San Angelo Independent School District

Reagan Elementary - TIP

2021-2022 Targeted Improvement Plan

Superintendent:	C. Dethloff	**Principal:**	Brandy Tyner
DCSI/Grant Coordinator:	Shelly Huddleston	**ESC Case Manager:**	Rrandy 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: Brandy Tyner

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.

Domain 1

Our Domain 1 goal is to get to 65% approaches, 36% meets, and 12% 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 2A-Student Academic Growth. We need to be at a 70% in order to reach a C rating in the 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.

Domain 3

Our goal for Domain 3-Closing the gap is 14/30 targets. This will give us a 72 component score, and a rating of a C in Domain 3.

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 focused on Math and Reading with our all student group. We have seen a decline in student achievement in the previews two years. Focusing on our all student 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 Economically Disadvantaged sub-population in both reading and math. We did not meet target goals in either subject. If we target this sub-population, we will impact all three Domains.

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: Beginning Implementation

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

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 did not achieve our student performance data goals for cycle 1. We feel like this is due to the COVID slide and students missing instruction- many were virtual and need time to catch up. We met the domain 3 focus goals for growth.

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? We will clearly define the roles and responsibilities of all campus leaders to include scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings, and meet weekly with the DCIS, The Director of Campus Academic Success, or Engage2Learn for leadership coaching.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT committee will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities with staff to gather feedback. rationale will be shared at Campus Improvement team meetings as well as at the public meeting when discussing accountability results.

Desired Annual Outcome: Members 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 of 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: Members of the CLT will have a shared vision to observe classroom instruction and debrief observations weekly 70% 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 (Including observations, debriefs, and leadership team meetings) 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
Action Step 1: The principal and CLT will put a system in place to track classroom observation data and follow a schedule for leadership 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. **Evidence Used to Determine Progress:** The CLT will follow the updated classroom observation schedules to monitor classroom instruction. They will meet weekly to reflect on classroom observation data and determine areas to focus on for improvement. **Person(s) Responsible:** Principal, AP, Instructional Coach **Resources Needed:** Observation Notes; Master Schedule **Addresses an Identified Challenge:** Yes **Start Date:** August 17, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue using the system put in place for this action.

Step 2 Details	Formative Reviews
Action Step 2: The CLT will develop a clear, written, and measurable performance observation. **Evidence Used to Determine Progress:** Weekly classroom observation form and PL evidence **Person(s) Responsible:** Principal, AP, Instructional Coach **Resources Needed:** Observation form **Addresses an Identified Challenge:** No **Start Date:** August 17, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** We will continue using the observation form created for this action.

Step 3 Details	Formative Reviews
Action Step 3: The CLT will develop meeting protocols that focus on student data and classroom evidence. **Evidence Used to Determine Progress:** The CLT will develop meeting protocols that focus on student data and classroom evidence. **Person(s) Responsible:** CLT **Resources Needed:** Agendas for meetings **Addresses an Identified Challenge:** No **Start Date:** August 17, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue using the agendas that include the protocols that focus on student data and classroom evidence at our meetings.

Step 4 Details	Formative Reviews

Action Step 4: The CLT will participate in leadership coaching with a Vetted Improvement Provider.
 	
    Evidence Used to Determine Progress: Engage2Learn Badges
    Person(s) Responsible: CLT, Engage2Learn Coach, Campus Academic Success Coach
    Resources Needed: Coaching Agenda, ESuite
    Addresses an Identified Challenge: None
 	
    Start Date: August 17, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021
    Funding Sources: Coaching for CLT members - 6200-Professional and contracted services - $21,031
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue coaching throughout the year.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: When staff is out and the observations scheduled need to be adjusted, it can be a challenge to find a time that fits the leadership calendar each week. .

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

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 student learning gaps when students are struggling to learn a concept.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will attend calendared weekly meetings 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?: These priorities will be shared through campus updates, and in the PLC overview and schedules. The essential actions and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. The administrative team will guide and model the planning process with each PLC team as the standard for well planned rigorous lessons. Teachers will see the evidence of well planned lessons in their improved data.

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 80% 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

Action Step 1: Calendared weekly PLC meetings with grade levels to support disaggregating data and monitor student success. Teachers are reminded through an outlook calendar invite for these meetings as well as a weekly email reminder.
    Evidence Used to Determine Progress: Formative assessment data sheet
    Person(s) Responsible: Teacher and CLT
    Resources Needed: PLC Agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 17, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: We will continue these calendared weekly PLC meetings.

Step 2 Details	Formative Reviews

Action Step 2: PLC's will analyze student work and identify trends in student misconceptions and determine the root cause.
 	
    Evidence Used to Determine Progress: PLC agendas, lesson plans, and student data
    Person(s) Responsible: Teacher and CLT
    Resources Needed: Teacher Resource System (TRS)
    Addresses an Identified Challenge: No
 	
    Start Date: August 17, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue this during calendared PLC meetings.

Step 3 Details	Formative Reviews

Action Step 3: Build in protected time for teachers to plan indepth lesson along with small group instuction.
 	
    Evidence Used to Determine Progress: Lesson plans and Master Schedule
    Person(s) Responsible: CLT
    Resources Needed: Lesson Plan Teplate
    Addresses an Identified Challenge: No
 	
    Start Date: August 17, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue to protect teacher planning time on the calendar.

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 the learning needs of their students. With the use of progress monitoring teachers will be able to address student learning gaps that will lead to student success.

What specific action steps address these challenges?: Action step 1 directly addresses this challenge because tracking the information from the calendar will let the CLT know who is getting the support they need through the PLC meetings.

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? We will clearly define the roles and responsibilities of all campus leaders to include scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings, and meet weekly with the DCIS, The Director of Campus Academic Success, or Engage2Learn for leadership coaching.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT committee will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities with staff to gather feedback. rationale will be shared at Campus Improvement team meetings as well as at the public meeting when discussing accountability results.

Desired Annual Outcome: Members 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 of 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 observations, reviewing lesson plans, and providing teachers , providing high-leverage PL and feedback weekly 75% of the time.

District Actions: Engage 2 Learn Coach, and Director of Campus Academic Success will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews
Action Step 1: The principal and CLT will use the system in place to track classroom observation data and follow a schedule for leadership 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. **Evidence Used to Determine Progress:** The CLT will follow the updated classroom observation schedules to monitor classroom instruction. They will meet weekly to reflect on classroom observation data and determine areas to focus on for improvement. **Person(s) Responsible:** Principal, AP, Instructional Coach **Resources Needed:** Observation Notes; Master Schedule **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Formative Reviews
Action Step 2: The CLT will use a clear, written, and measurable performance observation. **Evidence Used to Determine Progress:** Weekly classroom observation form and PL evidence **Person(s) Responsible:** Principal, AP, Instructional Coach **Resources Needed:** Observation form **Addresses an Identified Challenge:** No **Start Date:** December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Formative Reviews
Action Step 3: The CLT will follow meeting protocols that focus on student data and classroom evidence. **Evidence Used to Determine Progress:** The CLT will develop meeting protocols that focus on student data and classroom evidence. **Person(s) Responsible:** CLT **Resources Needed:** Agendas for meetings **Addresses an Identified Challenge:** No **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Formative Reviews
Action Step 4: The CLT will participate in leadership coaching with a Vetted Improvement Provider.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Engage2Learn Badges	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: CLT, Engage2Learn Coach, Campus Academic Success Coach	
Resources Needed: Coaching Agenda, ESuite	
Addresses an Identified Challenge: None	
Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	
Funding Sources: Coaching for CLT members - 6200-Professional and contracted services	

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

What specific action steps address these challenges?: 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 student learning gaps when students are struggling to learn a concept.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will attend calendared weekly meetings 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?: These priorities will be shared through campus updates, and in the PLC overview and schedules. The essential actions and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. The administrative team will guide and model the planning process with each PLC team as the standard for well planned rigorous lessons. Teachers will see the evidence of well planned lessons in their improved data.

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 85% of the time.

District Actions: SAISD will provide access to the resources need to track student progress.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews

Action Step 1: During PLC's Analyze student work and identify trends in student misconceptions and determine the root cause.
 	
    Evidence Used to Determine Progress: PLC agendas, lesson plans, and student data
    Person(s) Responsible: Teacher and CLT
    Resources Needed: Student work samples
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Formative Reviews

Action Step 2: Build in protected time for teachers to plan indepth lesson along with small group instuction.
 	
    Evidence Used to Determine Progress: Lesson plans and Master Schedule
    Person(s) Responsible: CLT
    Resources Needed: TRS, lesson plan template, data
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Formative Reviews

Action Step 3: Calendared weekly PLC meetings with grade levels to support disaggregating data and monitor and plan for student success. Teachers are reminded through an outlook calendar invite for these meetings as well as a weekly email reminder.
 	
    Evidence Used to Determine Progress: Formative assessment data sheet
    Person(s) Responsible: Teacher and CLT
    Resources Needed: PLC Agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Missing gaps in instruction.

What specific action steps address these challenges?: Action Step 3

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? We will clearly define the roles and responsibilities of all campus leaders to include scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings, and meet weekly with the DCIS, The
Director of Campus Academic Success, or Engage2Learn for leadership coaching.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT committee will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities with staff to gather feedback. rationale will be shared at Campus Improvement team meetings as well as at the public meeting when discussing accountability results.

Desired Annual Outcome: Members 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 of 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 observations, reviewing lesson plans, and providing teachers , providing high-leverage PL and feedback weekly 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 student learning gaps when students are struggling to learn a concept.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will attend calendared weekly meetings 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?: These priorities will be shared through campus updates, and in the PLC overview and schedules. The essential actions and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. The administrative team will guide and model the planning process with each PLC team as the standard for well planned rigorous lessons. Teachers will see the evidence of well planned lessons in their improved data.

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
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$19,526.00
				+/- Difference	$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
2	1	4	Coaching for CLT members		$0.00
				Sub-Total	$21,031.00
				Budgeted Budget Object Code Amount	$47,540.00
				+/- Difference	$26,509.00
			6300-Supplies and materials		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$16,979.00
				+/- Difference	$16,979.00
			6400-Other operating costs		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$849.00
				+/- Difference	$849.00
			6600-Capital Outlay		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

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

								% of Assessments								
											Cycle 1			Cycle 2		2022 Accountability Goal	
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	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	60	53	95	MAP	55	48	MAP	58		65	
			All	All	Reading	Meets	STAAR	32	31	95	MAP	32	18	MAP	34		35	
			All	All	Reading	Masters	STAAR	7	10	95	MAP	10	9	MAP	11		12	
			All	All	Mathematics	Approaches	STAAR	65	50	95	MAP	52	38	MAP	55		65	
			All	All	Mathematics	Meets	STAAR	36	33	95	MAP	34	14	MAP	35		36	
			All	All	Mathematics	Masters	STAAR	15	10	95	MAP	11	3	MAP	12		13	
			All	All	Science	Approaches	STAAR	40	48	92	MAP	50	43	MAP	53		65	
			All	All	Science	Meets	STAAR	23	20	92	MAP	21	8	MAP	22		23	
			All	All	Science	Masters	STAAR	0	2	92	MAP	3	0	MAP	4		5	
			All	All	Writing	Approaches	STAAR	63	41	100	MAP	50	48	MAP	55			
			All	All	Writing	Meets	STAAR	28	24	100	MAP	23	18	MAP	24			
			All	All	Writing	Masters	STAAR	7	4	100	MAP	5	9	MAP	6			
2. Domain 3	Focus 1	Academic Growth Status	All	All Students	Reading	NA	STAAR	60	53	95	MAP	55	63	Released STAAR	60		63	
	Focus 2	Academic Growth Status	All	All Students	Mathematics	NA	STAAR	65	50	95	MAP	55	64	Released STAAR	57		60	

Addendums