San Angelo Independent School District
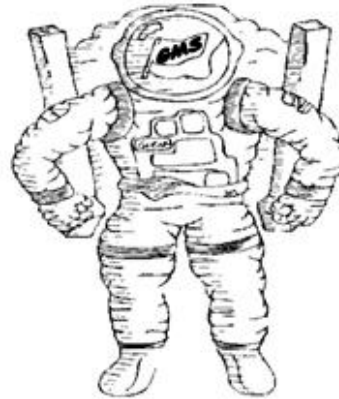
Glenn Middle School - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Carl Dethloff   **Principal:** Michael Kalnbach
DCSI/Grant Coordinator: Wes Underwood   **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: Wes Underwood

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: Wes Underwood

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: Michael Kalnbach

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 I goal is to achieve a component score of 39 and a scale score of 71. We will do this by achieving the following results on STARR in 2022:

Approaches: 70

Meets: 33

Masters: 15

We are focusing on data-driven instruction and have allowed for daily PLCs in our core subject and tested areas for the 2021-2022 school year. This allows teachers to intentionally design, analyze classroom data, and group students in a way that maximizes learning and growth. We believe that having all students for in-person instruction this year will help achieve our goals.

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.

Our goal for 2A (Academic Growth) is to achieve a component score of 66 with a scaled score of 70. Glenn had over 20% of students receive instruction online last year. We have developed supports to help students during the school day and have refined processes to prioritize students and objectives. Students are also goal setting with mentor teachers and tracking progress to identify areas of need throughout the year.

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 is a component Score of 25 and a scaled score of 68. Glenn is aiming for achieving 5 targets in academic achievement, 5 targets in growth, and meeting the EL Proficiency status. This is an increase of 3 targets in academic achievement (ELA Eco Dis, ELA Hispanic, and Math Eco DIS), 5 targets for growth (ELA Eco Dis, ELA Hispanic, ELA ELL, Math Eco Dis, and Math Hispanic), and maintaining in EL proficiency as compared to 2019.

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?

Our focus for 2022 will be math and reading growth. We will prioritize these focus areas to support our students in making up for learning loss from COVID. Prioritizing math and reading will improve our overall data for the current school year in all student groups. Focusing on growth increases student ownership of their learning because the goal is attainable. Students who are behind academically engage more in their learning if they have a reachable goal. If our students meet the growth measures the accountability domain scores will increase greatly.

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

We will focus on our Eco Dis, ELs, and Special Education students. These groups of students need to be prioritized this year in terms of their growth. Focusing on these student groups will help support our accountability scores across the board, but particularly in Domain 3 since these targets were missed.

Essential Actions

Essential Action : Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We got everything into place that we set out to get into place at the beginning of the school year. Our student performance met the goals for some grade levels and projected proficiency levels. Students did not meet the performance goals in a few grade levels and projected proficiency levels.

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial Implementation

Rationale: Students are not reading at levels that are appropriate for success in their current grade levels or on assessments. SAISD has partnered with Scholastic for the purpose of improving ELAR instructional practices. Literacy is a major focus of our district. We have created a comprehensive planning process that focuses on alignment, engagement, quality questioning, and assessment and began implementation in the 20-21 school year. The new PLC cycle will serve to focus our efforts with instruction, engagement, and assessment to the verbs of the TEKS to make sure we are aligned to the objectives. Students will read on grade level positively impacting their academic success in all subject areas.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will build capacity by partnering with the Curriculum and Instruction department and E2L. We will train all new staff on the clear and structured PLC Cycle that includes lesson planning protocols that are based on data and clearly defined curricular goals. As well, the district has partnered with Scholastic to help improve reading instruction effectiveness.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to our students and parents through our Teacher Mentor Network student goal-setting process. Each student has a teacher mentor that communicates with them and their parents about their individual goals and how their individual goals align with the broader campus goals specifically related to reading, but also other academic, social, and behavioral goals.

Desired Annual Outcome: By May 2022, 100% of all classrooms observed weekly will show evidence that direct instruction, instructional activities, and/or assessments are requiring students to do what the verb of the objective is requiring them to do.

District Commitment Theory of Action: If the District provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the District has effective systems for identifying and supporting struggling learners, and the district policies and practices support effective instruction in schools, then the campus will have the tools they need to have quality PLC meetings that consistently focus on data and protocols for planning to meet the needs of all learners.

Desired 90-day Outcome: By December 2021, 90% of all classrooms observed weekly will show evidence that direct instruction, instructional activities, and/or assessments are requiring students to do what the verb of the objective is requiring them to do.

District Actions: The district will provide support with implementation of the PLC process and calibrate walkthrough process with campus administrators.

Did you achieve your 90 day outcome?: Yes

Why or why not?: It was noted on 98% of all campus walkthroughs that instruction, assessment, or activities were aligned to the verb of the objective.

Step 1 Details	Formative Reviews

Action Step 1: Create model lesson planning through PLC Cycle for core content areas. All new staff will be trained on this process through campus-directed professional learning and district-level professional development through the New Teacher Academy.
    Evidence Used to Determine Progress: Lesson Planning Document
    Person(s) Responsible: Campus Admin Team / District C&I
    Resources Needed: Lesson Planning Doc and time
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 1, 2021
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Monitor lesson plan development in PLC cycle. Review training on January 3 campus PLC design day.

Step 2 Details	Formative Reviews

Action Step 2: Debrief with PLC teams and campus leadership to review boosters and barriers of PLC process.
    Evidence Used to Determine Progress: Debrief notes
    Person(s) Responsible: Campus Admin Team; Curriculum and Instruction
    Resources Needed: Time
    Addresses an Identified Challenge: No
 	
    Start Date: September 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** November 30, 2021
    Funding Sources: - 6300-Supplies and materials - $500
	Progress toward Action Steps: Some Progress
	Necessary Adjustments/Next Steps: Monitor this process throughout the rest of the year.

Step 3 Details	Formative Reviews

Action Step 3: Campus administration will develop a walkthrough schedule to monitor alignment of PLC process to instructional delivery in the classroom and provide feedback to teachers.
    Evidence Used to Determine Progress: Completed walkthroughs and feedback notes.
    Person(s) Responsible: Campus administrative team
    Resources Needed: Time
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 8, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** December 10, 2021
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: Continue to evaluate the feedback process to ensure it is meaningful to teachers.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We will face the challenge of staff who are new to the profession and/or have not been trained to ensure that all lesson activities and assessments are aligned to the depth and complexity of the objectives.

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

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: We need to continue the work that was started last year with the regular and systematic approach to assessment, data disaggregation, planning for intervention and extension, and differentiated intervention and extension.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? In partnership with Engage2Learn, Scholastic, and Math Solutions through our PLC process, all teachers will be given protected time to meet frequently and regularly for in-depth conversations about formative and interim student data to determine adjustments to instruction, setting, groupings, and materials focused on meeting the needs of both struggling learners and learners needing acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our annual summer professional learning. We will continually get feedback from students and teachers through regular PLC meetings and the collection of student exemplars to gauge the success of the process. We will communicate this process and priority to our parents through our monthly parent updates as well as through our PTO meetings and Site-Based meetings.

Desired Annual Outcome: By December, 2021 all PLC's will have completed at least two learning cycles which include the data disaggregation meetings, analysis of student exemplars, planning for intervention and extension, differentiated instructional intervention, and reteaching and reassessing.

District Commitment Theory of Action: If the District provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical),and the District has effective systems for identifying and supporting struggling learners, and the district policies and practices support effective instruction in schools, then the campus will have the tools they need to have quality PLC meetings that consistently focus on data and protocols for planning to meet the needs of all learners.

Desired 90-day Outcome: By the end of the eleventh week of school, all PLCs will have a comprehensive plan for consistent calendared targeted intervention systems based on data collected from MAP as well as common formative assessments.

District Actions: The District will continue to provide support for PLC cycle process and development of assessments.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All PLCs have a comprehensive plan for intervention (re-teaching, differentiation, and re-assessing for mastery) based on the MAP data, but also using an objectives-based approach to determining the effectiveness of instruction and the overall and individual mastery of specific objectives.

Step 1 Details	Formative Reviews

Action Step 1: Design and communicate clear expectations for the PLC process due to the 50% reduction in planning time that teachers have this year.
    Evidence Used to Determine Progress: Documentation of clear expectations for how PLCs will operate (one-pager) due to the loss of planning time that was included in the previous year.
    Person(s) Responsible: Principal, IC
    Resources Needed: Norms, Exemplar lesson plans, CKH social contract exemplars
    Addresses an Identified Challenge: None
 	
    Start Date: September 1, 2021 - **Frequency:** One Time - **Evidence Collection Date:** December 17, 2021
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: Conduct current state/optimal state evaluation of campus PLC process and adjust as needed.

Step 2 Details	Formative Reviews

Action Step 2: Design comprehensive lesson plan submission process for monitoring the planning process in PLCs.
  Evidence Used to Determine Progress: Weekly lesson plans submitted by teachers
  Person(s) Responsible: Principal, IC
  Resources Needed: Exemplar lesson plans
  Addresses an Identified Challenge: None
 	
  Start Date: September 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** December 17, 2021
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Continue to monitor lesson plan submission and provide timely feedback to teachers.

Step 3 Details	Formative Reviews

Action Step 3: Assign campus administrators to each PLC and monitor the creation and delivery of assessments and interventions through data analysis.
  Evidence Used to Determine Progress: Exemplar assessments
  Person(s) Responsible: All principals, IC
  Resources Needed: n/a
  Addresses an Identified Challenge: None
 	
  Start Date: September 8, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** December 17, 2021
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Monitor PLC lesson plan assignments through classroom walkthroughs and review intervention groups.

Step 4 Details	Formative Reviews

Action Step 4: Analyze MAP data with teachers during PLCs.
  Evidence Used to Determine Progress: MAP reports
  Person(s) Responsible: Principal, IC
  Resources Needed: MAP growth and proficiency reports.
  Addresses an Identified Challenge: None
 	
  Start Date: October 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** November 1, 2021
	Progress toward Action Steps: Some Progress
	
	Necessary Adjustments/Next Steps: We will use the Winter MAP test to analyze student growth and mastery of objectives to continue our process for intervention and extension.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Not all teachers have been trained on how to plan for and deliver targeted intervention for their classes.

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

Cycle 2 - (Dec – Feb)

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

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial Implementation

Rationale: Students are not reading at levels that are appropriate for success in their current grade levels or on assessments. SAISD has partnered with Scholastic for the purpose of improving ELAR instructional practices. Literacy is a major focus of our district. We have created a comprehensive planning process that focuses on alignment, engagement, quality questioning, and assessment and began implementation in the 20-21 school year. The new PLC cycle will serve to focus our efforts with instruction, engagement, and assessment to the verbs of the TEKS to make sure we are aligned to the objectives. Students will read on grade level positively impacting their academic success in all subject areas.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will build capacity by partnering with the Curriculum and Instruction department and E2L. We will train all new staff on the clear and structured PLC Cycle that includes lesson planning protocols that are based on data and clearly defined curricular goals. As well, the district has partnered with Scholastic to help improve reading instruction effectiveness.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to our students and parents through our Teacher Mentor Network student goal-setting process. Each student has a teacher mentor that communicates with them and their parents about their individual goals and how their individual goals align with the broader campus goals specifically related to reading, but also other academic, social, and behavioral goals.

Desired Annual Outcome: By May 2022, 100% of all classrooms observed weekly will show evidence that direct instruction, instructional activities, and/or assessments are requiring students to do what the verb of the objective is requiring them to do.

District Commitment Theory of Action: If the District provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the District has effective systems for identifying and supporting struggling learners, and the district policies and practices support effective instruction in schools, then the campus will have the tools they need to have quality PLC meetings that consistently focus on data and protocols for planning to meet the needs of all learners.

Desired 90-day Outcome: By February 2022, 95% of all classrooms observed weekly will show evidence that direct instruction, instructional activities, and/or assessments are requiring students to do what the verb of the objective is requiring them to do.

District Actions: Conduct and review walkthroughs with campus administration to monitor for alignment.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews

Action Step 1: Debrief with PLC teams and campus leadership to review boosters and barriers of PLC process.
    Evidence Used to Determine Progress: Debrief notes
    Person(s) Responsible: Campus Admin Team; Curriculum and Instruction
    Resources Needed: Time
    Addresses an Identified Challenge: No
 	
    Start Date: September 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** November 30, 2021
    Funding Sources: - 6300-Supplies and materials - $500
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps: Monitor lesson planning

Step 2 Details	Formative Reviews

Action Step 2: Campus administration will continue with walkthrough schedule to monitor alignment of PLC process to instructional delivery in the classroom and provide feedback to teachers.
    Evidence Used to Determine Progress: Completed walkthroughs and feedback notes.
    Person(s) Responsible: Campus administrative team
    Resources Needed: Time
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 8, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** December 10, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Formative Reviews

Action Step 3: Campus administration will develop a walkthrough schedule to monitor alignment of PLC process to instructional delivery in the classroom and provide feedback to teachers.
    Evidence Used to Determine Progress: Completed walkthroughs and feedback notes.
    Person(s) Responsible: Campus administrative team
    Resources Needed: Time
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 8, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** December 10, 2021
	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?: Implementation of aligned lesson plans in the classroom.

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

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: We need to continue the work that was started last year with the regular and systematic approach to assessment, data disaggregation, planning for intervention and extension, and differentiated intervention and extension.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? In partnership with Engage2Learn, Scholastic, and Math Solutions through our PLC process, all teachers will be given protected time to meet frequently and regularly for in-depth conversations about formative and interim student data to determine adjustments to instruction, setting, groupings, and materials focused on meeting the needs of both struggling learners and learners needing acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our annual summer professional learning. We will continually get feedback from students and teachers through regular PLC meetings and the collection of student exemplars to gauge the success of the process. We will communicate this process and priority to our parents through our monthly parent updates as well as through our PTO meetings and Site-Based meetings.

Desired Annual Outcome: By December, 2021 all PLC's will have completed at least two learning cycles which include the data disaggregation meetings, analysis of student exemplars, planning for intervention and extension, differentiated instructional intervention, and reteaching and reassessing.

District Commitment Theory of Action: If the District provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical),and the District has effective systems for identifying and supporting struggling learners, and the district policies and practices support effective instruction in schools, then the campus will have the tools they need to have quality PLC meetings that consistently focus on data and protocols for planning to meet the needs of all learners.

Desired 90-day Outcome: By the end of February 2022, all PLCs will have fully implemented their comprehensive plan for consistent calendared targeted intervention systems based on data collected from MAP as well as common formative assessments.

District Actions: The District will continue to provide support for PLC cycle process and development of assessments.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews
Action Step 1: Design and communicate clear expectations for the PLC process due to the 50% reduction in planning time that teachers have this year. **Evidence Used to Determine Progress:** Documentation of clear expectations for how PLCs will operate (one-pager) due to the loss of planning time that was included in the previous year. **Person(s) Responsible:** Principal, IC **Resources Needed:** Norms, Exemplar lesson plans, CKH social contract exemplars **Addresses an Identified Challenge:** None **Start Date:** September 1, 2021 - **Frequency:** One Time - **Evidence Collection Date:** December 17, 2021	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Formative Reviews
Action Step 2: Analyze MAP data with teachers during PLCs.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: MAP reports	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Principal, IC	
Resources Needed: MAP growth and proficiency reports.	
Addresses an Identified Challenge: None	
Start Date: October 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** November 1, 2021	
Step 3 Details	**Formative Reviews**
Action Step 3: Review intervention groups and adjust based on formative assessments and quarterly assessment data.	**Progress toward Action Steps:** No Progress
Evidence Used to Determine Progress: Group lists and intervention strategies	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: PLC, IC	
Resources Needed: Data	
Addresses an Identified Challenge: Yes	
Start Date: January 4, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** March 11, 2022	

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Aligning the specific strategies for intervention for specific students who are not mastering content.

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

Implementation Level: Partial Implementation

Rationale: Students are not reading at levels that are appropriate for success in their current grade levels or on assessments. SAISD has partnered with Scholastic for the purpose of improving ELAR instructional practices. Literacy is a major focus of our district. We have created a comprehensive planning process that focuses on alignment, engagement, quality questioning, and assessment and began implementation in the 20-21 school year. The new PLC cycle will serve to focus our efforts with instruction, engagement, and assessment to the verbs of the TEKS to make sure we are aligned to the objectives. Students will read on grade level positively impacting their academic success in all subject areas.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will build capacity by partnering with the Curriculum and Instruction department and E2L. We will train all new staff on the clear and structured PLC Cycle that includes lesson planning protocols that are based on data and clearly defined curricular goals. As well, the district has partnered with Scholastic to help improve reading instruction effectiveness.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities to our students and parents through our Teacher Mentor Network student goal-setting process. Each student has a teacher mentor that communicates with them and their parents about their individual goals and how their individual goals align with the broader campus goals specifically related to reading, but also other academic, social, and behavioral goals.

Desired Annual Outcome: By May 2022, 100% of all classrooms observed weekly will show evidence that direct instruction, instructional activities, and/or assessments are requiring students to do what the verb of the objective is requiring them to do.

District Commitment Theory of Action: If the District provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the District has effective systems for identifying and supporting struggling learners, and the district policies and practices support effective instruction in schools, then the campus will have the tools they need to have quality PLC meetings that consistently focus on data and protocols for planning to meet the needs of all learners.

Desired 90-day Outcome: By May 2022, 100% of all classrooms observed weekly will show evidence that direct instruction, instructional activities, and/or assessments are requiring students to do what the verb of the objective is requiring them to do.

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: Partial Implementation

Rationale: We need to continue the work that was started last year with the regular and systematic approach to assessment, data disaggregation, planning for intervention and extension, and differentiated intervention and extension.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? In partnership with Engage2Learn, Scholastic, and Math Solutions through our PLC process, all teachers will be given protected time to meet frequently and regularly for in-depth conversations about formative and interim student data to determine adjustments to instruction, setting, groupings, and materials focused on meeting the needs of both struggling learners and learners needing acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our annual summer professional learning. We will continually get feedback from students and teachers through regular PLC meetings and the collection of student exemplars to gauge the success of the process. We will communicate this process and priority to our parents through our monthly parent updates as well as through our PTO meetings and Site-Based meetings.

Desired Annual Outcome: By December, 2021 all PLC's will have completed at least two learning cycles which include the data disaggregation meetings, analysis of student exemplars, planning for intervention and extension, differentiated instructional intervention, and reteaching and reassessing.

District Commitment Theory of Action: If the District provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical),and the District has effective systems for identifying and supporting struggling learners, and the district policies and practices support effective instruction in schools, then the campus will have the tools they need to have quality PLC meetings that consistently focus on data and protocols for planning to meet the needs of all learners.

Desired 90-day Outcome: By February 2022, all PLCs will have fully implemented their comprehensive plan for consistent calendared targeted intervention systems based on data collected from MAP as well as common formative assessments.

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	$14,526.00
				+/- Difference	$14,526.00
			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$47,540.00
				+/- Difference	$47,540.00
			6300-Supplies and materials		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$500.00
2	1	1			$500.00
				Sub-Total	$1,000.00
				Budgeted Budget Object Code Amount	$31,264.00
				+/- Difference	$30,264.00
			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	$1,000.00

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2022 Accountability Goal Summative Goal	2022 Accountability Goal Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	70	53	93	MAP	68	75	MAP	70		75	
		All	All	Reading	Meets	STAAR	38	29	93	MAP	35	41	MAP	35		40	
		All	All	Reading	Masters	STAAR	18	11	93	MAP	20	15	MAP	20		35	
		All	All	Mathematics	Approaches	STAAR	77	53	91	MAP	65	70	MAP	68		70	
		All	All	Mathematics	Meets	STAAR	40	25	91	MAP	35	27	MAP	35		35	
		All	All	Mathematics	Masters	STAAR	13	10	91	MAP	20	7	MAP	20		25	
		All	All	Science	Approaches	STAAR	78	52	93	MAP	75	72	MAP	80		85	
		All	All	Science	Meets	STAAR	41	30	93	MAP	40	43	MAP	45		45	
		All	All	Science	Masters	STAAR	17	17	93	MAP	30	16	MAP	35		35	
		All	All	Writing	Approaches	STAAR	68	59	93	Interim Assessment	65	88	Interim Assessment	70			
		All	All	Writing	Meets	STAAR	35	25	93	Interim Assessment	35	13	Interim Assessment	35			
		All	All	Writing	Masters	STAAR	13	9	93	Interim Assessment	20	13	Interim Assessment	20			
		All	All	Social Studies	Approaches	STAAR	59	43	92	District Created Benchmark	60	0	District Created Benchmark	65		70	
		All	All	Social Studies	Meets	STAAR	24	19	92	District Created Benchmark	25	0	District Created Benchmark	25		30	
		All	All	Social Studies	Masters	STAAR	9	9	92	District Created Benchmark	10	0	District Created Benchmark	10		15	
2. Domain 3	Focus 1 Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	27	14	92	MAP	30	46	MAP	33		36	
	Focus 2 Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	25	20	100	MAP	28	53	MAP	32		35	

Addendums