

# San Angelo Independent School District

## Bradford Elementary - TIP

### 2021-2022 Targeted Improvement Plan



**Superintendent:**  
**DCSI/Grant Coordinator:**

Carl Dethloff  
Shelly Huddleston

**Principal:** Berta Carrasco  
**ESC Case Manager:** Randy Gartman  
**ESC Region:** 15

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Shelly Huddleston

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Shelly Huddleston

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Berta Carrasco

# Data Analysis

## Domain 1

**Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

Our Domain 1 goal is to get to 65% approaches, 35% meets, and 15% masters which would result in an overall Domain 1 score of 65 or a D.

## Domain 2A or 2B

**Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.**

Domain 2A Our goal is to focus on Domain 2A-Student Academic Growth. We need to be at a 70% in order to reach a C rating in this domain.

## Domain 3

**Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

Our goal for Domain 3-Closing the gap is 15/30 targets. This will give us a 72 component score, and rating of a C in Domain 3. This will help us achieve an overall rating of a C.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

We are focusing on Math and Reading with our All students group. We have shown a decline in student achievement in the previous two years. Focusing on our All students in both reading and math will help us sustain C domain score.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

We also need to monitor and focus on our EL sub-population in both reading and math subjects. We did not meet the target goal in either subject. If we target this sub-population, it will impact our Domain 1, Domain 2a, and Domain 3.

# Essential Actions

**Essential Action : Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Planning for Implementation**

**Essential Action : Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Fully Implemented**

**Essential Action : Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Fully Implemented**

**Essential Action : Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Partial Implementation**

**Essential Action : Effective classroom routines and instructional strategies.**

**Implementation Level: Partial Implementation**

**Essential Action : Data-driven instruction.**

**Implementation Level: Beginning Implementation**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** We met some but not all of domain one goals. We will continue to work on tier 1 instruction and plan interventions and acceleration to meet the needs of all our students. For domain 3 we met the growth goals. We are still recovering from the COVID learning gap and addressing student needs through small group instruction based on data. We will continue these efforts to help us reach our goals.

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Planning for Implementation

**Rationale:** As the campus instructional leader, we need to evaluate our systems and structures in order to strengthen our leadership for needs of our school community.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Regular coaching sessions with engage to learn coach and district administration.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Staff meeting, site base meetings, PLC, parent communication, a campus leadership team

**Desired Annual Outcome:** Member of the CLT will observe instruction, provide meaningful feedback, review lesson plans, and provide lesson plan feedback in targeted areas of improvement on a weekly basis 80% of the time.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching to principals and members of the CLT, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.

**Desired 90-day Outcome:** All members of the CLT will calendar and implement core leadership tasks that include teacher observations, debriefs, and team meetings based on the campus weekly calendar. The CLT will implement written campus protocols for all PLC meetings 60% of the time.

**District Actions:** If San Angelo ISD provides ongoing support and coaching of the campus leaders, then leaders will be able to implement clear, written, transparent roles and responsibilities and core leadership tasks that are scheduled on weekly calendars.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Campus leadership roles were clearly defined and the work was calendared for each leader including scheduled time for classroom observations/feedback of classroom instruction, PLCs, and key data meetings.



Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> The principal and CLT will put a calendar system in place to collect and track classroom observation data and schedule classroom observations. Leadership will track the weekly calendar and adjust weekly by including make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Observation schedule to monitor and reflect on classroom observation data.</p> <p><b>Person(s) Responsible:</b> Principal and CLT</p> <p><b>Resources Needed:</b> monthly calendar, master schedule, and Observation notes</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 23, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue using the system put in place for this action.</p>
Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> The CLT will develop clear, written, and measurable performance expectations for classroom observations.</p> <p><b>Evidence Used to Determine Progress:</b> Weekly classroom observation form and PL evidence.</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Resources Needed:</b> observation form</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 17, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue using the observation form created for this action.</p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> The CLT will develop PLC/Data meeting protocols that focus on student performance and formative data.</p> <p><b>Evidence Used to Determine Progress:</b> Teachers will complete formative assessment data table to reflect on student learning.</p> <p><b>Person(s) Responsible:</b> Teachers</p> <p><b>Resources Needed:</b> agendas for meetings</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 17, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue using the agendas that include the protocols that focus on student data and classroom evidence at our meetings.</p>

Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> The CLT will participate in leadership coaching from a Vetted Improvement Provider.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching Agendas</p> <p><b>Person(s) Responsible:</b> CLT, Engage2Learn Coach, Campus Academic Success Coach</p> <p><b>Resources Needed:</b> Coaching Agenda, ESuite</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 22, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 17, 2021</p> <p><b>Funding Sources:</b> Coaching for CLT members - 6200-Professional and contracted services - \$21,031</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue this action step throughout the year.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** It may be a challenge for all members of the CLT to follow a weekly calendar and to implement their roles and responsibilities within the cycle time frame.

**What specific action steps address these challenges?:** Action step 1 directly addresses this challenge.

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Rationale:** We need to build capacity when analyzing data to help us determine the root cause of their learning gaps. Students are struggling to learn the concept.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Calendared weekly meeting to support the lesson planning cycle. These meetings will focus on unpacking standards and evaluating student products.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** PLCs, professional learning days, coaching sessions, staff meetings

**Desired Annual Outcome:** Students will make academic progress. Teachers will identify gaps, plan the reteach, and follow through with instructional plans 90 % of the time.

**District Commitment Theory of Action:** If San Angelo ISD supports the structure for PLCs in order to create assessments, and provides resources such as NWEA & MAP testing, Next Steps in Guided Reading, and mClass, then teachers will be able to track student growth, adjust instruction to meet all student needs, and set individual student progress goals.

**Desired 90-day Outcome:** To have 3 data points in order to compare during the cycles data dig including MAP, NSGRA, MClass and formative assessments. Teachers will know the data on their students and plan instruction to meet the needs of all students based on the data 70% of the time.

**District Actions:** If San Angelo ISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards and the district will support the structure for PLCs to create assessments, analyze data, and plan reteach to mastery, then the campus will have the tools they need to determine the root causes as to why students may not have learned a concept, and collaboratively plan effective reteach to meet the needs of all learners.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Students were given at least 3 formative assessments. Teachers analyzed the data from all three assessments and used the data to plan instruction to meet the needs of their students based on the data.

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Calendar weekly PLCs with teachers to support them in disaggregating data to track and monitor the progress of all students. Scheduled grade level meetings will be put in place to support teachers in analyzing the data on time.</p> <p><b>Evidence Used to Determine Progress:</b> Formative Assessment data sheet</p> <p><b>Person(s) Responsible:</b> CLT and teacher</p> <p><b>Resources Needed:</b> PLC Agenda, Calendar of Grade Level Meetings</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 30, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue this during calendared PLC meetings.</p>

Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> PLC with grade level to analyze student work, identify trends in student misconception, and determine the root cause.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agendas and student data</p> <p><b>Person(s) Responsible:</b> teacher and CLT</p> <p><b>Resources Needed:</b> Student work samples and performance assessments</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 17, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue this during calendared PLC meetings.</p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Build in protected time in the master schedule for teachers to plan in-depth lessons and plan small group instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Extended planning coverage schedule and master schedule</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Resources Needed:</b> Extended planning schedule</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 17, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue to protect teacher planning time on the calendar.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Ensuring all teachers come to meetings with their data and have analyzed the data so they know learning needs of their students.

**What specific action steps address these challenges?:** Action step 1 directly addresses this challenge.

**Cycle 2 - (Dec – Feb)**

**Did you achieve your student performance data goals? Why or why not?:** None

**1. Essential Action 1.1:** Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Planning for Implementation

**Rationale:** As the campus instructional leader, we need to evaluate our systems and structures in order to strengthen our leadership for needs of our school community.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Regular coaching sessions with engage to learn coach and district administration.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Staff meeting, site base meetings, PLC, parent communication, a campus leadership team

**Desired Annual Outcome:** Member of the CLT will observe instruction, provide meaningful feedback, review lesson plans, and provide lesson plan feedback in targeted areas of improvement on a weekly basis 80% of the time.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching to principals and members of the CLT, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.

**Desired 90-day Outcome:** CLT is observing teacher instruction, debriefing observation, reviewing lesson plans, and providing teachers high-leverage PL and feedback 70% of the time.

**District Actions:** Engage 2learn coaching and district administrator coaching

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> The principal and CLT will put a calendar system in place to collect and track classroom observation data and schedule classroom observations. The team will calibrate observations for discussion and feedback to grow the skills of the team and help determine the campus PL needed. Leadership will track the weekly calendar and adjust weekly by including make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Update observation schedule and monitor and reflect on classroom observation data.</p> <p><b>Person(s) Responsible:</b> Principal and CLT</p> <p><b>Resources Needed:</b> monthly calendar, master schedule, and Observation notes</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> The CLT will use clear, written, and measurable performance expectations for classroom observations.</p> <p><b>Evidence Used to Determine Progress:</b> Weekly classroom observation form and PL evidence.</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Resources Needed:</b> observation form</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> The CLT will use the PLC/Data meeting protocols that focus on student performance and formative data.</p> <p><b>Evidence Used to Determine Progress:</b> Teachers will complete formative assessment data table to reflect on student learning.</p> <p><b>Person(s) Responsible:</b> Teachers</p> <p><b>Resources Needed:</b> agendas for meetings</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Formative Reviews
<p><b>Action Step 4:</b> The CLT will participate in leadership coaching with a Vetted Improvement Provider.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching Agendas and Engage 2 Learn Badges</p> <p><b>Person(s) Responsible:</b> CLT, Engage2Learn Coach, Campus Academic Success Coach</p> <p><b>Resources Needed:</b> Agendas, ESuite</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Building CLT skills and observations to identify PL and feedback

**What specific action steps address these challenges?:** Action Step 1

**Cycle 2 - (Dec – Feb)**

**2. Essential Action 5.3: Data-driven instruction.**

**Implementation Level:** Beginning Implementation

**Rationale:** We need to build capacity when analyzing data to help us determine the root cause of their learning gaps. Students are struggling to learn the concept.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Calendared weekly meeting to support the lesson planning cycle. These meetings will focus on unpacking standards and evaluating student products.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** PLCs, professional learning days, coaching sessions, staff meetings

**Desired Annual Outcome:** Students will make academic progress. Teachers will identify gaps, plan the reteach, and follow through with instructional plans 90 % of the time.

**District Commitment Theory of Action:** If San Angelo ISD supports the structure for PLCs in order to create assessments, and provides resources such as NWEA & MAP testing, Next Steps in Guided Reading, and mClass, then teachers will be able to track student growth, adjust instruction to meet all student needs, and set individual student progress goals.

**Desired 90-day Outcome:** Teachers will know the data on their students and plan instruction to meet the needs of all students based on the data 80% of the time.

**District Actions:** The district will provide support for the structure of PLCs and any resources needed.

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

Step 1 Details	Formative Reviews
<p><b>Action Step 1:</b> Calendar weekly PLCs with teacher to support them in disaggregating data to track and monitor progress of all students.</p> <p><b>Evidence Used to Determine Progress:</b> Formative Assessment data sheet</p> <p><b>Person(s) Responsible:</b> CLT and teacher</p> <p><b>Resources Needed:</b> none</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Formative Reviews
<p><b>Action Step 2:</b> Attend PLC meetings with grade levels to analyze student work, identify trends in student misconceptions, and determine the root cause for student learning gaps to plan instruction that supports student mastery of skills.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agendas and student data</p> <p><b>Person(s) Responsible:</b> teacher and CLT</p> <p><b>Resources Needed:</b> PLC Agendas and Student Data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Formative Reviews
<p><b>Action Step 3:</b> Build in protected time in the master schedule for teachers to plan in-depth lessons and plan small group instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Extended planning coverage schedule and master schedule and lesson plans</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Resources Needed:</b> Schedule, lesson plan templates, TRS</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** TEKS not being taught to mastery.

**What specific action steps address these challenges?:** Action Step 2



### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:** None

#### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Planning for Implementation

**Rationale:** As the campus instructional leader, we need to evaluate our systems and structures in order to strengthen our leadership for needs of our school community.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Regular coaching sessions with engage to learn coach and district administration.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Staff meeting, site base meetings, PLC, parent communication, a campus leadership team

**Desired Annual Outcome:** Member of the CLT will observe instruction, provide meaningful feedback, review lesson plans, and provide lesson plan feedback in targeted areas of improvement on a weekly basis 80% of the time.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching to principals and members of the CLT, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.

**Desired 90-day Outcome:** CLT is observing teacher instruction, debriefing observation, reviewing lesson plans, and providing teachers high-leverage PL and feedback 80% of the time.

**District Actions:** None

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

**Did you achieve your annual outcome? Why or why not?:** None

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** None

**What specific action steps address these challenges?:** None

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Rationale:** We need to build capacity when analyzing data to help us determine the root cause of their learning gaps. Students are struggling to learn the concept.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Calendared weekly meeting to support the lesson planning cycle. These meetings will focus on unpacking standards and evaluating student products.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** PLCs, professional learning days, coaching sessions, staff meetings

**Desired Annual Outcome:** Students will make academic progress. Teachers will identify gaps, plan the reteach, and follow through with instructional plans 90 % of the time.

**District Commitment Theory of Action:** If San Angelo ISD supports the structure for PLCs in order to create assessments, and provides resources such as NWEA & MAP testing, Next Steps in Guided Reading, and mClass, then teachers will be able to track student growth, adjust instruction to meet all student needs, and set individual student progress goals.

**Desired 90-day Outcome:** Teachers will know the data on their students and plan instruction to meet the needs of all students based on the data 90% of the time.

**District Actions:** None

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

**Did you achieve your annual outcome? Why or why not?:** None

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** None

**What specific action steps address these challenges?:** None

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$19,526.00
<b>+/- Difference</b>					\$19,526.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	4	Coaching for CLT members		\$21,031.00
<b>Sub-Total</b>					\$21,031.00
<b>Budgeted Budget Object Code Amount</b>					\$47,540.00
<b>+/- Difference</b>					\$26,509.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$16,979.00
<b>+/- Difference</b>					\$16,979.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$849.00
<b>+/- Difference</b>					\$849.00
6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$0.00

6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					\$0.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$21,031.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	67	40	98	MAP	45	49	Released STAAR	47		65	
			All	All	Reading	Meets	STAAR	29	18	98	MAP	12	14	Released STAAR	15		16	
			All	All	Reading	Masters	STAAR	12	8	98	MAP	9	3	Released STAAR	10		12	
			All	All	Mathematics	Approaches	STAAR	70	42	98	MAP	45	36	Released STAAR	48		65	
			All	All	Mathematics	Meets	STAAR	36	13	98	MAP	13	7	Released STAAR	15		15	
			All	All	Mathematics	Masters	STAAR	16	5	98	MAP	6	2	Released STAAR	8		10	
			All	All	Science	Approaches	STAAR	48	49	100	MAP	51	23	District Created Benchmark	55		65	
			All	All	Science	Meets	STAAR	21	17	100	MAP	18	0	District Created Benchmark	19		20	
			All	All	Science	Masters	STAAR	3	2	100	MAP	3	0	District Created Benchmark	4		7	
			All	All	Writing	Approaches	STAAR	53	34	93	District Created Benchmark	50	35	District Created Benchmark	50			
			All	All	Writing	Meets	STAAR	20	14	93	District Created Benchmark	15	12	District Created Benchmark	16			
All	All	Writing	Masters	STAAR	3	2	93	District Created Benchmark	3	4	District Created Benchmark	5						
2. Domain 3	Focus 1	Academic Growth Status	All	All Students	Mathematics	NA	STAAR	70	42	98	MAP	50	60	Released STAAR	55		60	
	Focus 2	Academic Growth Status	All	All Students	Reading	NA	STAAR	69	40	98	MAP	50	51	Released STAAR	55		51	

# Addendums