Mansfield Independent School District

Cross Timbers Intermediate School - TIP

2023-2024 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Principal: Bianca Green
ESC Case Manager:
ESC Region:

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:

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:

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: Bianca Green

Attestation

2023-2024 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 23 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DCSI Name:
DCSI Title/Position:

Superintendent Name:
Date:

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year in Domain 1? What challenges are you anticipating in Achieving your subject area Student Achievement goals?

School Progress

What accountability goal has your campus set for this year in Domain 2A? What challenges are you anticipating in achieving your school progress domain goals?

Closing the Gaps

What accountability goal has your campus set for this year in Domain 3? What 3 - 4 priority targets are you focusing on in Domain 3? Why have you identified these groups/subjects?

Self Assessment

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Key Practice:

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

Success Criteria:

- Comprehensive list of responsibilities, including teachers assigned for supervision
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

Evidence:

Weekly calendar invites with Leadership Team; observation and feedback cycles will be calendared (in sync) soon;

Implementation Level:

Work is Underway

Key Practice:

Performance expectations are clear, written, measurable, and match the job responsibilities.

Success Criteria:

- Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year

Evidence:

Roles for admin team have been assigned; fine tuning for clarification is underway;

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Success Criteria:

- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings

Evidence:

Protocol are in place; consistency occuring as PLC meetings occur

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders meet weekly to focus on student progress and formative data.

Success Criteria:

- Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

Evidence:

Weekly meetings (2 times a week) for student progress and data disaggregation

Implementation Level:

Work is Underway

Key Practice:

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Success Criteria:

- Principals' calender reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings)
- Principals' calendar includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Evidence:

Weekly admin meetings with campus leaders; soon to start leadership PD with campus leaders

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Key Practice:

Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

Success Criteria:

- Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students
- Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency

Evidence:

Campus mission and values as well as feedback was collected collaboratively as a team.

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Success Criteria:

- Campus vision, mission, values, and/or goals articulate:
    - High expectations and shared ownership for student success
    - Ambitious student learning through rigorous and engaging lessons
    - Support for teachers to implement high leverage teaching practices
- Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies

Evidence:

Campus Vision and Mission has been articulated amongst teachers. Goal setting is evident.

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Success Criteria:

- Practices and policies are captured in writing and consistently implemented with fidelity
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed
- Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies
- Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them

Evidence:

Teachers display artifacts in the classroom and hallways that align to the vision

Implementation Level:

Work is Underway

Essential Action Reflection:

Most (at least half) of the key practices are substantially in place and functioning

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Key Practice:

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Success Criteria:

- Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships
- Uses referrals from current high-performing teachers in the recruitment and selection of staff
- Develops and strategically deploys marketing materials that present the school as an attractive place to work
- Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate

Evidence:

Teachers have been recruited for the school year. Campus 100% staffed with Highlty Qualified Teachers

Implementation Level:

Substantially in place and functioning

Key Practice:

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.

Success Criteria:

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop
- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

Evidence:

Campus leads are included wiht the interviewing of candiate for the specific team in which hiring

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus leaders implement targeted and personalized strategies to retain high-performing staff.

Success Criteria:

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition

Evidence:

Monthly morale boosters for teachers and staff planned by counselors; monthly team building activities planned by PE teachers.

Implementation Level:

Work is Underway

Key Practice:

Teacher placements are strategic based on student need and teacher strengths.

Success Criteria:

- Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff

Evidence:

All teachers were strategically placed in content areas based on experience/strength of content knowledge

Implementation Level:

Substantially in place and functioning

Key Practice:

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

Success Criteria:

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills
- Targeted training includes adult facilitation and team dynamics

- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

Evidence:

Grade levels have identified Dept. Chairs based on content strengths, previous data, and leadership skills

Implementation Level:

Work is Underway

Key Practice:

Preferred substitutes are recruited and retained.

Success Criteria:

- Effective substitutes are identified and prioritized in short-term placement/deployment
- Ineffective substitutes are also identified and de-prioritized/prohibited

Evidence:

Consistent subs are retained and return to campus consistently

Implementation Level:

Work is Underway

Essential Action Reflection:

Most (at least half) of the key practices are substantially in place and functioning

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Key Practice:

Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Success Criteria:

- Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students
- Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management
- Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies)
- Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation

Evidence:

Campus-based PBIS Committee Formed and implentation includes CHAMPS, CKH and in-house behavior flow chart. Each team has a parent communicaton log.

Implementation Level:

Work is Underway

Key Practice:

Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

Success Criteria:

- School wide routines include steps for students that are clear, action-oriented, and easy to remember
- School wide routines include clear steps for adults to take to support students in meeting the expectations of routines
- Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

Evidence:

Campus routines and coverage in place for morning, lunch and after school duties; Admin Team and Teachers are visible during transtion times

Implementation Level:

Work is Underway

Key Practice:

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

Success Criteria:

- Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations
- There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented
- Staff uses consistent responses to student behaviors
- Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

Evidence:

PBIS committee created : Wolf-Mart, Timber 10 - Respect Agreements to live by; Capturing Kids Hearts initiative on campus

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 4.1: Daily use of high-quality instructional materials.

Lever 4 Self Assessment:

Campus has High-Quality Materials in place for both RLA and Math as defined by RBIS Indicators. (Based on Key Practice 1 Success Criteria for RBIS)

Success Criteria:

- Students have daily access to HQIM as part of their RLA student assignments.
- Students have daily access to HQIM as part of their Math student assignments.

Evidence:

Instructional materials are aligned to research-based instructional strategies for math and ELAR

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Success Criteria:

- Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems)
- Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices

Evidence:

Campus-based guided coalition teams for grade levels that meet weekly during PLCs; need to create a campus framework; PLC Protocol

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.

Success Criteria:

- Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims)
- Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives)
- Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices

Evidence:

Plan in place on providing PD to teachers as necessary during planning and/or faculty meeting time throuhout the school year.

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

Success Criteria:

- Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners
- Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction
- Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution

Evidence:

Initial training for Sub Population group has occurred; continuous training will occur as needed throughout the school year during BOY, MOY and EOY time frames.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Key Practice:

Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Success Criteria:

- Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.)
- Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

Evidence:

Calendar of Coaching Cycles with Admin Team weekly during ILT Meetings

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

Success Criteria:

- Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results
- All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year

Evidence:

Calendar of Coaching Cycles with Admin Team weekly during ILT Meetings

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

Success Criteria:

- Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable
- Teacher goals or action steps are responsive to the teacher's current proficiency
- Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

Evidence:

Scheduled specific coaching walks for teachers in need weekly- as needed

Implementation Level:

Work is Underway

Key Practice:

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

Success Criteria:

- During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation
- Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher
- Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom
- Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

Evidence:

Coaching Cycle training to be held whole group prior to ILT completing individual walks for coaching

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.3: Data-driven instruction.

Key Practice:

Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

Success Criteria:

- Assessment calendars include windows for data analysis
- Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions
- Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

Evidence:

Campus leaders meet - periodically- after every instructional assessment to disaggregate and review data.

Implementation Level:

Work is Underway

Key Practice:

Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why

students may not have learned the concept, and create plans to respond.

Success Criteria:

- **Understand the task, any related texts and standards and create or internalize the exemplar**: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery
- **Analyze and sort student work**: categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions
- **Identify the highest leverage gap**: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery
- **Plan the response**: Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction
- **Practice the response**: Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong
- **Follow Through**: Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review

Evidence:

Data meetings include an agenda to disaggregate and analyze data.

Implementation Level:

Work is Underway

Key Practice:

Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Success Criteria:

- The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work
- Teacher team meeting agendas are developed utilizing a common protocol
- Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery

Evidence:

Data Meetings are scheduled to occur once a week during PLCs.

Implementation Level:

Work is Underway

Key Practice:

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Success Criteria:

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated

Evidence:

Student data cards have been created and set up to regularly update based on the incoming data.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Actions

Submission 1 and 2A

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices: Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.
Campus instructional leaders meet weekly to focus on student progress and formative data.
Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.
Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.
Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices:

Summer Planning

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Submissions

Submission 1 (optional)

Submission 2A (optional)

Did you achieve your student performance data goals?:

What data supports your claim?:

Submission 2B - Summer Planning

Did you achieve your student performance data goals?:

What data supports your claim?:

Student Data

Student Achievement and Closing the Gaps													
Core Metrics	Sub Metrics	Grade	Student Group	Student Group Analyzed	Subject Tested	Performance Level	Sub 2 Assessment	2024 Student Count	% of Assessments				
									2022 Results	2023 Results	Sub 1 Actual Results		2024 Accountability Goal	
											Sub 1 Assessment Type	Sub 1 Actual Results	Sub 2 Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR		66					
			All	All	Reading	Meets	STAAR		36					
			All	All	Reading	Masters	STAAR		15					
			All	All	Mathematics	Approaches	STAAR		66					
			All	All	Mathematics	Meets	STAAR		29					
			All	All	Mathematics	Masters	STAAR		10					
			All	All	Science	Approaches	STAAR		48					
			All	All	Science	Meets	STAAR		24					
			All	All	Science	Masters	STAAR		10					
Closing the Gaps	Priority Target 1		All				N/A		N/A					
	Priority Target 2		All				N/A		N/A					
	Priority Target 3		All				N/A		N/A					

Academic Growth

Academic Growth Current Year RLA

		Submission 1 Results						Summative Submission 2 Goals					
Student Prior Year Performance	**Student Count**	**Low DNM**	**High DNM**	**Low App**	**High App**	**Meets**	**Masters**	**Low DNM**	**High DNM**	**Low App**	**High App**	**Meets**	**Masters**
Low DNM													
High DNM													
Low App													
High App													
Meets													
Masters													
Current Year Student Count					Sub 2 Goals Student Count								
					Sub 2 Goals Percentages			N/A	N/A	N/A	N/A	N/A	N/A
					Sub 2 Results								

Academic Growth Current Year MATH

		Submission 1 Results						Summative Submission 2 Goals					
Student Prior Year Performance	**Student Count**	**Low DNM**	**High DNM**	**Low App**	**High App**	**Meets**	**Masters**	**Low DNM**	**High DNM**	**Low App**	**High App**	**Meets**	**Masters**
Low DNM													
High DNM													
Low App													
High App													
Meets													
Masters													
Current Year Student Count					Sub 2 Goals Student Count								
					Sub 2 Goals Percentages			N/A	N/A	N/A	N/A	N/A	N/A
					Sub 2 Results								