	96.3	96.2	98.5
Hispanic/Latino	96.4	96	98.4
Asian	97.7	97.7	99.6
Black or African American	97.5	96.8	98.8
Native Hawaiian or Other Pacific Islander	93.3	95.4	
White	95.9	95.8	99
Two or More Races	96.4	96.6	99.3
Economically Disadvantaged	96.1	95.7	98.8
English Language Learner	96.8	96.7	
Special Education	94.5	95.4	98.7
At-Risk	95.1	95.6	98.2

Annual Dropout Rate				
Student Group	Grade Level	2017-18	2018-19	2019-20
All Students	7-8	0	0	0
	9-12	0	0.5	0
Male	7-8	0	0	0
	9-12	0	0	0
Female	7-8	0	0	0
	9-12	0	0.9	0
Hispanic/Latino	7-8	0	0	0
	9-12	0	0	0
	9-12		0	0
Black or African American	7-8	0	0	0
	9-12	0	2.5	0
White	7-8	0	0	0
	9-12	0	0	0
Two or More Races	7-8	0	0	0
	9-12	0	0	0
Economically Disadvantaged	7-8	0	0	0
	9-12	0	2.7	0
Special Education	7-8	0	0	0
	9-12	0	0	0
At-Risk	7-8		0	0
	9-12	0	0	0

Annual and Total Graduates

Annual Graduates						
Subgroup	2017-18		2018-19		2019-20	
All Students	37	100%	33	100%		100%
African American	5	13.5%	5	15.2%		%
Hispanic	17	45.9%	4	12.1%		%
Two or More	4	10.8%	5	15.2%		%
Pacific Islander	1	2.7%	1	3%		%
White	10	27%	17	51.5%		%
Economically Disadvantaged	5	13.5%	7	21.2%		%
At-Risk	7	18.9%	4	12.1%		%
English Language Learner	2	5.4%	0	0%		%
Special Education	2	5.4%	6	18.2%		%

Total Graduates (All Students)						
Graduate Type	17-18		18-19		19-20	
Recommended High School Program/ Distinguished Achievement Program	0	0%	4	12.1%		%
Foundation High School Program (Distinguished Levels of Achievement)	27	73%	17	51.5%		%
Foundation High School Program (Endorsement)	0	0%	3	9.1%		%
Foundation High School Program (No Endorsement)	10	27%	9	27.3%		%
Minimum High School Program	0	0%	0	0%		%

All Student STAAR Performance Level (2019)

2019 STAAR Performance Level % of All Students at Approaches, Meets and Masters			
Subject Tested	Performance Level	Summative Assessment	% of Assessments
			2019 Results
Reading	Approaches	STAAR	87
Reading	Meets	STAAR	62
Reading	Masters	STAAR	29
Mathematics	Approaches	STAAR	91
Mathematics	Meets	STAAR	65
Mathematics	Masters	STAAR	32
Science	Approaches	STAAR	92
Science	Meets	STAAR	74
Science	Masters	STAAR	42
Social Studies	Approaches	STAAR	89
Social Studies	Meets	STAAR	59
Social Studies	Masters	STAAR	42
Writing	Approaches	STAAR	83
Writing	Meets	STAAR	45
Writing	Masters	STAAR	15

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	89	1442	21	24	68	76	42	47	22	25
	4	78	1546	10	13	68	87	45	58	19	24
	5	87	1597	9	10	78	90	53	61	21	24
	6	65	1657	7	11	58	89	42	65	23	35
	7	74	1687	13	18	61	82	44	59	25	34
	8	73	1706	11	15	62	85	41	56	22	30

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	96	1478	14	15	82	85	51	53	32	33
	4	94	1548	16	17	78	83	50	53	22	23
	5	82	1632	7	9	75	91	53	65	36	44
	6	87	1608	19	22	68	78	37	43	12	14
	7	66	1709	5	8	61	92	42	64	22	33
	8	81	1756	5	6	76	94	63	78	34	42

2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											

All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	84	1448	21	25	63	75	43	51	24	29
	4	64	1508	18	28	46	72	24	38	13	20
	5	68	1633	9	13	59	87	43	63	31	46
	6	59	1607	12	20	47	80	24	41	16	27
	7	48	1674	5	10	43	90	26	54	17	35
	8	53	1728	5	9	48	91	36	68	13	25

2017-18 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	19	1471	2	11	17	89	10	53	3	16
	4	24	1579	2	8	22	92	15	63	11	46
	5	24	1588	4	17	20	83	14	58	4	17
	6	23	1645	2	9	21	91	14	61	6	26
	7	15	1716	3	20	12	80	11	73	6	40
	8	16	1687	5	31	11	69	9	56	3	19

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	31	1460	7	23	24	77	16	52	10	32
	4	22	1545	2	9	20	91	11	50	6	27
	5	27	1625	5	19	22	81	15	56	13	48
	6	23	1580	8	35	15	65	7	30	2	9

	7	21	1700	1	5	20	95	14	67	5	24
	8	21	1760	1	5	20	95	16	76	9	43

2020-21 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1432	5	29	12	71	8	47	6	35
	4	11	1514	1	9	10	91	5	45	1	9
	5	19	1625	4	21	15	79	13	68	8	42
	6	15	1561	5	33	10	67	5	33	2	13
	7	14	1705	0	0	14	100	9	64	5	36
	8	13	1728	0	0	13	100	10	77	1	8
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									

	5	0									
	6	0									
	7	0									
	8	0									

2017-18 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1427	5	36	9	64	6	43	2	14
	4	11	1540	1	9	10	91	7	64	1	9
	5	12	1533	2	17	10	83	4	33	0	0
	6	16	1634	2	13	14	88	11	69	2	13
	7	14	1652	1	7	13	93	6	43	2	14
	8	15	1632	5	33	10	67	2	13	2	13

2018-19 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1502	0	0	10	100	6	60	3	30
	4	15	1535	6	40	9	60	8	53	4	27
	5	10	1613	0	0	10	100	7	70	3	30
	6	10	1595	1	10	9	90	4	40	0	0
	7	12	1661	2	17	10	83	9	75	2	17
	8	13	1729	1	8	12	92	10	77	3	23

2020-21 Reading STAAR Results

Student Group											
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Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1446	3	30	7	70	6	60	3	30
	4	8	1504	3	38	5	63	3	38	2	25
	5	3									
	6	8	1635	0	0	8	100	4	50	3	38
	7	7	1648	0	0	7	100	3	43	1	14
	8	6	1692	1	17	5	83	3	50	1	17

2017-18 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	43	1444	12	28	31	72	22	51	16	37
	4	30	1518	6	20	24	80	14	47	5	17
	5	40	1611	3	8	37	93	26	65	13	33
	6	15	1695	1	7	14	93	10	67	8	53
	7	35	1702	6	17	29	83	24	69	15	43
	8	30	1738	1	3	29	97	23	77	12	40

2018-19 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	39	1476	5	13	34	87	19	49	13	33
	4	41	1554	6	15	35	85	23	56	8	20
	5	31	1633	1	3	30	97	20	65	12	39
	6	41	1628	6	15	35	85	20	49	8	20

	7	27	1699	2	7	25	93	13	48	9	33
	8	35	1770	2	6	33	94	27	77	18	51
2020-21 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	31	1472	5	16	26	84	18	58	8	26
	4	29	1504	10	34	19	66	9	31	7	24
	5	26	1645	1	4	25	96	17	65	12	46
	6	25	1640	3	12	22	88	11	44	9	36
	7	19	1663	3	16	16	84	9	47	7	37
	8	24	1756	2	8	22	92	16	67	10	42
2017-18 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1451	1	11	8	89	4	44	1	11
	4	12	1552	1	8	11	92	8	67	2	17
	5	7	1676	0	0	7	100	7	100	4	57
	6	8	1662	1	13	7	88	5	63	5	63
	7	7	1603	3	43	4	57	2	29	1	14
	8	7	1784	0	0	7	100	5	71	5	71
2018-19 Reading STAAR Results											
Student Group											

Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1506	2	14	12	86	8	57	6	43
	4	13	1574	0	0	13	100	7	54	3	23
	5	13	1645	1	8	12	92	10	77	7	54
	6	10	1618	3	30	7	70	6	60	2	20
	7	5	1893	0	0	5	100	5	100	5	100
	8	9	1723	1	11	8	89	8	89	2	22

2020-21 Reading STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1431	3	21	11	79	6	43	3	21
	4	11	1498	3	27	8	73	4	36	2	18
	5	13	1621	3	23	10	77	7	54	6	46
	6	5	1572	2	40	3	60	2	40	1	20
	7	6	1693	1	17	5	83	4	67	3	50
	8	6	1674	1	17	5	83	4	67	0	0

2017-18 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	28	1448	7	25	21	75	16	57	8	29
	4	17	1553	1	6	16	94	9	53	4	24
	5	24	1572	4	17	20	83	13	54	3	13
	6	20	1658	2	10	18	90	13	65	6	30

	7	17	1684	3	18	14	82	10	59	6	35
	8	18	1639	7	39	11	61	7	39	3	17
2018-19 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1500	4	18	18	82	15	68	7	32
	4	19	1529	4	21	15	79	10	53	4	21
	5	12	1591	3	25	9	75	6	50	4	33
	6	16	1588	3	19	13	81	6	38	1	6
	7	14	1693	1	7	13	93	10	71	2	14
	8	8	1742	0	0	8	100	6	75	3	38
2020-21 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	23	1435	5	22	18	78	10	43	7	30
	4	16	1510	4	25	12	75	5	31	4	25
	5	15	1590	3	20	12	80	8	53	5	33
	6	11	1557	4	36	7	64	2	18	2	18
	7	11	1669	1	9	10	91	5	45	2	18
	8	8	1749	0	0	8	100	5	63	4	50
Limited English Proficient	3	2									
	4	0									
	5	3									
	6	0									

	7	1									
	8	3									
Limited English Proficient	3	2									
	4	3									
	5	0									
	6	2									
	7	0									
	8	0									
Limited English Proficient	3	1									
	4	0									
	5	3									
	6	1									
	7	1									
	8	1									

2017-18 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1367	5	50	5	50	3	30	0	0
	4	7	1426	4	57	3	43	2	29	1	14
	5	3									
	6	7	1548	2	29	5	71	2	29	0	0
	7	6	1548	4	67	2	33	1	17	0	0
	8	8	1601	4	50	4	50	2	25	0	0

2018-19 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	15	1390	7	47	8	53	6	40	4	27
	4	9	1457	4	44	5	56	3	33	0	0
	5	10	1499	4	40	6	60	1	10	1	10
	6	6	1442	5	83	1	17	0	0	0	0
	7	7	1634	2	29	5	71	3	43	2	29
	8	4									
Special Education	3	7	1427	2	29	5	71	4	57	2	29
	4	3									
	5	9	1592	2	22	7	78	4	44	4	44
	6	8	1501	4	50	4	50	0	0	0	0
	7	7	1592	3	43	4	57	2	29	1	14
	8	1									

Writing

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	77	3857	19	25	58	75	33	43	7	9
	7	74	4006	9	12	65	88	41	55	9	12
Hispanic/Latino	4	23	3980	4	17	19	83	13	57	4	17
	7	15	3936	3	20	12	80	7	47	3	20
American Indian or Alaska Native	4	0									
	7	0									
Black or African	4	11	3673	3	27	8	73	3	27	1	9

American	7	14	3938	2	14	12	86	8	57	0	0
White	4	30	3812	9	30	21	70	11	37	2	7
	7	34	4107	2	6	32	94	23	68	5	15
Two or More Races	4	12	3884	3	25	9	75	5	42	0	0
	7	7	3713	2	29	5	71	1	14	0	0
Economically Disadvantaged	4	17	3869	4	24	13	76	7	41	2	12
	7	17	3906	2	12	15	88	8	47	0	0
Limited English Proficient	4	0									
	7	1									
Special Education	4	7	3207	5	71	2	29	1	14	0	0
	7	6	3524	3	50	3	50	0	0	0	0

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	91	3895	18	20	73	80	39	43	11	12
	7	66	4072	8	12	58	88	35	53	15	23
Hispanic/Latino	4	21	3947	4	19	17	81	9	43	4	19
	7	21	4007	2	10	19	90	10	48	4	19
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	15	3867	4	27	11	73	7	47	2	13
	7	12	4024	2	17	10	83	7	58	3	25
White	4	39	3912	7	18	32	82	17	44	4	10
	7	27	4069	4	15	23	85	14	52	5	19
Two or More Races	4	13	3853	2	15	11	85	5	38	1	8
	7	5	4445	0	0	5	100	3	60	3	60
Economically Disadvantaged	4	18	3802	5	28	13	72	6	33	3	17
	7	14	3869	2	14	12	86	4	29	0	0
Limited English Proficient	4	3									
	7	0									

Special Education	4	9	3505	4	44	5	56	1	11	0	0
	7	7	3600	3	43	4	57	1	14	0	0

2020-21 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	63	3833	14	22	49	78	24	38	5	8
	7	48	3822	12	25	36	75	19	40	3	6
Hispanic/Latino	4	11	3801	2	18	9	82	5	45	0	0
	7	13	3900	2	15	11	85	7	54	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	8	3922	2	25	6	75	2	25	2	25
	7	7	3813	1	14	6	86	2	29	0	0
White	4	29	3897	6	21	23	79	14	48	3	10
	7	20	3788	7	35	13	65	7	35	1	5
Two or More Races	4	11	3637	3	27	8	73	2	18	0	0
	7	5	3949	1	20	4	80	2	40	2	40
Economically Disadvantaged	4	15	3806	4	27	11	73	5	33	2	13
	7	9	3813	2	22	7	78	3	33	0	0
Limited English Proficient	4	0									
	7	1									
Special Education	4	3									
	7	7	3393	4	57	3	43	1	14	0	0

English I

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	52	4283	8	15	44	85	40	77	11	21
Hispanic/Latino	15	4430	0	0	15	100	13	87	3	20
Black or African American	7	4184	1	14	6	86	6	86	1	14
White	20	4224	4	20	16	80	14	70	5	25
Two or More Races	7	4502	1	14	6	86	6	86	2	29
Economically Disadvantaged	11	4279	1	9	10	91	9	82	2	18
Special Education	8	3820	4	50	4	50	3	38	1	13

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	53	4393	6	11	47	89	46	87	15	28
Hispanic/Latino	11	4323	1	9	10	91	10	91	2	18
Black or African American	11	3949	4	36	7	64	7	64	0	0
White	26	4607	1	4	25	96	25	96	12	46
Economically Disadvantaged	10	4072	2	20	8	80	8	80	0	0
Special Education	5	3755	3	60	2	40	2	40	0	0

2020-21 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	42	4150	9	21	33	79	26	62	6	14

Hispanic/ Latino	11	4156	3	27	8	73	7	64	2	18
Black or African American	7	4265	0	0	7	100	5	71	1	14
White	18	4119	4	22	14	78	11	61	2	11
Two or More Races	5	4191	1	20	4	80	3	60	1	20
Economically Disadvantaged	10	4235	1	10	9	90	8	80	1	10

English II

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	43	4271	8	19	35	81	29	67	9	21
Hispanic/ Latino	12	4185	2	17	10	83	7	58	1	8
Black or African American	6	3979	3	50	3	50	2	33	1	17
White	20	4292	3	15	17	85	16	80	4	20
Economically Disadvantaged	10	4203	1	10	9	90	8	80	1	10
Special Education	6	3530	5	83	1	17	1	17	0	0

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	51	4157	9	18	42	82	33	65	6	12
Hispanic/ Latino	15	4146	2	13	13	87	11	73	2	13
Black or African	7	3960	3	43	4	57	3	43	0	0

American										
White	20	4233	3	15	17	85	13	65	3	15
Two or More Races	5	4370	0	0	5	100	4	80	1	20
Economically Disadvantaged	6	3924	3	50	3	50	3	50	0	0
Special Education	8	3844	5	63	3	38	2	25	0	0

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	48	4276	7	15	41	85	36	75	7	15
Hispanic/Latino	18	4205	5	28	13	72	12	67	3	17
Black or African American	8	4060	2	25	6	75	5	63	0	0
White	15	4468	0	0	15	100	13	87	3	20
Two or More Races	7	4292	0	0	7	100	6	86	1	14
Economically Disadvantaged	10	4124	2	20	8	80	6	60	1	10
Special Education	5	3697	4	80	1	20	1	20	0	0

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	89	1470	17	19	72	81	40	45	12	13
	4	78	1639	6	8	72	92	56	72	37	47
	5	86	1660	6	7	80	93	54	63	34	40

	6	65	1693	5	8	60	92	42	65	16	25
	7	75	1666	10	13	65	87	30	40	9	12
	8	48	1691	7	15	41	85	20	42	4	8
2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	95	1500	13	14	82	86	53	56	25	26
	4	94	1608	15	16	79	84	54	57	36	38
	5	82	1706	7	9	75	91	57	70	45	55
	6	87	1728	2	2	85	98	61	70	29	33
	7	48	1660	5	10	43	90	17	35	3	6
	8	75	1748	5	7	70	93	56	75	8	11
2020-21 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	84	1438	27	32	57	68	28	33	16	19
	4	64	1533	23	36	41	64	20	31	10	16
	5	68	1628	13	19	55	81	37	54	22	32
	6	59	1648	8	14	51	86	29	49	11	19
	7	26	1583	14	54	12	46	3	12	0	0
	8	51	1683	8	16	43	84	24	47	4	8
2017-18 Mathematics STAAR Results											
Student Group											

Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	19	1473	2	11	17	89	7	37	1	5
	4	24	1641	3	13	21	88	19	79	13	54
	5	24	1653	1	4	23	96	14	58	11	46
	6	23	1705	1	4	22	96	17	74	6	26
	7	15	1650	2	13	13	87	5	33	1	7
	8	13	1725	0	0	13	100	6	46	1	8

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	31	1451	6	19	25	81	14	45	5	16
	4	22	1613	4	18	18	82	14	64	8	36
	5	27	1695	3	11	24	89	19	70	13	48
	6	23	1705	0	0	23	100	16	70	7	30
	7	15	1672	1	7	14	93	7	47	0	0
	8	21	1747	1	5	20	95	13	62	3	14

2020-21 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1444	5	29	12	71	7	41	3	18
	4	11	1491	6	55	5	45	2	18	1	9
	5	19	1619	4	21	15	79	12	63	5	26
	6	16	1611	2	13	14	88	7	44	1	6
	7	7	1653	1	14	6	86	1	14	0	0

	8	17	1688	2	12	15	88	8	47	1	6
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
2017-18 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1430	3	21	11	79	2	14	1	7
	4	11	1600	0	0	11	100	8	73	2	18
	5	12	1597	1	8	11	92	4	33	2	17
	6	16	1657	2	13	14	88	7	44	3	19

	7	14	1638	1	7	13	93	3	21	0	0
	8	14	1638	5	36	9	64	4	29	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1480	2	20	8	80	6	60	2	20
	4	15	1612	3	20	12	80	9	60	7	47
	5	10	1684	0	0	10	100	6	60	4	40
	6	10	1663	0	0	10	100	7	70	1	10
	7	9	1639	1	11	8	89	2	22	0	0
	8	16	1741	1	6	15	94	14	88	1	6
2020-21 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1392	5	50	5	50	2	20	0	0
	4	8	1517	3	38	5	63	2	25	1	13
	5	3									
	6	6	1688	1	17	5	83	4	67	2	33
	7	5	1536	4	80	1	20	0	0	0	0
	8	6	1620	2	33	4	67	1	17	0	0
2017-18 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	43	1485	11	26	32	74	24	56	10	23
	4	30	1647	3	10	27	90	19	63	16	53
	5	39	1666	3	8	36	92	27	69	17	44
	6	15	1725	0	0	15	100	11	73	4	27
	7	35	1684	5	14	30	86	18	51	7	20
	8	14	1718	1	7	13	93	8	57	2	14

2018-19 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	39	1513	3	8	36	92	22	56	11	28
	4	41	1609	6	15	35	85	23	56	17	41
	5	31	1718	3	10	28	90	21	68	19	61
	6	41	1739	2	5	39	95	30	73	15	37
	7	20	1642	3	15	17	85	6	30	2	10
	8	28	1739	3	11	25	89	20	71	3	11

2020-21 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	31	1469	7	23	24	77	12	39	9	29
	4	29	1555	10	34	19	66	10	34	7	24
	5	26	1630	4	15	22	85	12	46	9	35
	6	25	1683	4	16	21	84	15	60	7	28
	7	10	1557	7	70	3	30	1	10	0	0
	8	21	1700	2	10	19	90	12	57	3	14

2017-18 Mathematics STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1482	0	0	9	100	5	56	0	0
	4	12	1649	0	0	12	100	9	75	5	42
	5	7	1803	0	0	7	100	6	86	4	57
	6	8	1689	2	25	6	75	5	63	3	38
	7	8	1633	2	25	6	75	2	25	0	0
	8	5	1676	1	20	4	80	1	20	1	20

2018-19 Mathematics STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1571	2	15	11	85	10	77	6	46
	4	13	1613	1	8	12	92	7	54	4	31
	5	13	1700	1	8	12	92	10	77	8	62
	6	10	1816	0	0	10	100	6	60	6	60
	7	3									
	8	9	1790	0	0	9	100	8	89	1	11

2020-21 Mathematics STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1425	6	43	8	57	5	36	3	21
	4	11	1519	4	36	7	64	4	36	1	9

	5	13	1653	2	15	11	85	8	62	4	31
	6	5	1649	0	0	5	100	3	60	1	20
	7	2									
	8	6	1689	1	17	5	83	3	50	0	0
2017-18 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	28	1439	9	32	19	68	10	36	2	7
	4	17	1673	1	6	16	94	13	76	11	65
	5	24	1644	3	13	21	88	14	58	9	38
	6	20	1726	0	0	20	100	16	80	5	25
	7	17	1651	2	12	15	88	5	29	1	6
	8	14	1654	3	21	11	79	4	29	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1511	4	18	18	82	13	59	6	27
	4	19	1610	3	16	16	84	11	58	8	42
	5	12	1662	1	8	11	92	8	67	6	50
	6	16	1690	1	6	15	94	9	56	5	31
	7	11	1667	1	9	10	91	5	45	0	0
	8	9	1737	0	0	9	100	7	78	0	0
2020-21 Mathematics STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	23	1431	8	35	15	65	7	30	4	17
	4	16	1531	5	31	11	69	4	25	2	13
	5	15	1595	5	33	10	67	7	47	4	27
	6	12	1599	3	25	9	75	3	25	1	8
	7	5	1594	2	40	3	60	0	0	0	0
	8	11	1668	1	9	10	91	4	36	0	0
Limited English Proficient	3	2									
	4	0									
	5	3									
	6	0									
	7	1									
	8	3									
Limited English Proficient	3	2									
	4	3									
	5	0									
	6	2									
	7	0									
	8	0									
Limited English Proficient	3	1									
	4	0									
	5	3									
	6	1									
	7	1									
	8	1									
2017-18 Mathematics STAAR Results											

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1432	3	30	7	70	4	40	0	0
	4	7	1539	2	29	5	71	3	43	1	14
	5	3									
	6	7	1630	2	29	5	71	4	57	0	0
	7	6	1541	4	67	2	33	0	0	0	0
	8	8	1612	3	38	5	63	1	13	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	15	1424	6	40	9	60	7	47	4	27
	4	9	1496	3	33	6	67	2	22	2	22
	5	10	1530	6	60	4	40	3	30	2	20
	6	6	1597	2	33	4	67	3	50	0	0
	7	7	1612	2	29	5	71	2	29	0	0
	8	4									
Special Education	3	7	1433	2	29	5	71	3	43	1	14
	4	3									
	5	9	1625	2	22	7	78	4	44	2	22
	6	7	1521	4	57	3	43	0	0	0	0
	7	5	1503	4	80	1	20	0	0	0	0
	8	2									

Algebra I

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	56	4251	6	11	50	89	40	71	26	46
Hispanic/Latino	11	4230	2	18	9	82	8	73	6	55
Black or African American	5	3885	1	20	4	80	2	40	1	20
White	27	4355	2	7	25	93	21	78	15	56
Two or More Races	6	4254	0	0	6	100	5	83	2	33
Economically Disadvantaged	9	4238	1	11	8	89	6	67	5	56

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	54	4365	4	7	50	93	44	81	26	48
Hispanic/Latino	10	4282	0	0	10	100	9	90	5	50
Black or African American	10	3806	3	30	7	70	4	40	0	0
White	27	4530	1	4	26	96	25	93	17	63
Economically Disadvantaged	10	4157	2	20	8	80	8	80	2	20
Special Education	5	3675	2	40	3	60	1	20	0	0

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

All Students	42	4151	6	14	36	86	21	50	14	33
Hispanic/ Latino	8	3919	1	13	7	88	2	25	1	13
Black or African American	5	3940	1	20	4	80	2	40	0	0
White	20	4341	1	5	19	95	13	65	10	50
Two or More Races	7	4131	2	29	5	71	3	43	3	43
Economically Disadvantaged	6	4038	1	17	5	83	2	33	1	17

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	89	3911	15	17	74	83	39	44	17	19
	8	70	3982	12	17	58	83	34	49	13	19
Hispanic/ Latino	5	24	3877	4	17	20	83	10	42	3	13
	8	16	3873	5	31	11	69	6	38	3	19
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	12	3641	3	25	9	75	1	8	1	8
	8	15	3677	5	33	10	67	3	20	2	13
White	5	42	3958	7	17	35	83	21	50	10	24
	8	31	4192	1	3	30	97	22	71	7	23
Two or More Races	5	7	4286	0	0	7	100	6	86	3	43
	8	7	3957	1	14	6	86	3	43	1	14
Economically Disadvantaged	5	25	3894	3	12	22	88	8	32	5	20
	8	19	3924	5	26	14	74	7	37	3	16
Limited English Proficient	5	3									
	8	3									

Special Education	5	3									
	8	8	3518	3	38	5	63	1	13	0	0

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	80	4215	9	11	71	89	60	75	35	44
	8	81	4147	7	9	74	91	50	62	26	32
Hispanic/Latino	5	28	4130	5	18	23	82	20	71	13	46
	8	21	4198	2	10	19	90	14	67	9	43
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	10	3980	0	0	10	100	5	50	1	10
	8	13	3948	1	8	12	92	6	46	3	23
White	5	29	4373	2	7	27	93	26	90	15	52
	8	35	4215	4	11	31	89	23	66	12	34
Two or More Races	5	12	4160	2	17	10	83	8	67	5	42
	8	9	3971	0	0	9	100	5	56	0	0
Economically Disadvantaged	5	12	4218	3	25	9	75	9	75	6	50
	8	8	4156	1	13	7	88	6	75	3	38
Limited English Proficient	5	0									
	8	0									
Special Education	5	10	3738	4	40	6	60	3	30	1	10
	8	4									

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	67	3853	16	24	51	76	29	43	7	10
	8	52	4037	7	13	45	87	22	42	15	29

Hispanic/ Latino	5	19	3758	6	32	13	68	7	37	2	11
	8	13	3926	1	8	12	92	4	31	3	23
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	3									
	8	6	3687	1	17	5	83	0	0	0	0
White	5	26	3948	4	15	22	85	16	62	2	8
	8	23	4286	3	13	20	87	14	61	11	48
Two or More Races	5	13	3907	4	31	9	69	5	38	3	23
	8	6	3920	1	17	5	83	3	50	1	17
Economically Disadvantaged	5	15	3677	7	47	8	53	4	27	1	7
	8	7	3851	0	0	7	100	2	29	1	14
Limited English Proficient	5	3									
	8	1									
Special Education	5	9	3905	1	11	8	89	5	56	0	0
	8	1									

Biology

****2019-20 STAAR Data N/A Due to COVID-19***

2017-18 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	53	4354	2	4	51	96	42	79	17	32
Hispanic/ Latino	14	4390	0	0	14	100	12	86	5	36
Black or African American	7	4182	0	0	7	100	5	71	2	29
White	22	4345	1	5	21	95	17	77	7	32
Two or More Races	7	4666	0	0	7	100	6	86	3	43
Economically Disadvantaged	9	4290	1	11	8	89	6	67	3	33
Special Education	8	3883	1	13	7	88	2	25	1	13

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	59	4496	3	5	56	95	50	85	31	53
Hispanic/Latino	14	4470	0	0	14	100	12	86	6	43
Black or African American	11	3974	3	27	8	73	5	45	2	18
White	28	4685	0	0	28	100	27	96	20	71
Two or More Races	5	4667	0	0	5	100	5	100	3	60
Economically Disadvantaged	9	4198	2	22	7	78	6	67	4	44
Special Education	8	3959	1	13	7	88	3	38	0	0

2020-21 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	51	4228	3	6	48	94	34	67	10	20
Hispanic/Latino	13	4223	0	0	13	100	8	62	2	15
Black or African American	11	4058	1	9	10	91	6	55	1	9
White	19	4362	0	0	19	100	15	79	5	26
Two or More Races	7	4256	1	14	6	86	5	71	2	29
Economically Disadvantaged	10	4556	0	0	10	100	10	100	4	40
Special Education	5	3671	1	20	4	80	1	20	0	0

Social Studies

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	70	3595	32	46	38	54	9	13	6	9
Hispanic/Latino	8	16	3513	9	56	7	44	1	6	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	15	3379	11	73	4	27	1	7	1	7
White	8	31	3720	9	29	22	71	6	19	4	13
Two or More Races	8	7	3695	3	43	4	57	1	14	1	14
Economically Disadvantaged	8	19	3545	10	53	9	47	3	16	1	5
Limited English Proficient	8	3									
Special Education	8	8	3352	5	63	3	38	0	0	0	0

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	80	3979	12	15	68	85	36	45	25	31
Hispanic/Latino	8	20	4012	0	0	20	100	7	35	5	25
American Indian or Alaska Native	8	0									
Black or African American	8	13	3831	2	15	11	85	4	31	3	23
White	8	35	4032	9	26	26	74	20	57	14	40
Two or More Races	8	9	3829	1	11	8	89	3	33	1	11

Economically Disadvantaged	8	8	4003	0	0	8	100	3	38	3	38
Limited English Proficient	8	0									
Special Education	8	4									

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	54	3890	8	15	46	85	22	41	8	15
Hispanic/Latino	8	13	3819	1	8	12	92	3	23	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	7	3682	3	43	4	57	2	29	0	0
White	8	24	4022	2	8	22	92	14	58	7	29
Two or More Races	8	6	3741	1	17	5	83	1	17	1	17
Economically Disadvantaged	8	8	3913	0	0	8	100	2	25	1	13
Limited English Proficient	8	1									
Special Education	8	1									

U.S History

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	31	4553	0	0	31	100	27	87	22	71
Hispanic/Latino	6	4441	0	0	6	100	5	83	3	50
Black or African American	5	4224	0	0	5	100	3	60	2	40
White	11	4758	0	0	11	100	11	100	11	100
Two or More Races	6	4616	0	0	6	100	6	100	4	67
Economically Disadvantaged	7	4421	0	0	7	100	6	86	4	57

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4479	1	2	43	98	36	82	26	59
Hispanic/Latino	9	4476	0	0	9	100	8	89	6	67
Black or African American	9	4022	1	11	8	89	5	56	2	22
White	17	4597	0	0	17	100	14	82	10	59
Economically Disadvantaged	7	4539	1	14	6	86	6	86	5	71
Special Education	5	3915	0	0	5	100	1	20	0	0

2020-21 U.S. History STAAR Results										
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	28	4864	0	0	28	100	27	96	21	75
Hispanic/ Latino	7	4581	0	0	7	100	7	100	4	57
White	14	4972	0	0	14	100	13	93	11	79
Two or More Races	5	4979	0	0	5	100	5	100	4	80

Goals and Strategies

Goal 1:

We will create a transparent environment in which the teacher is an active facilitator and the 21st-century framework is paramount. (SP G1)

Performance Objective 1:

Provide opportunities for professional development/training in 21st Century skills, facilitation, and student engagement by supporting district-wide professional development. (SP G1, SR 1)

Evaluation Data Source(s):

Documentation (PD plans, calendars, attendance reports) of professional development opportunities provided related to 21st-century skills, facilitation, and student engagement. T-TESS results for innovative practices, differentiation, and use of technology.

Summative Evaluation:

Continue

Strategy/Activity 1

Develop and implement a comprehensive professional development plan to strengthen approaches to the use of the LMS.

Timeline

March 2022

Person(s) Responsible/Monitor

Principals
Instructional Coach
Instructional Technologist

Strategy's Expected Result/Impact

Teachers prove to be more competent in using Canvas.

Reviews

Formative

January	Some Progress Beginning Professional Learning Community Structures through built in common departmentalized planning	May	Considerable Continued progress made with the implementation of PLCs	September	Continue/Modify See new goals in Fall 22 Strategic Plan
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Summative

June
Continue/Modify
Based on Strategic Plan

**Critical Success Factor(s)
and/or Evidence Based
School Improvement
Identifiers (If Applicable)**

Resources

Budget Reference

Fund 199: Support Personnel

Strategy/Activity 2

Develop and implement professional development to support teacher proficiency with accelerated instruction and intervention plans.

Timeline

March 2022

Person(s) Responsible/Monitor

Principals
Instructional Coach

Strategy's Expected Result/Impact

Increase the number of students meeting and exceeding on grade-level achievement

Reviews

Formative

January
Considerable
Professional Development has occurred

May

Considerable
PD is ongoing

September

Continue/Modify
See Response to Intervention Strand in
the New Strategic Plan

Summative

June
Continue/Modify
Based on Strategic Plan

Strategy/Activity 3

Evaluate participant feedback to redesign professional development offerings as appropriate.

Timeline

As offered

Person(s) Responsible/Monitor

Principals
Instructional Coaches
Instructional Technologist

Strategy's Expected Result/Impact

Improved professional development and student outcomes.

Reviews

Formative

January

Considerable
Feedback is gathered following each PD
offering and used to inform subsequent
activities

May

Considerable
Feedback is ongoing

September

Accomplished
Ongoing PD to be integrated in the 22-23
plan based on the Strategic Plan strand

Summative

June

Accomplished
Completed: See new goals developed in
Fall 22 Strategic Plan

Performance Objective 2:

Communicate transparently among teachers, students, parents, community members, administrators, and outside experts using various communication tools. (SP G1, SR 2)

Evaluation Data Source(s):

Artifacts of communications such as the e-newsletter, publications, schoolmessenger, public forums, etc.

Summative Evaluation:

Continue

Strategy/Activity 1

Continue the use of the e-newsletter, digital signage, and schoolmessenger to keep members of the learning organization informed.

Timeline

Person(s) Responsible/Monitor

Superintendent
Asst. Superintendent for Curriculum & Instruction
Director of Technology
Principals

Strategy's Expected Result/Impact

Members of the learning organization remain informed of current and future events. Communication concerns evident in surveys are mitigated.

Reviews

Formative

January	Considerable Digital signage is in place and e-news, and school messenger communications occur frequently and as relevant	May	Considerable School messenger is utilized as needed without overwhelming the parent community	September	Accomplished E-News will continue, digital signage is working. School messenger is transitioning to Parent Square.
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Summative

June	Continue/Modify Continue with Parent Square
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Performance Objective 3:

Evaluation Data Source(s):

Summative Evaluation:

Goal 2:

We will incorporate a variety of authentic assessments that are meaningful for the student while demonstrating mastery. (SP G2)

Performance Objective 1:

Leverage assessment resources and LMS features to ensure appropriate measurement of student learning.(SP G2, SR 1 & 2)

Evaluation Data Source(s):

Documentation (PD plans, calendars, attendance reports) related to collaboration, design, and construction of authentic assessments using the LMS.

Summative Evaluation:

Continue in support of STAAR 2.0

Strategy/Activity 1

Provide professional development opportunities to support the use of authentic assessments embedded within the LMS and to evaluate assessment alignment with the taught curriculum.

Timeline

Person(s) Responsible/Monitor

Principals
Instructional Coaches

Strategy's Expected Result/Impact

Improved alignment and varied methods for evaluating student learning.

Reviews

Formative

January	Some Progress Exploring the use of various technology tools and assessment items to support the transition to STAAR 2.0	May	Considerable The campus is tesling online with formative and summative and common assessments	September	Accomplished The campus is using Eduphoria's item bank wich includes STAAR 2.0 items
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Summative

June	Accomplished Completed. The campus is transition to the new golas linked to the Fall 22 Strategic Plan
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Performance Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Performance Objective 3:

Evaluation Data Source(s):

Summative Evaluation:

Goal 3:

We will measure accountability through continuous growth and mastery of goals for individual students and student groups. (SP G3)

Performance Objective 1:

The campus will increase scores/grades for all state accountability domains that are below a B. (SP G3 SR 2)

Evaluation Data Source(s):

Quarterly data analysis

Summative Evaluation:

Continue

Strategy/Activity 1

Use interim performance data to inform district-wide instructional focus to ensure we meet or exceed grade level and mastery performance bands for all state accountability domains.

Timeline

Reset for 2021-2022

Person(s) Responsible/Monitor

Principals
Instructional Coaches

Strategy's Expected Result/Impact

Information gained from interim performance assessments will be used to support core curriculum and intervention strategies.

Reviews**Formative**

January

Some Progress
Campuses have provided common assessment benchmarks and disaggregated the data to determine strengths and areas for improvement

May

Some Progress
Continued progress noted

September

Continue/Modify
Students showed progress but the campus was rated a B

Summative

June

Continue/Modify
See new goals in the strategic plan

Strategy/Activity 2

Use summative performance data to assess the effectiveness of instructional programs. (Effective Teaching definition includes being proficient and above in all dimensions and closing the achievement gap among sub-populations).

Timeline

Person(s) Responsible/Monitor

Principals
Special Program Facilitators
Instructional Coach

Strategy's Expected Result/Impact

Assessment data and annual needs assessments will inform program structure.

Reviews

Formative

January	Some Progress Summative performance data has been analyzed to support equity plan updates	May	Some Progress	September	Continue/Modify Modified in new strategic plan within the highly-effective instruction strand
---------	--	-----	---------------	-----------	--

Summative

June	Continue/Modify Strategic Planning Fall 22
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Performance Objective 2:

We will monitor the performance and progress of students with special needs, English Language Learners (ELL), and the two lowest-performing sub-populations (African American and Hispanic - as identified by the state) using benchmarks and teacher-made assessments. (SP G3 SR 3)

Evaluation Data Source(s):

Quarterly data analysis

Summative Evaluation:

Continue per new strategic plan

Strategy/Activity 1

Use interim performance data to inform district-wide instructional strategies to support special populations' performance and progress.

Timeline

Person(s) Responsible/Monitor

Principals
Instructional Coaches

Strategy's Expected Result/Impact

Program revisions will occur to support student needs throughout the year.

Reviews

Formative

January

Considerable
Students participate in appropriate
assessments and the data is analyzed to
determine individual, collective, and
program needs.

May

Considerable
Emergent bilingual students used K-12
Summit interventions to support growth in
areas of need

September

Continue/Modify
Students showed progress

Summative

June

Continue/Modify
See Strategic Plan Fall 22

Strategy/Activity 2

Analyze student benchmark performance to monitor progress and existing achievement gaps between sub-populations (White and Hispanic and African American and White and economically and non-economically disadvantaged).

Timeline

Person(s) Responsible/Monitor

Principals
Instructional Coaches

Strategy's Expected Result/Impact

Increased awareness by instructional staff of supports required for student success, how to implement them, and monitor progress.

Reviews

Formative

January

Some Progress
Summative performance data has been analyzed to support equity plan updates

May

Some Progress

September

Continue/Modify
Modified in new strategic plan within the highly-effective strand

Summative

June

Continue/Modify
Strategic planning to occur in Fall 22

Performance Objective 3:

Evaluation Data Source(s):

Summative Evaluation:

Performance Objective 4:

Overall District STAAR performance will sustain or increase for approaches, meets, and masters for all student groups to support an increase in the overall domain score. (SP G3 SR 5)

Evaluation Data Source(s):

Interim benchmarks and STAAR.

Summative Evaluation:**Strategy/Activity 1**

Use Interim benchmarks and STAAR to measure student performance on these bands.

Timeline

Ongoing

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Increase in student performance.

Reviews**Formative**

January

Some Progress
Reset year due to COVID 19 interruptions

May

Some Progress
STAAR Interim assessments were not utilized. Common assessments occurred

September

Continue/Modify
Both campuses have plans to utilize interim assessments this year

Summative

June

No Progress
Interim Assessments were not used.

Performance Objective 5:

Equity Goal: Overall District STAAR performance will sustain or increase student progress measures to decrease equity gaps between sub-populations (African American and White, Hispanic and White, and Economically disadvantaged and non-economically disadvantaged) to less than 10%. (SP G3 SR 6)

Targeted or ESF High Priority

Evaluation Data Source(s):

Increase in the number of students who make progress and decrease in identified equity gaps (African American and White, Hispanic and White, and Economically disadvantaged and non-economically disadvantaged) to less than 10%.

Summative Evaluation:

Strategy/Activity 1

Disaggregate benchmark and interim assessment data to determine student progress indicators as on, below, or beyond targeted progress.

Timeline

Person(s) Responsible/Monitor

Asst. Superintendent for C & I
Instructional Coaches
Administrators

Strategy's Expected Result/Impact

Increased student annual progress and diminished progress gaps between sub-populations.

Reviews

Formative

January	Some Progress Initial data analysis has occurred in support of the equity plan	May	Some Progress Ongoing data disaggregation occurred	September	Continue/Modify See RTI component of new strategic plan
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Summative

June	Some Progress Student progress occurred but grade level performance was not sufficient
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Goal 4:
We will only foster a climate that adds value. (SP G4)

Performance Objective 1:
Implement a supportive system that encourages teacher leadership and innovative teaching and learning. (SP G4, SR 2)

Evaluation Data Source(s):
Number of innovative grants awarded and the percentage of teachers at or above proficient in domain four of T-TESS, and funds utilized to support teacher completion of leadership tasks.

Summative Evaluation:
Continue -No innovative grant awards were applied for from the secondary level.

Strategy/Activity 1

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative

January		May		September	No innovative grant awards were applied for from the secondary level.
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Summative

Strategy/Activity 2

Advertise guidelines and opportunities to receive district-level innovation grants.

Timeline

Person(s) Responsible/Monitor

Cabinet

Strategy's Expected Result/Impact

Teachers will create new experiences for students and each other. Increased opportunities for student engagement in innovative practices.

Reviews

Formative

January

Considerable
Activities have been planned and
implemented

May

Considerable

September

Considerable
Utilized at the elementary level but
available for all levels

Summative

June

Continue/Modify
Encourage secondary participation

Performance Objective 2:

Provide quarterly morale boosting activities (SP G4, SR 3)

Evaluation Data Source(s):

Calendar of morale boosting activities and staff feedback.

Summative Evaluation:

Continue morale boosting activities based on new strategic plan

Strategy/Activity 1

Evaluate strengths and weaknesses from climate surveys and mitigate negative trends.

Timeline

Person(s) Responsible/Monitor

Director and Federal and Special Programs
Administrators

Strategy's Expected Result/Impact

Climate survey to inform learning organization activities. Improved survey results.

Reviews

Formative

January

Considerable
Fall climate surveys occurred. Data was analyzed by each group. Focus groups were held to contextualize survey results

May

Considerable

September

Continue/Modify
See staff morale strand of the strategic plan

Summative

June

Considerable

Performance Objective 3:

Evaluation Data Source(s):

Summative Evaluation:

Goal 5:
We will provide a clear and attainable framework of learning that is engaging, flexible and relevant that utilizes a full range of student capabilities.(SP G5)

Performance Objective 1:
Maintain a schedule that allows for students to take advantage of expanded course offerings. (SP G5, SR 2)

Evaluation Data Source(s):
Evaluate scheduling outcomes and levels of student engagement in course offerings.

Summative Evaluation:

Strategy/Activity 1

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative					
January	Some Progress Investigate the use of a scheduling program	May	Considerable Implemented Cardonex	September	Considerable Investigating additional offerings related to grant proposal
Summative					
June	Continue/Modify Scheduling program supported increased offerings and PLC opportunities for departments				

Performance Objective 2:

Promote engaging, relevant, and meaningful learning opportunities. (SP G5, SR 3)

Evaluation Data Source(s):

Teacher performance on dimensions 2.4 and Domain 3 of T-TESS. Student endorsements and certifications.

Summative Evaluation:

Strategy/Activity 1

Utilize available technological resources such as social media and the learning management system to share accolades related to engaging teaching and learning.

Timeline

Person(s) Responsible/Monitor

Instructional Staff Technology Department

Strategy's Expected Result/Impact

Teachers engage more deeply with each other to try and celebrate new instructional strategies.

Reviews

Formative

January	Considerable Campus social media presence has increased with the support of interns	May	Considerable	September	Considerable Social media presence linked to the e-news and website
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Summative

June	Considerable
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Critical Success Factor(s)
and/or Evidence Based
School Improvement
Identifiers (If Applicable)

Resources

Description	Continued Training - DOD Supp (195)
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Performance Objective 3:

Increase the percentage of students participating in at least one extracurricular activity by increasing the number of available opportunities.

Evaluation Data Source(s):

Summative Evaluation:

Continue to collect baseline data per strategic plan

Goal 6:
We will grow interconnected partnerships within the extended community. (SP G6)

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:
Continued partnerships with completed and board approved memorandums of understanding.

Performance Objective 2:

Enhance community awareness across the district by informing families about educational and cultural events and opportunities in the extended area. (SP G6, SR 3)

Evaluation Data Source(s):

Information for families is evident on the district website.

Summative Evaluation:

Strategy/Activity 1

Inform families of educational opportunities through the e-newsletter and district website.

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

eNewsletter

Reviews

Formative

January

Considerable
E-News is published weekly with strong
secondary presence

May

Considerable

September

Considerable

Summative

June

Considerable

Strategy/Activity 2

Revise and implement parent engagement strategies

Timeline

Person(s) Responsible/Monitor

Special Program Coordinators

Asst. Superintendent for C & I
Administrators

Strategy's Expected Result/Impact

Increased parent participation in offerings.

Reviews

Formative

January

Some Progress
Parent engagement opportunities offered within COVID restrictions

May

Some Progress

September

Continue/Modify
Continue in new strategic plan

Summative

June

Some Progress

Performance Objective 3:

Evaluation Data Source(s):

Summative Evaluation:

Goal 7:
We will capitalize on the innate digital abilities of our students. (SP G7)

Performance Objective 1:
Develop and maintain an environment where students use on-demand digital resources. (SP G7, SR 2)

Evaluation Data Source(s):
Statistical analysis of utilization reports.

Summative Evaluation:

Strategy/Activity 1

Engage students in the use of instructional tools to support academic growth.

Timeline

Person(s) Responsible/Monitor

Instructional technologists

Strategy's Expected Result/Impact

Increased bank of instructional supports for students and their peers.

Reviews

Formative

January	Considerable Students continue to utilize technologies daily for academic learning	May	Considerable Secondary students use i-Pads and Surface Notebooks as appropriate to their grade level	September	Considerable See Strategic Plan
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Summative

June	Considerable
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Performance Objective 2:

Maintain and enhance a program to educate parents on relevant technology. (SP G7, SR 3)

Evaluation Data Source(s):

Documentation of offerings related to technology use.

Summative Evaluation:

Strategy/Activity 1

Provide Let's Talk Events to share information.

Timeline

Person(s) Responsible/Monitor

Technology Department and Instructional Technologist

Strategy's Expected Result/Impact

Increased parent engagement

Reviews

Formative

January	Considerable On average a Let's Talk opportunity occurs monthly	May	Considerable	September	Continue/Modify Let's Talk event was held to support appropriate technology utilization and parent square.
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Summative

June	Considerable
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Strategy/Activity 2

Increase opportunities for parents to learn how to utilize technologies.

Timeline

Person(s) Responsible/Monitor

Technology Department and Instructional Technologist.

Strategy's Expected Result/Impact

Increased student engagement.

Reviews

Formative

January

Considerable
Let's Talk events are held and parents are utilizing opportunities for personal appointments with technology personnel

May

Considerable

September

Considerable

Summative

June

Considerable

Performance Objective 3:

Provide teachers appropriate, relevant, and on-demand training about technological resources. (SP G7, SR 4)

Evaluation Data Source(s):

Documentation (PD plan, calendar, and attendance reports) of offerings related to training.

Summative Evaluation:

Strategy/Activity 1

Redesign plan to build teacher expertise in the use of the Learning Management System to increase student engagement and progress.

Timeline

Person(s) Responsible/Monitor

Director of Technology.

Strategy's Expected Result/Impact

Increased parent use and communication.

Reviews

Formative

January	Considerable Instructional technologist provide ongoing professional devleopment opportunities based on new and existing technologies and need.	May	Considerable	September	Continue/Modify See new strategic plan
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Summative

Goal 8:
We will comply with state and federal requirements.

Performance Objective 1:
We will meet or exceed all compliance standards.

Evaluation Data Source(s):
The district will have met 100% of compliance standards.

Summative Evaluation:

Strategy/Activity 1
Provide intervention services for all student groups through RtI. (At-Risk, Title I, Dyslexia, SSI)

Timeline

Person(s) Responsible/Monitor
Principals

Strategy's Expected Result/Impact
RtI scheduled within master schedule

Reviews				
Formative				
January	Considerable Scheduled acceleration time within daily schedules to support RTI and HB 4545	May	Considerable	September Continue/Modify See RTI Strand of new strategic plan
Summative				
June	Considerable			

Strategy/Activity 2
Engage teachers and staff in trauma-informed care training to support mental health needs.

Timeline

Person(s) Responsible/Monitor

Social-Emotional Support Team
Asst. Superintendent

Strategy's Expected Result/Impact

Professional Development Plan.

Reviews**Formative**

January

Considerable
All counselors and administrators have been trained in trauma informed care. Teachers receive an overview in their safeschools modules.

May

Considerable

September

Continue/Modify
Continue as required in statute

Summative

June

Considerable

Strategy/Activity 3

Provide drug and violence prevention training to students and provide information on reporting procedures.

Timeline**Person(s) Responsible/Monitor**

Principals

Strategy's Expected Result/Impact

Training and procedures implemented

Reviews**Formative**

January

Accomplished
Training provided to students with appropriate permissions

May

Accomplished

September

Continue/Modify
Continue as required in statute

Summative

Strategy/Activity 4

Monitor and intervene with students in at-risk situations including homelessness.

Timeline

Person(s) Responsible/Monitor

Counselors, Homeless Liaison

Strategy's Expected Result/Impact

Support services provided as appropriate

Reviews

Formative

January

Accomplished
Identified and ensured access to available programs

May

Accomplished

September

Continue/Modify
Continue as required in statute

Summative

June

Accomplished

Strategy/Activity 5

Monitor and evaluate student attendance and progress quarterly.

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Attendance reports

Reviews

Formative

January

Considerable
Attendance monitored and mitigated within Covid protocols

May

Considerable

September

Continue/Modify

Summative

June	Considerable
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Strategy/Activity 6

Monitor dropout reports and intervene with students to provide methods for helping students graduate.

Timeline

Person(s) Responsible/Monitor

Counselors

Strategy's Expected Result/Impact

Intervention provided for at-risk students

Reviews

Formative

January	Considerable	May	Considerable	September	Accomplished
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Summative

June	Accomplished No Dropouts for current year
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Strategy/Activity 7

Implement and inform students and staff of procedures for the prevention, identification, and response to harassment, aggression, bullying, abuse, and dating violence.

Timeline

Person(s) Responsible/Monitor

Principals, Counselors

Strategy's Expected Result/Impact

Procedures implemented

Reviews

Formative

January

Considerable

May

Accomplished
Guidance sessions were utilized to instruct students.

September

Continue/Modify
Continue as required in statute**Summative**

June

Accomplished

Strategy/Activity 8

Provide training to staff when appropriate on behavior support strategies for students with disabilities.

Timeline

Training provided as appropriate

Person(s) Responsible/Monitor

Special Education Coordinator

Strategy's Expected Result/Impact**Reviews****Formative**

January

Considerable

May

Considerable
Appropriate staff received Safety Care and other training

September

Continue/Modify

Summative

June

Considerable

Strategy/Activity 9

Ensure that each staff member, student, and member of the learning organization understands that dating violence is not tolerated.

Timeline

Beginning of the Year, At Semester, and ongoing

Person(s) Responsible/Monitor

District Administrators and Counselors

Strategy's Expected Result/Impact

No incidents of dating violence

Reviews

Formative

January

Accomplished
Secondary staff completed safeschools modules

May

Accomplished

September

Continue/Modify
Continue as required in statute

Summative

June

Accomplished

Strategy/Activity 10

Ensure that members of the learning organization are knowledgeable about the districts reporting procedures for violent behaviors including dating violence, the requirement to make immediate reports to parents, and supportive measures for alleged victims and respondents.

Timeline

Beginning of the Year, At Semester, and ongoing

Person(s) Responsible/Monitor

District Administrators and Counselors

Strategy's Expected Result/Impact

No incidents of dating violence

Reviews

Formative

January

Accomplished
Staff completed safeschools modules

May

Accomplished

September

Continue/Modify
Continue as required in statute

Summative

June

Accomplished

Performance Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Performance Objective 3:

Evaluation Data Source(s):

Summative Evaluation:

Personnel for Campus Improvement

Name	Position	Program	FTE

fund	func	obj	sobj	org	fscf_yr	pgm	ed_span	proj_dtl	Descr	Est	Real	Appr	Encum	Expend	Bal
195	11	6399	00	001	2	24	0	00	SUPPLIES, COMP ED	0	0	-1,000.00	0	1,000.00	0
199	11	6118	61	001	2	24	0	00	EDP, TUTORING, SCE	0	0	-6,000.00	0	6,570.00	570
199	11	6118	62	001	2	24	0	00	EDP, TUTORING, SCE SSI	0	0	-2,000.00	0	0	-2,000.00
199	11	6118	63	001	2	24	0	00	EDP, TUTORING, SCE EOC	0	0	-2,000.00	0	0	-2,000.00
199	11	6119	00	001	2	24	0	00	SALARIES-TEACHERS, SCE	0	0	-33,501.00	0	33,777.16	276.16
199	11	6141	00	001	2	24	0	00	SOCIAL SECURITY	0	0	-2,356.00	0	2,410.98	54.98
199	11	6141	61	001	2	24	0	00	SOCIAL SECURITY/MEDICARE	0	0	0	0	475.93	475.93
199	11	6142	00	001	2	24	0	00	GROUP HEALTH & LIFE INS	0	0	-3,247.00	0	3,246.72	-0.28
199	11	6143	00	001	2	24	0	00	WORKMENS COMPENSATION	0	0	-173	0	172.92	-0.08
199	11	6143	61	001	2	24	0	00	WORKERS COMPENSATION	0	0	0	0	33.78	33.78
199	11	6144	00	001	2	24	0	00	TRS ON-BEHALF PAYMENTS	0	0	-3,015.00	0	3,015.24	0.24
199	11	6144	61	001	2	24	0	00	TRS ON-BEHALF BENEFIT	0	0	0	0	591.61	591.61
199	11	6146	00	001	2	24	0	00	TEACHER RETIREMENT	0	0	-1,039.00	0	822.91	-216.09
199	11	6146	61	001	2	24	0	00	TEACHER RETIREMENT	0	0	0	0	161.14	161.14
199	11	6399	00	001	2	24	0	00	SUPPLIES, COMP. ED.	0	0	-2,000.00	0	2,000.00	0
199	11	6399	01	001	2	24	0	00	SUPPLIES, STACEY, SUM SCH	0	0	-1,500.00	0	0	-1,500.00
199	11	6117	01	001	2	25	0	00	STIPENDS, SP PGM COORD, ESL	0	0	-500	0	1,500.00	1,000.00
199	11	6141	01	001	2	25	0	00	SOCIAL SECURITY/MEDICARE	0	0	0	0	115.12	115.12
199	11	6143	01	001	2	25	0	00	WORKERS COMPENSATION	0	0	0	0	7.74	7.74
199	11	6144	01	001	2	25	0	00	TRS ON-BEHALF BENEFIT	0	0	0	0	135.01	135.01
199	11	6146	01	001	2	25	0	00	TEACHER RETIREMENT	0	0	0	0	36.74	36.74
199	11	6239	00	001	2	25	0	00	ESC COMMITMENT, ESL BILINGUAL	0	0	-630	0	630	0
199	11	6339	00	001	2	25	0	00	TESTING MATERIALS, ESL	0	0	-500	0	0	-500
199	11	6399	00	001	2	25	0	00	SUPPLIES, ESL	0	0	-400	0	0	-400

199	11	6399	01	001	2	25	0	00	SUPPLIES, ESL	0	0	-500	0	0	-500
199	13	6411	00	001	2	25	0	00	TRAVEL, BILINGUAL/ESL	0	0	-150	0	118.17	-31.83
199	11	6117	00	001	2	37	0	00	STIPEND, SP PGM COORD, DYSL	0	0	-500	0	3,000.00	2,500.00
199	11	6119	00	001	2	37	0	00	SALARIES, DYSLEXIA	0	0	-13,018.00	0	13,126.64	108.64
199	11	6141	00	001	2	37	0	00	SOCIAL SECURITY/MEDICARE	0	0	-994	0	1,237.62	243.62
199	11	6142	00	001	2	37	0	00	GROUP HEALTH & LIFE INS	0	0	-1,272.00	0	1,298.60	26.6
199	11	6143	00	001	2	37	0	00	WORKERS COMPENSATION	0	0	-67	0	82.6	15.6
199	11	6144	00	001	2	37	0	00	TRS ON-BEHALF PAYMENTS	0	0	-1,172.00	0	1,441.61	269.61
199	11	6146	00	001	2	37	0	00	TEACHER RETIREMENT	0	0	-404	0	393.28	-10.72