

Georgetown Independent School District

Frost Elementary School - TIP

2021-2022 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Fred Brent
Wes Vanicek

Principal: Tamra Marbibi
ESC Case Manager: Jamie Haywood
ESC Region: 13

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: While we made progress in some areas, we did not meet all our goals. We are seeing progress in overall reading scores and specifically exceeded our goal for students projected to meet and master.

In math, however we did not see the growth that we had hoped for. While we were closest in the meets category, approaches and masters categories were significantly below our goal.

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: This was a priority focus area last year for our campus. Campus perception data obtained in feedback surveys from staff, students and families shows improvement in consistency in practices and policy implementation related to the mission, vision and beliefs, with specific emphasis on district Learner Profile traits in order to continue momentum to build successful learning habits for our students and staff. Meaningful work to align and articulate the vision, mission and beliefs of the campus is underway and showing improvement. Focus on Learner Profile traits has improved and will continue throughout the next school year. Emphasis on district beliefs will be a new area of growth. The goal is for our students and staff to internalize, recognize and apply these traits and beliefs to deepen their characteristics as learners. In addition, our campus will be participating in a Social Emotional Learning Cohort with several other campuses in the district to promote best practices in classroom procedures and plans.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to review Learner Profile traits, introduce Learner Profile resources available, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly email newsletter, standing agenda item for faculty meetings and PLC work, all staff have a role in realigning campus mission, vision, and beliefs, CKH Process Champions facilitate implementation during staff meetings. Teachers and staff will provide direct instructional opportunities to students to promote greater understanding of Learner Profile traits in order for students to be able to demonstrate these characteristics as well as recognize them in the actions of others. Administration will intentionally embed Learner Profile and beliefs work in to TTESS processes with teachers through goal setting, feedback loops, and observation. Process Champions, SEL Action Team, and administration will utilize campus web page and email blasts to communicate focus areas to students, families, and community members.

Desired Annual Outcome: By the end of May 2022, 100% of the teachers will be able to articulate the school's mission, vision, and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway. By January 2022, 100% of staff will participate in initial phases of District led SEL Cohort which includes teacher training and development in SEL practices and strategies for the classroom.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best practice resources and tools for engaging families and finally if the District provides data systems to track pertinent school culture data, then the campus staff can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: Provide mission, vision, beliefs and learner profile professional learning through PLCs and intentionally include Learner Profile and Beliefs into Goal Setting and Professional Development TTESS meetings with 100% of teachers by September 30, 2021. 100% of staff will participate in SEL Onboarding Training.

District Actions: The District will provide clear expectations and on-going support for the campus level PLC process. The District will provide on-going support and professional learning for the campus Learning Design Coach in support of the PLC process on the campus. The District will provide on-going coaching and support for the campus principal around professional learning for vision, mission, and beliefs driven work.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All teachers have received training on SEL and goal setting meetings were focused on campus goals with a focus on Learner Profile traits and incorporating them in to lessons and learning.

Step 1 Details	Reviews
<p>Action Step 1: Provide initial SEL District Cohort Training for all staff to support implementation of SEL instructional practices across the campus. This will deepen teacher understanding of SEL and provide connection and clarity of how to implement through classroom instruction.</p> <p>Evidence Used to Determine Progress: Training participation and sign in reports.</p> <p>Person(s) Responsible: Principal's Administrative Assistant</p> <p>Resources Needed: District SEL Specialist created and delivered training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action step met.</p>
Step 2 Details	Reviews
<p>Action Step 2: Discuss Learner Profile and Beliefs in PLC in order to incorporate a focus on Learner Profile and Beliefs in lessons and plans by discussing throughout GSPD meetings with all teachers at the beginning of the year.</p> <p>Evidence Used to Determine Progress: TTESS Documentation, PLC Agendas</p> <p>Person(s) Responsible: Principal and Assistant Principal</p> <p>Resources Needed: Eduphoria Strive, PLC Agendas</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action Step met.</p>

Step 3 Details	Reviews
<p>Action Step 3: Implement Learner Profile and Beliefs Learning during each weekly PLC meeting with specific focus on planning lessons that include and promote consistent instruction and recognition of student behaviors in line with Learner Profile and belief.</p> <p>Evidence Used to Determine Progress: PLC Agendas</p> <p>Person(s) Responsible: Principal and Learning Design Coach</p> <p>Resources Needed: PLC</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will add additional campus wide recognition opportunities to promote greater student and staff understanding of Learner Profile traits.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers will be responsible for applying learning that began last year and empowering students to recognize traits in each other. They will have to assess student understanding of traits prior to allowing students to identify them in each other since they will have varying levels of understanding depending on implementation in their previous class.

What specific action steps address these challenges?: Consistent review of Learner profile traits in PLCs for teachers, pre planned lessons on learner profile traits for teachers to implement in lessons, and SEL onboarding training.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: The campus staff grew greatly in the implementation of PLCs and the use of data driven instruction in the past year. This process has allowed us to analyze our Tier 1, 2 and 3 percentages and identify a disparity in the number of students we serve versus the expected percentages at each grade level. This analysis has uncovered the need for strengthening our Tier 1 instruction, continued clarification of intervention referrals and services, and collaboration between service providers for our at risk learners. Focus on these areas will allow us to serve our students in a more comprehensive manner. In addition, focus on Tier 1 instruction should help strengthen student understanding and decrease needs for intervention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design and implementation. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2022, 100% of teachers will participate in professional learning on prioritizing and unpacking standards. By May 2022, 50% of unit designs will show evidence of prioritization unpacking, webbing, and assessment of standards. While our hope is that far more than 50% of designs will show this evidence, after considering the growth and change in processes we are implementing as well as Covid impacts that we needed to ensure an attainable goal that would not counter act teacher morale. Grade level data tracking of pre-assessment and post-assessment to monitor student mastery of skills based on non negotiable unit standards developed by teachers will be evidenced in lesson plans.

District Commitment Theory of Action: If the district ensures access to common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By December 2021, 100% of teachers will engage in grade level design to identify non negotiable standards based on High Priority Learning Standards identified in district curriculum documents for two units and target instruction to ensure mastery of these skills for all students. Progress on standards will be tracked through formative assessments and analyzed through PLC work to determine areas of need for intervention and enrichment.

District Actions: District Curriculum Coordinators will provide training, coaching, and feedback on lesson design and delivery with specific focus in math and reading.

Did you achieve your 90 day outcome?: No

Why or why not?: All but 5% of teachers have participated in at least one grade level design day. Our Special Education teachers will be participating in design days. We struggled with substitute availability for several grade level sessions and were unable to achieve 100% teacher participation.

Step 1 Details	Reviews
<p>Action Step 1: Grade Level planning/design days each 9 weeks to provide learning on prioritizing and unpacking standards to utilize in lesson design and planning.</p> <p>Evidence Used to Determine Progress: Grade Level design days scheduled and subs provided.</p> <p>Person(s) Responsible: Principal and Learning Design Coach</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$2,975</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: This is an ongoing step that we will work on each 9 weeks. Due to considerable sub shortages and issues, we are also working to think of creative ways to ensure that these do not get missed due to lack of coverage.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will identify and document priority learning standards for each Unit. Teachers will utilize those to unpack and design instruction to ensure student mastery and document in planning documents.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Design Day webbing activities</p> <p>Person(s) Responsible: Teachers, Principal, Assistant Principal, Learning Design Coach</p> <p>Resources Needed: Curriculum Documents, Lesson plans, substitute availability</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: This is an ongoing action step. We will continue this practice and adjust based on feedback from each one. This is a growing practice that has also begun to include learning observations and feedback opportunities for teachers.</p>
Step 3 Details	Reviews
<p>Action Step 3: Grade Level Design days will provide time for administration and district staff to clarify resources and curriculum document usage to promote clarity and focus.</p> <p>Evidence Used to Determine Progress: Grade Level Design Days, Resource Clarity documents</p> <p>Person(s) Responsible: LDC, Administration, District Curriculum Coordinators</p> <p>Resources Needed: Substitutes, Curriculum Documents</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: This is an ongoing action step. We will continue this grow the relationship with district curriculum staff and teachers by providing support on design days.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher understanding of district curriculum documents and resources could present challenges to achieving this goal. Continuity and consistency of resources in previous years could cause concern as teacher try to implement lessons.

What specific action steps address these challenges?: Provide design days with district curriculum supports to promote understanding and usage of curriculum documents and clarify recommended resources.

Cycle 1 - (Sept – Nov)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus staff surveys show a considerable desire for feedback on instructional practices. Teachers are eager to improve their practices, making it an opportune time to develop practices that promote critical thinking skills and provide differentiation and scaffolded support for struggling students. As teachers are increasing their knowledge and depth of understanding of the standards through professional learning, design time, and coaching with Learning Design Coach and District Curriculum Coordinators, a focus on best practices in classroom routines, activities, and tasks will promote increased student learning across all tiers and services, with a strong focus on Tier 1 instruction.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities to maximize instructional time. Campus Leaders will partner with TIL to improve practices in observation and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design and development of engaging activities and strategies for students. In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work will be on display.

Desired Annual Outcome: My May 2022, 100% of teachers will participate in weekly PLCs and at least 3 design days throughout the year to deepen their understanding of prioritizing and designing engaging work for students on particular standards. 20% of teachers will participate in Learning Lab cohorts to attain ongoing feedback on instructional practices to improve student engagement in activities and mastery of skills.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs for staff to receive feedback on lesson design, instruction, and student engagement informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student.

Desired 90-day Outcome: By October 29, 2021, 100% of teachers will participate in professional learning to design instruction and activities based on identified non negotiable standards based on High Priority Learning Standards identified in district curriculum documents for each unit and target instruction to ensure engaging, differentiated activities to support the mastery of these skills for all students. 20% of teachers will also begin work in Learning Labs that will model, provide practice, and feedback on best practices with instruction and engaging activities.

District Actions: District Curriculum Coordinators will provide training, coaching, and feedback on lesson design and delivery with specific focus on engagement and differentiated activities that promote content rich practices and student tasks.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers have participated in professional learning and greater than 20% of teaches have begun work in learning labs.

Step 1 Details	Reviews
<p>Action Step 1: Provide professional learning on designing instructional activities to ensure differentiation and engaging activities that support critical thinking skills and deepened student mastery.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Professional Learning Days with substitutes provided, and Learning Lab days with district curriculum coordinator support.</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action Step met.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will participate in content specific learning labs to promote practices that ensure design and implementation of differentiated, engaging work for students to ensure mastery of prioritized learning standards.</p> <p>Evidence Used to Determine Progress: Agendas for Professional learning days for Learning Labs</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Action step met.</p>
Step 3 Details	Reviews
<p>Action Step 3: Initial Walkthroughs will focus on evidence of clear student expectations as well as implementation of routines and procedures. Feedback will be given for areas of strength as well as areas that may need refining.</p> <p>Evidence Used to Determine Progress: Walkthrough documentation</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: One Time - Evidence Collection Date: October 29, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We will utilize the information from walkthroughs to guide professional learning opportunities in the spring focused on routines and strategies to implement in the classroom to help with classroom management at a Tier 1 level.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: While teachers have expressed desire for feedback, adjusting and recreating instructional practices could prove to be challenging. Student routines and procedures could need adjustment which could create distraction to the systems already in place.

What specific action steps address these challenges?: Training through PLCs and design days as well as Coaching Opportunities through Learning Labs will address these challenges with in class support to implement new instructional routines and activities.

Cycle 2 - (Dec – Feb)

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

1. **Essential Action 3.1:** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: This was a priority focus area last year for our campus. Campus perception data obtained in feedback surveys from staff, students and families shows improvement in consistency in practices and policy implementation related to the mission, vision and beliefs, with specific emphasis on district Learner Profile traits in order to continue momentum to build successful learning habits for our students and staff. Meaningful work to align and articulate the vision, mission and beliefs of the campus is underway and showing improvement. Focus on Learner Profile traits has improved and will continue throughout the next school year. Emphasis on district beliefs will be a new area of growth. The goal is for our students and staff to internalize, recognize and apply these traits and beliefs to deepen their characteristics as learners. In addition, our campus will be participating in a Social Emotional Learning Cohort with several other campuses in the district to promote best practices in classroom procedures and plans.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to review Learner Profile traits, introduce Learner Profile resources available, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly email newsletter, standing agenda item for faculty meetings and PLC work, all staff have a role in realigning campus mission, vision, and beliefs, CKH Process Champions facilitate implementation during staff meetings. Teachers and staff will provide direct instructional opportunities to students to promote greater understanding of Learner Profile traits in order for students to be able to demonstrate these characteristics as well as recognize them in the actions of others. Administration will intentionally embed Learner Profile and beliefs work in to TTESS processes with teachers through goal setting, feedback loops, and observation. Process Champions, SEL Action Team, and administration will utilize campus web page and email blasts to communicate focus areas to students, families, and community members.

Desired Annual Outcome: By the end of May 2022, 100% of the teachers will be able to articulate the school's mission, vision, and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway. By January 2022, 100% of staff will participate in initial phases of District led SEL Cohort which includes teacher training and development in SEL practices and strategies for the classroom.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best practice resources and tools for engaging families and finally if the District provides data systems to track pertinent school culture data, then the campus staff can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: By the end of February 2022, the campus SEL committee will be formed and will meet monthly to determine campus implementation goals and action steps. The SEL committee will be formed from 20% of staff including administration, counselor, and teachers. By February 2022, 100% of teachers will be able to produce a student artifact that demonstrates student learning and recognition of at least one learner profile trait.

District Actions: The District will provide clear expectations and on-going support for the campus level PLC process. The District will provide on-going support and professional learning for the campus Learning Design Coach in support of the PLC process on the campus. The District will provide on-going coaching and support for the campus principal around professional learning for vision, mission, and beliefs driven work.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Discuss Learner Profile and Beliefs in PLC in order to incorporate a focus on Learner Profile and Beliefs in lessons and design lessons that demonstrate awareness and understanding of the Learner Profile.</p> <p>Evidence Used to Determine Progress: TTESS Documentation, PLC Agendas Person(s) Responsible: Principal and Assistant Principal, classroom teachers Resources Needed: Eduphoria Strive, PLC Agendas Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus SEL Committee will meet and determine action steps to support implementation of SEL.</p> <p>Evidence Used to Determine Progress: Meeting Agendas Person(s) Responsible: Administration, District SEL Coordinator Resources Needed: District SEL Onboarding site, committee Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Staff will participate in Professional Learning on SEL.</p> <p>Evidence Used to Determine Progress: PL Attendance documentation Person(s) Responsible: Administration Resources Needed: PL Offerings Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: February 21, 2022</p>	<p>Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: We will add additional campus wide recognition opportunities to promote greater student and staff understanding of Learner Profile traits.</p> <p>Evidence Used to Determine Progress: Participation in events and celebrations each month to reinforce students showing learner profile skills.</p> <p>Person(s) Responsible: Administration, teachers.</p> <p>Resources Needed: Learner Profile slips, time and location for celebrations</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 5, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Celebration Supplies - 6300-Supplies and materials - \$50</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers and staff may struggle to incorporate Learner Profile traits in lessons. Evidence through artifacts might be a challenge

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

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: The campus staff grew greatly in the implementation of PLCs and the use of data driven instruction in the past year. This process has allowed us to analyze our Tier 1, 2 and 3 percentages and identify a disparity in the number of students we serve versus the expected percentages at each grade level. This analysis has uncovered the need for strengthening our Tier 1 instruction, continued clarification of intervention referrals and services, and collaboration between service providers for our at risk learners. Focus on these areas will allow us to serve our students in a more comprehensive manner. In addition, focus on Tier 1 instruction should help strengthen student understanding and decrease needs for intervention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design and implementation. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2022, 100% of teachers will participate in professional learning on prioritizing and unpacking standards. By May 2022, 50% of unit designs will show evidence of prioritization unpacking, webbing, and assessment of standards. While our hope is that far more than 50% of designs will show this evidence, after considering the growth and change in processes we are implementing as well as Covid impacts that we needed to ensure an attainable goal that would not counter act teacher morale. Grade level data tracking of pre-assessment and post-assessment to monitor student mastery of skills based on non negotiable unit standards developed by teachers will be evidenced in lesson plans.

District Commitment Theory of Action: If the district ensures access to common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By December 2021, 25% of unit designs will show prioritization of unpacking, webbing, and assessment of standards. By December 2021, 100% of grade levels will have evidence of formative assessments that were utilized to drive instructional practices during a unit.

District Actions: District Curriculum Coordinators will provide consultants, training, coaching, and feedback on lesson design and delivery with specific focus in math and reading.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Grade Level planning/design days each 9 weeks to provide learning on prioritizing and unpacking standards to utilize in lesson design.</p> <p>Evidence Used to Determine Progress: Grade Level design days scheduled and subs provided.</p> <p>Person(s) Responsible: Principal and Learning Design Coach</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$2,975</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will identify and document priority learning standards for each Unit and utilize those to unpack and design instruction to ensure student mastery. This is an ongoing action step. We will continue this practice and adjust based on feedback from each one. This is a growing practice that has also begun to include learning observations and feedback opportunities for teachers.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Design Day webbing activities</p> <p>Person(s) Responsible: Teachers, Principal, Assistant Principal, Learning Design Coach</p> <p>Resources Needed: Curriculum Documents, Lesson plans, substitute availability</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Grade Level Design days will provide time for administration and district staff to clarify resources and curriculum document usage to promote clarity and focus.</p> <p>Evidence Used to Determine Progress: Grade Level Design Days, Resource Clarity documents</p> <p>Person(s) Responsible: LDC, Administration, District Curriculum Coordinators</p> <p>Resources Needed: Substitutes, Curriculum Documents</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We may encounter issues securing subs for the design days.

What specific action steps address these challenges?: We will secure subs well in advance and navigate any cancellations to ensure the design days take place.

Cycle 2 - (Dec – Feb)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus staff surveys show a considerable desire for feedback on instructional practices. Teachers are eager to improve their practices, making it an opportune time to develop practices that promote critical thinking skills and provide differentiation and scaffolded support for struggling students. As teachers are increasing their knowledge and depth of understanding of the standards through professional learning, design time, and coaching with Learning Design Coach and District Curriculum Coordinators, a focus on best practices in classroom routines, activities, and tasks will promote increased student learning across all tiers and services, with a strong focus on Tier 1 instruction.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities to maximize instructional time. Campus Leaders will partner with TIL to improve practices in observation and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design and development of engaging activities and strategies for students. In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work will be on display.

Desired Annual Outcome: My May 2022, 100% of teachers will participate in weekly PLCs and at least 3 design days throughout the year to deepen their understanding of prioritizing and designing engaging work for students on particular standards. 20% of teachers will participate in Learning Lab cohorts to attain ongoing feedback on instructional practices to improve student engagement in activities and mastery of skills.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs for staff to receive feedback on lesson design, instruction, and student engagement informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student.

Desired 90-day Outcome: By February 2022, 100% of teachers will have participated in 2 design days focusing on prioritization of standards and design of engaging work to ensure student mastery of skills.

District Actions: District Curriculum Coordinators will provide training, coaching, and feedback on lesson design and delivery with specific focus on engagement and differentiated activities that promote content rich practices and student tasks. District Coordinators will provide support in determining resources for campus wide expectations support.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Provide continued professional learning and support on designing instructional activities to ensure differentiation and engaging activities that support critical thinking skills and deepened student mastery.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Professional Learning Days with substitutes provided, and Learning Lab days with district curriculum coordinator support.</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will participate in content specific learning labs to promote practices that ensure design and implementation of differentiated, engaging work for students to ensure mastery of prioritized learning standards.</p> <p>Evidence Used to Determine Progress: Agendas for Professional learning days for Learning Labs</p> <p>Person(s) Responsible: Administration, District Curriculum Coordinators, LDC</p> <p>Resources Needed: Substitutes, District Curriculum Coordinators</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$2,850</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Walkthroughs will focus on evidence of clear student expectations. In addition, walkthroughs will document evidence of implementation of routines and procedures emphasized in learning labs for Math and Reading. Feedback will be given for areas of strength as well as areas that may need refining.</p> <p>Evidence Used to Determine Progress: Walkthrough documentation</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Walkthrough forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Explore options for professional learning on Tier 1 classroom management growth and supports.</p> <p>Evidence Used to Determine Progress: Meeting agendas and documentation on district and/or partner opportunities.</p> <p>Person(s) Responsible: Administration, BCS Teacher, Counselor, Teachers</p> <p>Resources Needed: Meeting agendas, support options</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Training, Coaching, Support - 6400-Other operating costs - \$4,500</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers may be resistant to the possibility of adjusting routines and procedures for the classrooms in order to promote a more structured and consistent environment for students based on professional learning.

What specific action steps address these challenges?: Action Step 4

Cycle 3 - (Mar – May)

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

1. **Essential Action 3.1:** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Rationale: This was a priority focus area last year for our campus. Campus perception data obtained in feedback surveys from staff, students and families shows improvement in consistency in practices and policy implementation related to the mission, vision and beliefs, with specific emphasis on district Learner Profile traits in order to continue momentum to build successful learning habits for our students and staff. Meaningful work to align and articulate the vision, mission and beliefs of the campus is underway and showing improvement. Focus on Learner Profile traits has improved and will continue throughout the next school year. Emphasis on district beliefs will be a new area of growth. The goal is for our students and staff to internalize, recognize and apply these traits and beliefs to deepen their characteristics as learners. In addition, our campus will be participating in a Social Emotional Learning Cohort with several other campuses in the district to promote best practices in classroom procedures and plans.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to review Learner Profile traits, introduce Learner Profile resources available, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly email newsletter, standing agenda item for faculty meetings and PLC work, all staff have a role in realigning campus mission, vision, and beliefs, CKH Process Champions facilitate implementation during staff meetings. Teachers and staff will provide direct instructional opportunities to students to promote greater understanding of Learner Profile traits in order for students to be able to demonstrate these characteristics as well as recognize them in the actions of others. Administration will intentionally embed Learner Profile and beliefs work in to TTESS processes with teachers through goal setting, feedback loops, and observation. Process Champions, SEL Action Team, and administration will utilize campus web page and email blasts to communicate focus areas to students, families, and community members.

Desired Annual Outcome: By the end of May 2022, 100% of the teachers will be able to articulate the school's mission, vision, and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway. By January 2022, 100% of staff will participate in initial phases of District led SEL Cohort which includes teacher training and development in SEL practices and strategies for the classroom.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best practice resources and tools for engaging families and finally if the District provides data systems to track pertinent school culture data, then the campus staff can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: By May 2022, 100% of teachers will effectively include mission, vision and beliefs in classroom expectations and expectations and student artifacts will show understanding and demonstration of the skills. By May 2022, campus SEL committee will begin communicating goals and implementation plans for SEL learning to teachers and staff.

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

Implementation Level: Planning for Implementation

Rationale: The campus staff grew greatly in the implementation of PLCs and the use of data driven instruction in the past year. This process has allowed us to analyze our Tier 1, 2 and 3 percentages and identify a disparity in the number of students we serve versus the expected percentages at each grade level. This analysis has uncovered the need for strengthening our Tier 1 instruction, continued clarification of intervention referrals and services, and collaboration between service providers for our at risk learners. Focus on these areas will allow us to serve our students in a more comprehensive manner. In addition, focus on Tier 1 instruction should help strengthen student understanding and decrease needs for intervention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design and implementation. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2022, 100% of teachers will participate in professional learning on prioritizing and unpacking standards. By May 2022, 50% of unit designs will show evidence of prioritization unpacking, webbing, and assessment of standards. While our hope is that far more than 50% of designs will show this evidence, after considering the growth and change in processes we are implementing as well as Covid impacts that we needed to ensure an attainable goal that would not counter act teacher morale. Grade level data tracking of pre-assessment and post-assessment to monitor student mastery of skills based on non negotiable unit standards developed by teachers will be evidenced in lesson plans.

District Commitment Theory of Action: If the district ensures access to common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By May 2022, 50% of unit designs will show evidence of prioritization, unpacking, webbing, and assessment standards. By May 2022, 100% of teachers will be able to provide evidence in lesson plans of instructional planning that includes reflection on addressing students needs based on 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 3 - (Mar – May)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus staff surveys show a considerable desire for feedback on instructional practices. Teachers are eager to improve their practices, making it an opportune time to develop practices that promote critical thinking skills and provide differentiation and scaffolded support for struggling students. As teachers are increasing their knowledge and depth of understanding of the standards through professional learning, design time, and coaching with Learning Design Coach and District Curriculum Coordinators, a focus on best practices in classroom routines, activities, and tasks will promote increased student learning across all tiers and services, with a strong focus on Tier 1 instruction.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities to maximize instructional time. Campus Leaders will partner with TIL to improve practices in observation and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to lesson design and development of engaging activities and strategies for students. In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work will be on display.

Desired Annual Outcome: My May 2022, 100% of teachers will participate in weekly PLCs and at least 3 design days throughout the year to deepen their understanding of prioritizing and designing engaging work for students on particular standards. 20% of teachers will participate in Learning Lab cohorts to attain ongoing feedback on instructional practices to improve student engagement in activities and mastery of skills.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs for staff to receive feedback on lesson design, instruction, and student engagement informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student.

Desired 90-day Outcome: By May 2022, 100% of teachers will have participated in at least 3 design days with a focus on prioritizing standards and designing engaging work. Also by May 2022, 20% of teachers will have completed learning Lab cohorts in a reading or math content area as well as 100% of teachers will have evidence of feedback from administration on the effectiveness of instructional strategies through walkthroughs and/or observations.

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)

Frost ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
33%	COVID	36% (22%)	39%	43%	47%	51%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	50%	17%	47%	-	-	-	*	22%	23%	*	*	38%	11%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	52% (-)	22% (19%)	50% (25%)	-	-	-	*	27% (17%)	28% (16%)	*	*	42% (22%)	16% (-)
	2022	55%	29%	53%	-	-	-	*	34%	34%	*	*	47%	22%
	2023	57%	37%	56%	-	-	-	*	41%	42%	*	*	51%	31%
	2024	60%	48%	59%	-	-	-	*	51%	52%	*	*	57%	44%
	2025	63%	63%	63%	-	-	-	*	63%	63%	*	*	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
35%	COVID	38% (8%)	41%	44%	47%	51%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	17%	26%	47%	-	-	-	*	33%	27%	*	*	38%	22%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	22% (-)	31% (6%)	50% (13%)	-	-	-	*	38% (17%)	32% (4%)	*	*	42% (8%)	27% (-)
	2022	29%	37%	53%	-	-	-	*	43%	38%	*	*	47%	34%
	2023	37%	44%	56%	-	-	-	*	49%	45%	*	*	51%	41%
	2024	48%	53%	59%	-	-	-	*	55%	53%	*	*	57%	51%
	2025	63%	63%	63%	-	-	-	*	63%	63%	*	*	63%	63%