

**San Antonio Independent School District**  
**J.T. Brackenridge Elementary - TIP**  
**2023-2024 Targeted Improvement Plan**



San Antonio Independent School District

**J. T. Brackenridge**  
Elementary School

**Campus Number:** 015907110

**Board Approval Date:** January 16, 2024

**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. J. Aquino  
Eric Wicker

**Principal:** Marco I. Morales  
**ESC Case Manager:** Shannon Allen  
**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:** Eric Wicker

## 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:** Eric Wicker

## 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:** Marco I. Morales

# 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:** Eric Wicker  
**DCSI Title/Position:** Assistant Superintendent

**Superintendent Name:** Dr. J. Aquino  
**Date:** Wed, Jan 3, 2024

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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?**

For Domain 1, we have set our accountability goal in Reading to 65% approaches, 35% meets, and 15% masters and in Math to 60% approaches, 25% meets, and 12% master. The challenges we anticipate for achieving these goals include 3rd graders entering at a 35% Tier 1 level for reading and 36% Tier 1 level for math, class sizes of 28 and 29 in 3rd grade, a vacancy in our 4th/5th grade dual language classroom that currently has a long-term substitute, and attendance concerns from some students/families. In addition, our growth goals indicate that we may be under our targets for masters due to current levels of student performance from the previous year.

## 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?**

The accountability goals we have set for Domain 2A include 100% of students who scored at the "Does Not Meet" or "Approaches" level growing and demonstrating progress, in addition to those who scored at the "Meets" and "Masters" level maintaining their academic performance. The challenges we anticipate in achieving these goals include a vacancy in our 4th/5th grade Dual Language classroom which currently has a long-term substitute, attendance concerns from some students/families, and teacher capacity to differentiate, progress monitor, and provide appropriate interventions, such as small group instruction.

## 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?**

The accountability goals we set for Domain 3 include increasing our ELA achievement target to 35% "Meets", our ELA academic growth target to 71% progress, and our Math achievement target to 25% "Meets" in ALL grade levels for ALL student groups. We identified these groups based on the demographics of our campus and with the understanding that our Hispanic sub-pop makes up for over 90% of our accountability group. We identified these subjects based on our historical data and the need to improve literacy for all students, in addition to improving our achievement in mathematics.

# 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:**

We have a campus list of responsibilities for each of our instructional leaders/administrators. We also determine the coaching/supervising teachers assigned. We have weekly calendars that include our observations, PLCs, data meetings, and leadership meetings.

**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:**

We engage in beginning of the year goal setting conferences where expectations for evaluations are shared, in addition to the measurable goals determined by the direct report. Supervisors then provide feedback and suggestions for adjustments to the goals, while monitoring progress through the year at a middle-of-the-year conference, then end-of-year conference.

**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:**

Instructional leaders use Outlook calendar scheduling, shared agendas through Google, and tracking tools provided by the district for PLCs and data meetings. This year we have begun using an observation/feedback tool for our non-evaluative instructional leaders, through our partnership with Cognia (VIP), to formalize our protocols and processes for observation/feedback cycles.

**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:**

The campus instructional leadership team meets weekly, with a shared agenda, recorded meeting minutes, pending action steps to follow up on, with an emphasis on how scholars are doing, how teachers are doing, and how the campus is doing overall.

**Implementation Level:**

Work is Underway

**Key Practice:**

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

**Success Criteria:**

- Principals' 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:**

The principal calendar reflects scheduled times for non-evaluative observation/feedback cycles conducted by our instructional leaders, PLCs, and data, planning, and in-class support meetings. The principal also meets regularly with the non-evaluative instructional leaders to debrief on progress and next steps for the campus teachers based on their tier/level of support.

**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:**

The principal engages in continual refinement of the campus mission, vision, and goals with our stakeholders in the Campus Advisory Council. Systems are in place for gathering student, staff, and family feedback through anonymous surveys which are reviewed with our faculty and Campus Advisory Council.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

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

**Success Criteria:**

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

**Evidence:**

Our campus mission, vision, and goals articulate high expectations for student achievement across all grade levels. Tiered levels of support are provided to teachers in order to implement high leverage teacher practices and ensure high levels of student engagement. Goals are set for student outcomes and monitored through quarterly progress metrics. Data is used to determine next steps in student and/or teacher support.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

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

**Success Criteria:**

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

**Evidence:**

Our district provides written policies and practices which are implemented consistently at the campus level. Our administrators and teachers have high expectations for all students, as reflected in our vision to ensure all students graduate at, or above, grade level. Teachers create shared ownership of these expectations with students by holding individual data and goal setting meetings. Schoolwide behavioral routines and procedures reflect high expectations for all students.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

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

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

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

**Success Criteria:**

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

**Evidence:**

Our campus has partnerships with several local universities to recruit student teachers who are working towards certification. Our district employs ongoing and proactive recruitment strategies, including highlighting the strengths of our district and individual campuses, along with holding multiple job fairs throughout the year. The Master Teacher Initiative acts as

an incentive to recruit and retain high-quality candidates.

**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:**

District-created interview protocols are used and implemented. Interview panels and criteria are used when determining possible teacher recommendations/candidates.

**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:**

High performing teachers are identified based on historical student data and displaying the attributes of a growth mindset. They are provided with leadership opportunities to mentor new teachers, provide professional development, and model effective instructional practices. High performing teachers are recognized with certificates and trophies during our beginning of year faculty meeting.

**Implementation Level:**

Substantially in place and functioning

**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:**

Content expertise, student achievement data, and classroom culture are all considered during assignment of staff.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

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

**Success Criteria:**

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills
- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

**Evidence:**

Teacher leaders are selected by historical achievement data and leadership skills observed with their colleagues. Administration and Instructional Coaches support teacher leaders in fostering effective team dynamics. Instructional coaches meet weekly with teacher leaders and provide coaching and support as needed. Teacher leaders also have the opportunity to join district-level pathways for professional development.

**Implementation Level:**

Substantially in place and functioning

**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:**

Effective substitutes are identified and regularly support the campus with teacher vacancies (long-term and short-term). Ineffective substitutes are de-prioritized and removed from assignments as needed.

**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 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:**

The campus has established and communicated school-wide expectations for students and staff through our positive behavioral interventions and support (PBIS) committee. Professional development sessions on classroom culture, management, and behavior strategies are scheduled on the calendar as needed through our behavioral coach/specialist. Campus leaders and teachers build and share expectations with the support of the PBIS committee.

#### **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:**

The campus behavioral routines and procedures include clear steps for each of the common areas. Our Positive Behavioral Interventions and Support Committee have provided professional development and steps for teachers to follow in teaching and modeling the behavioral expectations. These school-wide procedures have resulted in safe and effective transitions between classes and other common areas.

#### **Implementation Level:**

Substantially in place and functioning

**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:**

The campus has school-wide, grade-level, and classroom incentives in place for students who meet expectations. We implement the PBIS system of rewards and redirections. Staff provide "Eagle Bucks" to those students meeting expectations and demonstrating the campus values.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Some (less than half) of the key practices are substantially in place and functioning

**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:**

Teachers utilize district resources for their RLA and Math student assignments. They also have access to supplementary materials that include Curriculum Associates resources (Think Up and Ready Texas) in RLA and Math as well.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

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

## Essential Action 5.1: Professional Development for Effective Classroom Instruction.

### Key Practice:

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

### Success Criteria:

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

### Evidence:

Teachers use content specific research based practices to support student learning. Leaders create year long professional development plans, including both initial training and ongoing support aligned to specific content areas. Professional development and follow up support are included on the campus calendar.

### 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:

Teachers and campus leaders follow the district's instructional framework for each content area, which includes high leverage practices, such as structured conversations to encourage student discourse. Teachers are provided with training and support to incorporate Social Emotional Learning techniques that address students' specific needs. Professional development and follow up support are included on the campus calendar.

### 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:**

Our campus calendar indicates professional development that focuses on differentiation of tier 1 instruction, including support for Emergent Bilinguals and the use of i-Ready instructional resources for small group instruction based on student need. Professional development was provided on the different resources available to support student learning on i-Ready, such as adaptive software and scaffolded instruction. These trainings support teachers in meeting the needs of students in special population groups.

**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:**

Our campus has begun utilizing a teacher/observation feedback tool provided through our partnership with Cognia (VIP). This tool is used to capture campus and individual teacher trends to assess the level of implementation of teaching practices, track teacher progress, and to determine areas of continued support needed.

**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:**

Teachers are tiered based on level of effectiveness, support needed, and student data. Our non-evaluative instructional leaders have created an observation schedule based on these tiers. Each tier has been assigned a minimum number of observation and feedback sessions per month.

**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:**

Debrief conversations with teachers occur as soon as possible after observations and focus on one high leverage action step for teachers to work on. Goals and action steps are determined based on individual teacher needs as determined by our Cognia (VIP) observation trends. All goals and action steps are tied to our campus-wide goal of increasing student progress and achievement.

**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:**

Debrief conversations between instructional leaders and teachers are followed up with observations and check-ins to track teacher's progress towards their goals and provide additional feedback and support. Goals and action steps are clearly communicated with teachers through planning, peer observation, modeling, and/or co-teaching. Opportunities for additional practice and feedback are provided within a predetermined timeline.

**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:**

Grade level and individual data analysis meetings are scheduled after district and campus assessments to review data, track progress towards individual student and classroom goals, and plan for next steps. Instructional coaches attend the data meetings to support teachers in planning for how they will increase student achievement for their tier 2 and 3 students and maintain high levels of achievement for their tier 1 students. Coaches then adjust their support schedules based on the assessment data, analysis of student work, and observation trends.

**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:**

Processes are used during PLCs to analyze student data, including unpacking the learning standard, sorting student work by level of mastery, identifying learning gaps, and planning for how instruction will be adjusted to reteach and reassess for student mastery.

**Implementation Level:**

Work is Underway

**Key Practice:**

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

**Success Criteria:**

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

**Evidence:**

Teachers are provided with a weekly 90 minute PLC block to be used for planning, discussion of instructional strategies, reflecting on student work, and data analysis. Grade level team leaders create and submit their agendas one day prior to meeting. All grade level agendas follow the same format, including team member roles and norms, which of DuFour's four PLC critical questions will be the focus, and time-stamped topics.

**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:**

Teachers are provided with classroom goal posters based on their grade level assessments. Teachers create grade level appropriate progress trackers for student data folders and to be displayed in the classroom and are responsible for updating the data. Students add to their classroom attendance progress tracker when entering the cafeteria.

**Implementation Level:**

Work is Underway

**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:** Partial Implementation

**Key Practices:**

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

**Implementation Level:** Partial Implementation

**Key Practices:**

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

**Implementation Level:** Beginning Implementation

**Key Practices:**

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

**Implementation Level:** Planning for Implementation

**Key Practices:**

**Essential Action 5.1:** Professional Development for Effective Classroom Instruction.

**Implementation Level:** Planning for Implementation

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

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. 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 5.1: Professional Development for Effective Classroom Instruction.

**Implementation Level:** Planning for Implementation

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

**Rationale:** Essential Action 5.1 was prioritized because teacher survey data indicates 51% of teachers feel their professional growth needs are not being met. Student outcomes for all grade levels indicate that only 18% of all students were successful with STAAR redesign/new item types in Math, 30% were successful with the new item types in Reading, and 9% were successful with the new item types in Science.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Curriculum Associates

**How will you build capacity in this Essential Action?:** We plan to further develop our capacity in providing professional development to support teachers in providing rigorous tier 1 instruction that actively engages students in the learning process. This will include targeted professional development sessions based on observation trends.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We met with our staff to ensure they are aware of our priorities during our in-service PD. We will revisit our focus on professional development and improving instructional practices. Community and families will be notified of our focus in our Title I Open House event. Our students will be made aware of our focus on excellent teaching through our focus on active learning structured conversations. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our CAC meetings. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 20th, 2024, 100% of prioritized teachers would have participated in professional development sessions, so they can consistently implement best practices for delivering instruction, resulting in a 5% point increase in the percentage of students scoring at the "meets" level in STAAR in all content areas.

**District Commitment Theory of Action:** If the campus plans and implements professional development through their partnership with Curriculum Associates, then the district's annual calendar includes days for school based professional development activities.

**Incremental Outcome 1 (optional):**

**District Actions:**

**Incremental Outcome 2 (optional):**

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

**What data supports your claim? (optional):**

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

**What data supports your claim? (optional):**



Step 1 Details	Reviews
<p><b>Action Step 1:</b> Met with Curriculum Associates iReady specialists to plan and development professional learning for teachers around new item type support.</p> <p><b>Evidence Used to Determine Progress:</b> Planning document, presentation slides</p> <p><b>Leader(s) Accountable:</b> Principal, Senior Operations Coordinator</p> <p><b>Leader Follow Up Action(s):</b> Share plan with administrative team, schedule follow up teacher professional development</p> <p><b>Non-Funded Resources Needed:</b> Technology for Zoom meeting, planning template</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> July 26, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 10, 2023</p> <p><b>Funding Sources:</b> Curriculum Associates/iReady Partners - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> 2nd-5th grade teachers administer Curriculum Associates diagnostic assessment for reading and math</p> <p><b>Evidence Used to Determine Progress:</b> Diagnostic Report</p> <p><b>Leader(s) Accountable:</b> Principal, Senior Operations Coordinator, Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> Ensure diagnostic assessments are complete by 9/14</p> <p><b>Non-Funded Resources Needed:</b> Technology for diagnostic assessments</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2023 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> September 14, 2023</p> <p><b>Funding Sources:</b> Curriculum Associates/iReady Partners - 6300-Supplies and materials</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers in grades 2nd-5th engaged in professional development session (Delivering Differentiated Instruction)</p> <p><b>Evidence Used to Determine Progress:</b> Sign in sheet, iReady Teacher Success Guide, small group reports, student instructional priority reports</p> <p><b>Leader(s) Accountable:</b> Principal, Senior Operations Coordinator, Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> Monitoring use of iReady and Personalized Instruction</p> <p><b>Non-Funded Resources Needed:</b> Technology, 2nd-5th grade teachers</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 15, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 15, 2023</p> <p><b>Funding Sources:</b> Curriculum Associates/iReady Partners - 6300-Supplies and materials</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Teachers in grades 2nd-5th engaged in professional development session (Tailored Support Session)</p> <p><b>Evidence Used to Determine Progress:</b> Sign in sheet, Personalized Instruction progress data, class progress tracking poster</p> <p><b>Leader(s) Accountable:</b> Principal, Senior Operations Coordinator</p> <p><b>Leader Follow Up Action(s):</b> Monitoring use of iReady and Personalized Instruction, monitor use of Standards Mastery to re-assess students for mastery of skills after reteach, ensure classrooms review expectations and purpose of usage</p> <p><b>Non-Funded Resources Needed:</b> Technology, 2nd-5th grade teachers</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 16, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 16, 2023</p> <p><b>Funding Sources:</b> Curriculum Associates/iReady Partnership - 6300-Supplies and materials</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Submission 1 (optional)

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

**Rationale:** Essential Action 5.2 was prioritized because we do not currently have clear systems in place for observation and feedback cycles for our non-evaluative instructional leaders. This action will help our Instructional Coaches and Senior Operations Coordinator align their observation and feedback cycles with the use of tools and processes that result in teacher action steps to improve instruction and student achievement.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Cognia - Strategic Thinking & Improvement Planning, Coaching & Professional Learning

**How will you build capacity in this Essential Action?:** We plan to further develop our capacity in observation and feedback cycles, specifically with a focus on our Tier 2 instructional leaders, such as our Instructional Coaches and Senior Operations Coordinator. This will include tools and processes, debrief conversations, and follow up action steps.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We met with our staff to ensure they are aware of our priorities during our in-service PD. We will revisit our focus on high quality, data driven instruction at our weekly PLC meetings and engage in reflective conversations on our progress periodically. Community and families will be notified of our focus in our Title 1 Open House event. Our students will be made aware of our focus on excellent teaching through our motto of WORK HARD. BE GREAT. HAVE HEART. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our Campus Advisory Council meetings. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 20th, 2024, 80% of prioritized K-5 teachers will demonstrate improved Tier 1 instruction as evidenced by implementation of action steps provided during observation feedback debriefs and follow up walk-throughs, resulting in a 5% point increase in the percentage of students scoring at the "meets" level in STAAR in all content areas.

**District Commitment Theory of Action:** If the campus adopts tools and processes for observation/feedback cycles through their partnership with Cognia, then the district ensures that campus instructional leaders receive initial training and ongoing support for building teacher capacity.

**Incremental Outcome 1 (optional):**

**District Actions:**

**Incremental Outcome 2 (optional):**

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

**What data supports your claim? (optional):**

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

**What data supports your claim? (optional):**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Meet with Cognia improvement specialists to plan and develop professional learning for non-evaluative instructional leaders.</p> <p><b>Evidence Used to Determine Progress:</b> Planning document, Outlook calendar, meeting minutes</p> <p><b>Leader(s) Accountable:</b> Principal, Senior Operations Coordinator, Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> Share plan with administrative team, receive feedback from instructional coaches</p> <p><b>Non-Funded Resources Needed:</b> Technology for Zoom meetings, online resources for collaboration (Google Doc, Microsoft Outlook)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 25, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 28, 2023</p> <p><b>Funding Sources:</b> Cognia Membership/Partnership - 6200-Professional and contracted services - \$42,900</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Engaged in professional learning sessions with Cognia facilitator (Introduction to Effective Learning Environment Tool (eleot) and Introduction to Teacher Observation Tool (TOT)</p> <p><b>Evidence Used to Determine Progress:</b> Presentation slides, sign in sheet, eleot rubric and TOT rubric</p> <p><b>Leader(s) Accountable:</b> Principal, Assistant Principal, Senior Operations Coordinator, Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> Ensure Senior Operations Coordinator and Instructional Coaches complete the eleot certification course</p> <p><b>Non-Funded Resources Needed:</b> N/A</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 21, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> September 29, 2023</p> <p><b>Funding Sources:</b> Cognia Membership/Partnership - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Engage in baseline data collection for teacher observations using eleot and TOT</p> <p><b>Evidence Used to Determine Progress:</b> eleot and TOT walkthroughs, walkthrough schedule</p> <p><b>Leader(s) Accountable:</b> Senior Operations Coordinator, Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> Ensure walkthroughs are completed by October 24th, prior to calibration visit</p> <p><b>Non-Funded Resources Needed:</b> Walkthrough forms, Outlook calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> October 24, 2023</p> <p><b>Funding Sources:</b> Cognia Membership/Partnership - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Submission 2A (optional)

**Did you achieve your student performance data goals?:**

**What data supports your claim?:**

### 1. Essential Action 5.1: Professional Development for Effective Classroom Instruction.

**Implementation Level:** Planning for Implementation

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

**Rationale:** Essential Action 5.1 was prioritized because teacher survey data indicates 51% of teachers feel their professional growth needs are not being met. Student outcomes for all grade levels indicate that only 18% of all students were successful with STAAR redesign/new item types in Math, 30% were successful with the new item types in Reading, and 9% were successful with the new item types in Science.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Curriculum Associates

**How will you build capacity in this Essential Action?:** We plan to further develop our capacity in providing professional development to support teachers in providing rigorous tier 1 instruction that actively engages students in the learning process. This will include targeted professional development sessions based on observation trends.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We met with our staff to ensure they are aware of our priorities during our in-service PD. We will revisit our focus on professional development and improving instructional practices. Community and families will be notified of our focus in our Title 1 Open House event. Our students will be made aware of our focus on excellent teaching through our focus on active learning structured conversations. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our CAC meetings. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 20th, 2024, 100% of prioritized teachers would have participated in professional development sessions, so they can consistently implement best practices for delivering instruction, resulting in a 5% point increase in the percentage of students scoring at the "meets" level in STAAR in all content areas.

**District Commitment Theory of Action:** If the campus plans and implements professional development through their partnership with Curriculum Associates, then the district's annual calendar includes days for school based professional development activities.

**District Actions:**

**Did you achieve your annual outcome?:**

**What data supports your claim?:**

## Submission 2A (optional)

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

**Rationale:** Essential Action 5.2 was prioritized because we do not currently have clear systems in place for observation and feedback cycles for our non-evaluative instructional leaders. This action will help our Instructional Coaches and Senior Operations Coordinator align their observation and feedback cycles with the use of tools and processes that result in teacher action steps to improve instruction and student achievement.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Cognia - Strategic Thinking & Improvement Planning, Coaching & Professional Learning

**How will you build capacity in this Essential Action?:** We plan to further develop our capacity in observation and feedback cycles, specifically with a focus on our Tier 2 instructional leaders, such as our Instructional Coaches and Senior Operations Coordinator. This will include tools and processes, debrief conversations, and follow up action steps.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We met with our staff to ensure they are aware of our priorities during our in-service PD. We will revisit our focus on high quality, data driven instruction at our weekly PLC meetings and engage in reflective conversations on our progress periodically. Community and families will be notified of our focus in our Title 1 Open House event. Our students will be made aware of our focus on excellent teaching through our motto of WORK HARD. BE GREAT. HAVE HEART. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our Campus Advisory Council meetings. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 20th, 2024, 80% of prioritized K-5 teachers will demonstrate improved Tier 1 instruction as evidenced by implementation of action steps provided during observation feedback debriefs and follow up walk-throughs, resulting in a 5% point increase in the percentage of students scoring at the "meets" level in STAAR in all content areas.

**District Commitment Theory of Action:** If the campus adopts tools and processes for observation/feedback cycles through their partnership with Cognia, then the district ensures that campus instructional leaders receive initial training and ongoing support for building teacher capacity.

**District Actions:**

**Did you achieve your annual outcome?:**

**What data supports your claim?:**

**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
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$30,828.00
<b>+/- Difference</b>					\$30,828.00
6200-Professional and contracted services					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Curriculum Associates/iReady Partners		\$0.00
1	2	1	Cognia Membership/Partnership		\$42,900.00
1	2	2	Cognia Membership/Partnership		\$0.00
1	2	3	Cognia Membership/Partnership		\$0.00
<b>Sub-Total</b>					\$42,900.00
<b>Budgeted Budget Object Code Amount</b>					\$42,900.00
<b>+/- Difference</b>					\$0.00
6300-Supplies and materials					
Sub	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	Curriculum Associates/iReady Partners		\$0.00
1	1	3	Curriculum Associates/iReady Partners		\$0.00
1	1	4	Curriculum Associates/iReady Partnership		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$36,095.00
<b>+/- Difference</b>					\$36,095.00
<b>Grand Total Budgeted</b>					\$109,823.00
<b>Grand Total Spent</b>					\$42,900.00
<b>+/- Difference</b>					\$66,923.00

# 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	218	53	55	TEA Interim		65	
			All	All	All	Reading	Meets	STAAR	218	21	26	TEA Interim		35	
			All	All	All	Reading	Masters	STAAR	218	10	9	TEA Interim		15	
			All	All	All	Mathematics	Approaches	STAAR	218	32	52	TEA Interim		60	
			All	All	All	Mathematics	Meets	STAAR	218	6	18	TEA Interim		25	
			All	All	All	Mathematics	Masters	STAAR	218	2	5	TEA Interim		12	
			All	All	All	Science	Approaches	STAAR	68	23	25	TEA Interim		45	
			All	All	All	Science	Meets	STAAR	68	3	11	TEA Interim		18	
Closing the Gaps	Priority Target 1	Academic Achievement	All	All	All	ELA	N/A	ELA	N/A	22	26	TEA Interim		35	
	Priority Target 2	Academic Growth Status	All	All	All	ELA	N/A	ELA	N/A	77	53	TEA Interim		71	
	Priority Target 3	Academic Achievement	All	All	All	Mathematics	N/A	Mathematics	N/A	6	18	TEA Interim		25	

