

San Antonio Independent School District

Bowden Academy - TIP

2023-2024 Targeted Improvement Plan

Campus Number: 015907147

Board Approval Date: January 16, 2024

Superintendent:
DCSI/Grant Coordinator:

Jamie Aquino
Sonya Mora

Principal: Venus Davis
ESC Case Manager: Jessica Flores
ESC Region: 20

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: Sonya Mora

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: Sonya Mora

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: Venus Davis

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: Sonya Mora
DCSI Title/Position:

Superintendent Name: Jamie Aquino
Date: Tue, Dec 12, 2023

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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?

Based on the preliminary data that was received from LY STAAR testing, we are a C campus this year. What we are noticing is that Bowden historically plays the growth game where we fall to an F then go back to a B, then the cycle continues. We need to begin focusing more on achievement instead of growth so we have set Achievement goals that we feel are realistic and keep the campus at a C rating.

All grades, 3-8, Math and Reading, Science and Social Studies, will score Approaches 65%, Meets 40%, Masters 18%

Some of our challenges we predict to be are: First year teacher in accountability grade, a Loss of teacher in Social Studies and continued Attendance struggles.

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?

We know that in order to keep our C rating we must maintain a 70% overall growth for all ELAR and Math 4-8. We feel that we will have larger growth this year as we have set accountability goals as well We use Interims to help track student growth throughout the year

Some of the challenges that we anticipate is that many students have made large growth in the past as that was the campus focus instead of achievement.

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?

Our closing the Gaps goals this year and to focus on African American math, both meets and growth. There is a larger discrepancy with this Ethnic group. Our goal is African American All grades Math will score 40% in meets and will have a 70% growth. In addition we have set a goal of Hispanic all grades Math at 45% meets. We know that closing the gaps between these groups will increase the on grade level performance at Bowden and help maintain the C rating.

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:

Campus Roles and Responsibilities, Sample of leadership calendars

Implementation Level:

Substantially in place and functioning

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:

Campus Roles and Responsibilities, TTESS/TPESS rubric, Evaluation on Performance Matters

Implementation Level:

Substantially in place and functioning

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:

Leadership Meeting Agendas, DSE Agendas, Instructional Focus Team Agendas, Coaching Meetings

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:

Leadership team meeting agendas, DSE agendas-analyze data, student work samples

Implementation Level:

Substantially in place and functioning

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' calendar 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:

coaching agendas, coaching protocols in place.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

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

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:

District Parent and Student survey which is administered once a week. Parent surveys that are conducted at each Cafecito meeting, which are held once a month. MOY Feedback with T-TESS caseload DSE MOY Feedback, DSE feedback form

Implementation Level:

Work is Underway

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:

Professional Development, DSE Agenda, Data tracker on wall, and data digs, BA PD 9.15.23- Reflecting on 2023 STAAR Data and Goal Setting for 2024 BA PD 11.3.23- Support for teachers to implement high leverage teaching practices for student engagement

Implementation Level:

Work is Underway

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:

Faculty Handbook POUNCE Intervention POUNCE in the CR MS are hallways

Implementation Level:

Work is Underway

Essential Action Reflection:

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

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:

Trinity Partnership Stipend if you referred and the staff was hired

Implementation Level:

Work is Underway

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:

Leadership Interviews have criteria Mock presentation Panels consisting of various members

Implementation Level:

Work is Underway

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:

Teachers receive ongoing PD and feedback through coaching cycles, and DSE

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:

leadership team Matrix PreLim Staffing

Implementation Level:

Work is Underway

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:

Volunteer New Teacher Orientation New Teacher Mentors

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:

"Substitute binder Checklist Substitute Binder Example Substitute Binder Template 23-24 Bowden Preferred Sub List"

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

Some (less than 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:

"Student and Faculty Handbooks PD/DSE Calendar Behavior Management Plan Cell Phone Policy Bobcat Block/Pride Time, Middle School Minute" "Faculty Meetings BOY PD days MS meeting" "Faculty Meetings BOY PD days MS meeting"

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:

Common Area Expectations, Behavior Management Plan, Referrals by Area

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:

Behavior Management Plan, Student of the Month, Middle school Rewards

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:

ELAR Lesson Plan,

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.

Success Criteria:

- Assessments throughout the year build up to at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence
- Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions.
- Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the curriculum design.

Evidence:

Student assessment

Implementation Level:

Work is Underway

Key Practice:

When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

Success Criteria:

- Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed

- Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data
- Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons
- Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate

Evidence:

Lesson plan sample, DSE agenda, P4E, TTESS walkthrough, Master Schedule, PD Planning Schedule

Implementation Level:

Substantially in place and functioning

Key Practice:

When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

Success Criteria:

- Campus leaders provide professional development and review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson, and exit tickets
- Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies
- Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate
- Campus instructional leaders ensure lessons feature embedded formative assessments and use that data to inform their instruction

Evidence:

Lesson plan sample, DSE agenda, P4E

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

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

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:

TTESS Walkthroughs and observations, P4E, Campus wide calendar with assessment dates, Friday PDs, PD Reflection

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:

PD Planning Agendas, PD Slides/Artifacts, P4E

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:

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:

TTESS, Performance Matters Walkthrus, Tier 1 Feedback tool, TTESS database

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:

TTESS database, Performance matters, Skill Will Matrix

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:

All teachers receive a pre and post conference for Formals, if a teacher receives a below satis walkthru a meeting is set up

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:

Goal setting, PD on best practices and Tier 1 instruction

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:

PD calendar, Campus Wide calendar, data digs, atlas protocols

Implementation Level:

Substantially in place and functioning

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 dig, PD for next steps,

Implementation Level:

Substantially in place and functioning

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:

DSE, master schedule, team meeting agenda, pd agenda

Implementation Level:

Substantially in place and functioning

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:

campus data room

Implementation Level:

Not Yet Started

Essential Action Reflection:

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

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: Partial Implementation

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: Beginning Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

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

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

Implementation Level: Partial Implementation

Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

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

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial 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)

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

Implementation Level: Beginning Implementation

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

Rationale: Behavioral expectations vary widely from teacher to teacher resulting in inconsistent and confusing expectations for students. There is a lack of systems in place for cohesive classroom management which has impacted the Middle School culture. Out of classroom learning opportunities enhanced the student experience.

Source Used to Identify Rationale: Self Assessment

Who will you partner with?: Campus Leadership Team work over summer to establish campus wide expectations

How will you build capacity in this Essential Action?: Teacher PD, student assemblies, student incentives, visible guidelines, Behavior expectations plan

How will you communicate these priorities to your stakeholders? How will you create buy-in?: CIP, Cafecito, Faculty Meetings

Desired Annual Outcome: By the end of the 23-24 SY, Bowden Academy will have 20% less discipline referrals.

District Commitment Theory of Action: If the campus aligns to the district policies, practices, and provided resources support effective instruction in schools then students and staff will have a clear understanding of expectation, referrals will decrease and performance will increase.

Incremental Outcome 1 (optional): By the end of Quarter 1 professional development provided to teachers on Bobcat Block/Middle School Minute. Common area expectations will be created and presented to students during PE classes. Students with zero infractions for the grading period will be highlighted.

District Actions: Easy accessible to pulling discipline referrals from FrontLine

Incremental Outcome 2 (optional): By the end of Quarter 2 student discipline referrals will decrease by 10%.

Did you achieve your Incremental Outcome 1 (optional): Yes

What data supports your claim? (optional): Professional development was provided to all staff at the beginning of the school year. Incentives have been put in place for students with minor infractions such as a movie night afterschool.

| What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle? | What specific action steps address these challenges? | How does this action step address this challenge? |
|--|--|---|
| Ensuring all faculty and staff are adhering Bowden's behavioral expectations, consistent among teachers and administrators | Action Step 1 | The campus will have a school-wide expectations for students. |

Did you achieve your Incremental Outcome 2 (optional): Yes

What data supports your claim? (optional): Discipline referral data from FrontLine

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Design a student handbook with expectations and behavior step chart</p> <p>Evidence Used to Determine Progress: number of discipline referrals</p> <p>Leader(s) Accountable: Leadership team</p> <p>Leader Follow Up Action(s): revisit handbook quarterly, track referrals and look for trends that must be addressed</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 7, 2023 - Frequency: Daily - Evidence Collection Date: June 4, 2024</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: With the new feedback from students and the assemblies, the dress code for middle school will be altered</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Build a system to track discipline referrals by area of campus and time of day</p> <p>Evidence Used to Determine Progress: use tracking system to seek trends and make adjustments</p> <p>Leader(s) Accountable: Erica Castillo</p> <p>Leader Follow Up Action(s): present data to CLT and LT to determine trends and need for revision or abandonment</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 4, 2023 - Frequency: Daily - Evidence Collection Date: June 3, 2024</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The system the district uses to track does not create reports, we will have to create a system of our own</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Hold Student Assemblies to disseminate data for referrals and seek student feedback</p> <p>Evidence Used to Determine Progress: feedback of students</p> <p>Leader(s) Accountable: Erica Castillo</p> <p>Leader Follow Up Action(s): Adjustments to expectations and procedures</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 10, 2023 - Frequency: Quarterly - Evidence Collection Date: January 19, 2024</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Assemblies have been scheduled</p> |

Submission 1 (optional)

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

Implementation Level: Beginning Implementation

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

Rationale: Based on Insight data teachers at Bowden do not feel that feedback helps them make changes to practice

Source Used to Identify Rationale: Self Assessment

Who will you partner with?: Region 20

How will you build capacity in this Essential Action?: Campus Instructional leaders will continue to design, implement, reflect and use data to look for patterns

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Soliciting feedback from teachers, goal setting, and coaching cycles will help to determine systems, ideas sought during PD and DSE, buy in from asking teachers what we should see, what they need to get there

Desired Annual Outcome: Insight data will increase

District Commitment Theory of Action: If the district provides feedback training then we will be able to give feedback that is considered meaningful and relevant

Incremental Outcome 1 (optional): By the end of Quarter 1, 100% of teachers will be assigned a coach.

District Actions: If campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time and observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice then teachers improve their instructional practices, student learning is enhanced, and a collaborative culture is created at Bowden.

Incremental Outcome 2 (optional): By the end of Quarter 2, 50% of teachers will have completed a coaching cycle.

Did you achieve your Incremental Outcome 1 (optional): Yes

What data supports your claim? (optional): All teachers are assigned a coach and met at a minimum once a week. The master schedule reflects that teachers meet with their coaches twice a week.

| What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle? | What specific action steps address these challenges? | How does this action step address this challenge? |
|---|--|--|
| All coaches calibrated on the type of feedback that needs to be provided to teachers. Feedback needs to be actionable and specific to each teacher's needs. | Action Step 1, Action Step 3 | rubric is created, all coaches will be trained, and calibration among the coaches takes place periodically |

Did you achieve your Incremental Outcome 2 (optional): Yes

What data supports your claim? (optional): Teachers engage in DSE's (designing student experiences) with their coach twice a week. Administrators provided written feedback in T-TESS and instructional coaches used a school-created walkthrough form to provide teacher feedback.

| Step 1 Details | Reviews |
|---|--|
| <p>Action Step 1: Determine as a Leadership what meaningful feedback is and how often each individual teacher should receive it</p> <p>Evidence Used to Determine Progress: End of year Insight data</p> <p>Leader(s) Accountable: Venus Davis, Erica Castillo, Laura Halvorson</p> <p>Leader Follow Up Action(s): build the rubric, the decide coaching on s/w, design the TTESS tracker</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2023 - Frequency: Weekly - Evidence Collection Date: February 20, 2024</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We have created a feedback rubric as well as a DSE and PD rubric for best practices with feedback</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Design an observation cadence based on TTESS requirements, Skill and Will, and Coaching needs</p> <p>Evidence Used to Determine Progress: observation database will ensure that administrators are observing fee</p> <p>Leader(s) Accountable: Venus Davis Erica Castillo Laura Halvorson</p> <p>Leader Follow Up Action(s): once database is established review it at the LT meetings</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 9, 2023 - Frequency: Daily - Evidence Collection Date: May 15, 2024</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We have determined the walkthru calendar</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Calibrate weekly on feedback given to teachers based on the agreed rubric</p> <p>Evidence Used to Determine Progress: agenda of calibration meetings</p> <p>Leader(s) Accountable: VSD, EC, LH</p> <p>Leader Follow Up Action(s): based on calibration and insight data will determine next steps</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 9, 2023 - Frequency: Weekly - Evidence Collection Date: June 4, 2024</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We have held 3 calibration meetings thus far</p> |

| Step 4 Details | Reviews |
|--|---|
| <p>Action Step 4: Hire three CRTs to help with small group remediation</p> <p>Evidence Used to Determine Progress: Data from STAAR, interim data, Mclass data</p> <p>Leader(s) Accountable: VSD, EC, LH</p> <p>Leader Follow Up Action(s): Collect data from the students that are being pulled to ensure progress</p> <p>Non-Funded Resources Needed: Supplemental Pay</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 9, 2023 - Frequency: Daily - Evidence Collection Date: January 3, 2024</p> <p>Funding Sources: Supplemental Pay - 6100-Payroll - \$65,190</p> | <p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p> |

Submission 2A (optional)

Did you achieve your student performance data goals?: No

What data supports your claim?: Our scores actually declined we believe because the assessment included all material for the entire year

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

Implementation Level: Beginning Implementation

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

Rationale: Behavioral expectations vary widely from teacher to teacher resulting in inconsistent and confusing expectations for students. There is a lack of systems in place for cohesive classroom management which has impacted the Middle School culture. Out of classroom learning opportunities enhanced the student experience.

Source Used to Identify Rationale: Self Assessment

Who will you partner with?: Campus Leadership Team work over summer to establish campus wide expectations

How will you build capacity in this Essential Action?: Teacher PD, student assemblies, student incentives, visible guidelines, Behavior expectations plan

How will you communicate these priorities to your stakeholders? How will you create buy-in?: CIP, Cafecito, Faculty Meetings

Desired Annual Outcome: By the end of the 23-24 SY, Bowden Academy will have 20% less discipline referrals.

District Commitment Theory of Action: If the campus aligns to the district policies, practices, and provided resources support effective instruction in schools then students and staff will have a clear understanding of expectation, referrals will decrease and performance will increase.

District Actions: If the campus aligns to the district policies, practices, and provided resources support effective instruction in schools then students and staff will have a clear understanding of expectation, referrals will decrease and performance will increase.

| What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle? | What specific action steps address these challenges? | How does this action step address this challenge? |
|--|---|---|
| Ensuring all faculty and staff are adhering Bowden's behavioral expectations, consistent among teachers and administrators | Action Step 1 | The campus will have a school-wide expectations for students. |

Did you achieve your annual outcome?: Yes

What data supports your claim?: We are moving in a positive direction for completing this action, we have established campus wide expectations and are starting to hold assemblies for students

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Design a student handbook with expectations and behavior step chart</p> <p>Evidence Used to Determine Progress: number of discipline referrals</p> <p>Leader(s) Accountable: Leadership team</p> <p>Leader Follow Up Action(s): revisit handbook quarterly, track referrals and look for trends that must be addressed</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 7, 2023 - Frequency: Daily - Evidence Collection Date: June 4, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Build a system to track discipline referrals by area of campus and time of day</p> <p>Evidence Used to Determine Progress: use tracking system to seek trends and make adjustments</p> <p>Leader(s) Accountable: Erica Castillo</p> <p>Leader Follow Up Action(s): present data to CLT and LT to determine trends and need for revision or abandonment</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 4, 2023 - Frequency: Daily - Evidence Collection Date: June 3, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Hold Student Assemblies to disseminate data for referrals and seek student feedback</p> <p>Evidence Used to Determine Progress: feedback of students</p> <p>Leader(s) Accountable: Erica Castillo</p> <p>Leader Follow Up Action(s): Adjustments to expectations and procedures</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 10, 2023 - Frequency: Quarterly - Evidence Collection Date: January 19, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |

| Step 4 Details | Reviews |
|---|---|
| <p>Action Step 4: Design a student handbook with expectations and behavior step chart</p> <p>Evidence Used to Determine Progress: number of discipline referrals</p> <p>Leader(s) Accountable: Leadership team</p> <p>Leader Follow Up Action(s): revisit handbook quarterly, track referrals and look for trends that must be addressed</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 7, 2023 - Frequency: Daily - Evidence Collection Date: June 4, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 5 Details | Reviews |
| <p>Action Step 5: Build a system to track discipline referrals by area of campus and time of day</p> <p>Evidence Used to Determine Progress: use tracking system to seek trends and make adjustments</p> <p>Leader(s) Accountable: Erica Castillo</p> <p>Leader Follow Up Action(s): present data to CLT and LT to determine trends and need for revision or abandonment</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 4, 2023 - Frequency: Daily - Evidence Collection Date: June 3, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 6 Details | Reviews |
| <p>Action Step 6: Hold Student Assemblies to disseminate data for referrals and seek student feedback</p> <p>Evidence Used to Determine Progress: feedback of students</p> <p>Leader(s) Accountable: Erica Castillo</p> <p>Leader Follow Up Action(s): Adjustments to expectations and procedures</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 10, 2023 - Frequency: Quarterly - Evidence Collection Date: January 19, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |

Submission 2A (optional)

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

Implementation Level: Beginning Implementation

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

Rationale: Based on Insight data teachers at Bowden do not feel that feedback helps them make changes to practice

Source Used to Identify Rationale: Self Assessment

Who will you partner with?: Region 20

How will you build capacity in this Essential Action?: Campus Instructional leaders will continue to design, implement, reflect and use data to look for patterns

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Soliciting feedback from teachers, goal setting, and coaching cycles will help to determine systems, ideas sought during PD and DSE, buy in from asking teachers what we should see, what they need to get there

Desired Annual Outcome: Insight data will increase

District Commitment Theory of Action: If the district provides feedback training then we will be able to give feedback that is considered meaningful and relevant

District Actions: If campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time and observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice then teachers improve their instructional practices, student learning is enhanced, and a collaborative culture is created at Bowden.

| What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle? | What specific action steps address these challenges? | How does this action step address this challenge? |
|---|---|---|
| All coaches calibrated on the type of feedback that needs to be provided to teachers. Feedback needs to be actionable and specific to each teacher's needs. | Action Step 1, Action Step 3 | The campus will have a school-wide expectations for students. |

Did you achieve your annual outcome?: No

What data supports your claim?: Our scores actually declined we believe because the assessment included all material for the entire year

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Determine as a Leadership what meaningful feedback is and how often each individual teacher should receive it</p> <p>Evidence Used to Determine Progress: End of year Insight data</p> <p>Leader(s) Accountable: Venus Davis, Erica Castillo, Laura Halvorson</p> <p>Leader Follow Up Action(s): build the rubric, the decide coaching on s/w, design the TTESS tracker</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2023 - Frequency: Weekly - Evidence Collection Date: February 20, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Design an observation cadence based on TTESS requirements, Skill and Will, and Coaching needs</p> <p>Evidence Used to Determine Progress: observation database will ensure that administrators are observing fee</p> <p>Leader(s) Accountable: Venus Davis Erica Castillo Laura Halvorson</p> <p>Leader Follow Up Action(s): once database is established review it at the LT meetings</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 9, 2023 - Frequency: Daily - Evidence Collection Date: May 15, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Calibrate weekly on feedback given to teachers based on the agreed rubric</p> <p>Evidence Used to Determine Progress: agenda of calibration meetings</p> <p>Leader(s) Accountable: VSD, EC, LH</p> <p>Leader Follow Up Action(s): based on calibration and insight data will determine next steps</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 9, 2023 - Frequency: Weekly - Evidence Collection Date: June 4, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |

| Step 4 Details | Reviews |
|--|---|
| <p>Action Step 4: Determine as a Leadership what meaningful feedback is and how often each individual teacher should receive it</p> <p>Evidence Used to Determine Progress: End of year Insight data</p> <p>Leader(s) Accountable: Venus Davis, Erica Castillo, Laura Halvorson</p> <p>Leader Follow Up Action(s): build the rubric, the decide coaching on s/w, design the TTESS tracker</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2023 - Frequency: Weekly - Evidence Collection Date: February 20, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 5 Details | Reviews |
| <p>Action Step 5: Calibrate weekly on feedback given to teachers based on the agreed rubric</p> <p>Evidence Used to Determine Progress: agenda of calibration meetings</p> <p>Leader(s) Accountable: VSD, EC, LH</p> <p>Leader Follow Up Action(s): based on calibration and insight data will determine next steps</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 9, 2023 - Frequency: Weekly - Evidence Collection Date: June 4, 2024</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |

Submission 2B - Summer Planning

Did you achieve your student performance data goals?:

What data supports your claim?:

Campus Grant Funding Summary

| 6100-Payroll | | | | | |
|---|------------------|------|------------------|--------------|--------------|
| Sub | Essential Action | Step | Resources Needed | Account Code | Amount |
| 1 | 2 | 4 | Supplemental Pay | | \$65,190.00 |
| Sub-Total | | | | | \$65,190.00 |
| Budgeted Budget Object Code Amount | | | | | \$65,190.00 |
| +/- Difference | | | | | \$0.00 |
| 6200-Professional and contracted services | | | | | |
| Sub | Essential Action | Step | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Budget Object Code Amount | | | | | \$10,000.00 |
| +/- Difference | | | | | \$10,000.00 |
| 6300-Supplies and materials | | | | | |
| Sub | Essential Action | Step | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Budget Object Code Amount | | | | | \$34,633.00 |
| +/- Difference | | | | | \$34,633.00 |
| Grand Total Budgeted | | | | | \$109,823.00 |
| Grand Total Spent | | | | | \$65,190.00 |
| +/- Difference | | | | | \$44,633.00 |

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 | All | Reading | Approaches | STAAR | 430 | 59 | 61 | Campus Created Benchmark | 70 | 70 | 61 |
| | | | All | All | All | Reading | Meets | STAAR | 430 | 31 | 33 | Campus Created Benchmark | 38 | 40 | 35 |
| | | | All | All | All | Reading | Masters | STAAR | 430 | 19 | 13 | Campus Created Benchmark | 21 | 20 | 21 |
| | | | All | All | All | Mathematics | Approaches | STAAR | 430 | 48 | 49 | Campus Created Benchmark | 60 | 60 | 55 |
| | | | All | All | All | Mathematics | Meets | STAAR | 430 | 22 | 19 | Campus Created Benchmark | 30 | 25 | 26 |
| | | | All | All | All | Mathematics | Masters | STAAR | 430 | 12 | 7 | Campus Created Benchmark | 11 | 15 | 8 |
| | | | All | All | All | Science | Approaches | STAAR | 430 | 49 | 48 | Campus Created Benchmark | 28 | 55 | 59 |
| | | | All | All | All | Science | Meets | STAAR | 430 | 24 | 18 | Campus Created Benchmark | 14 | 25 | 38 |
| | | | All | All | All | Science | Masters | STAAR | 430 | 9 | 6 | Campus Created Benchmark | 4 | 10 | 8 |
| Closing the Gaps | Priority Target 1 | Academic Achievement | All | Second Lowest EG | African American | Mathematics | N/A | Mathematics | N/A | 40 | 31 | Campus Created Benchmark | 7 | 70 | 0 |
| | Priority Target 2 | Academic Growth Status | All | Second Lowest EG | African American | Mathematics | N/A | Mathematics | N/A | 65 | 61 | Campus Created Benchmark | 40 | 70 | 40 |
| | Priority Target 3 | Academic Achievement | All | First Lowest EG | Hispanic | Mathematics | N/A | Mathematics | N/A | 32 | 18 | Campus Created Benchmark | 23 | 45 | 16 |

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 | 45 | 15 | | | | | | 25 | 7 | 3 | 0 | 0 | 0 | |
| High DNM | 23 | | 22 | | | | | 0 | 15 | 0 | 0 | 0 | 0 | |
| Low App | 35 | | | 13 | | | | 2 | 1 | 27 | 17 | 0 | 0 | |
| High App | 26 | | | | 12 | | | 0 | 0 | 3 | 25 | 19 | 3 | |
| Meets | 47 | | | | | 16 | | 0 | 0 | 0 | 1 | 45 | 15 | |
| Masters | 32 | | | | | | 9 | 0 | 0 | 0 | 0 | 10 | 30 | |
| Current Year Student Count | 247 | | | | | | | Sub 2 Goals Student Count | 27 | 23 | 33 | 43 | 74 | 48 |
| | | | | | | | Sub 2 Goals Percentages | 13 | 11 | 16 | 21 | 36 | 23 | |
| | | | | | | | Sub 2 Results | 45 | 23 | 35 | 26 | 47 | 32 | |

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 | 45 | 12 | | | | | | 25 | 7 | 3 | 0 | 0 | 0 | |
| High DNM | 23 | 12 | | | | | | 0 | 15 | 0 | 0 | 0 | 0 | |
| Low App | 35 | 12 | | | | | | 2 | 1 | 27 | 17 | 0 | 0 | |
| High App | 26 | 12 | | | | | | 0 | 0 | 3 | 25 | 19 | 3 | |
| Meets | 47 | 12 | | | | | | 0 | 0 | 0 | 1 | 45 | 15 | |
| Masters | 32 | 12 | | | | | | 0 | 0 | 0 | 0 | 10 | 30 | |
| Current Year Student Count | 247 | | | | | | | Sub 2 Goals Student Count | 27 | 23 | 33 | 43 | 74 | 48 |
| | | | | | | | Sub 2 Goals Percentages | 13 | 11 | 16 | 21 | 36 | 23 | |
| | | | | | | | Sub 2 Results | 45 | 23 | 35 | 26 | 47 | 32 | |