

Abilene Independent School District
Bonham Elementary - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. David Young
Keri Thornburg

Principal: Kyle Wiskow
ESC Case Manager: Kriste O'Dell
ESC Region: 14

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: Keri Thornburg

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: Keri Thornburg

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: Kyle Wiskow

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Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Our goals for Domain 1 are 72% Approaches, 35% Meets and 15% Masters. Our focus this year will be on increasing our approaches percentage from 53% to 72% and our meets percentage from 27% to 35% and our Masters from 11% to 15%. This will average to a component score of 41 which should equate to a C in Domain 1.

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

Our campus is focusing on Domain 2A growth. We will be focusing on growth students in Reading and Math. We need to average 69% growth as a campus in order to achieve that goal. In 2019 we had 63% growth in Reading and 67% growth in Math. By using our MAP data to focus on growing individual students, we feel that we can achieve this goal.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Our goal is to meet 6 targets on Domain 3.

For Academic Achievement, we are focusing on Eco Dis for both reading and math and Special Ed for Reading and Math. We had a gap in Eco Dis reading of 10 points and a gap in Eco Dis Math of 8 points. For Special Ed, we had a gap of 11 points in Reading and a gap of 10 points in Math.

With the increased focus on Economically Disadvantaged and Special Ed, we feel that we can achieve the Student Success Targets for these two subgroups. That would mean increasing our Student Success Avg for Eco Dis from a 25 to a 38 and increasing our Special Ed from 12 to 23.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

We are focusing on Reading and Math. Only 28% of students met grade level in Reading and 29% met grade level in Math.

We are putting most of our focus and resources in 4th grade to improve reading scores. Only 43% of our 4th graders approached grade level in Reading compared to 55% of 3rd Grade and 70% of our 5th graders.

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

We are focusing on our Eco. Dis. and Special Ed students for both Reading and Math.

Our Eco Dis students had 23% Meets Grade Level in Reading (target of 33%) and 24% Meets Grade Level in Math (target of 36%). Our Special Ed students had 8% Meets Grade Level in Reading (target of 19%) and 13% Meet Grade Level in Math (Target of 13%),

If we can focus on meeting these 2 targets in Academic Achievement, then we can possibly hit the Student Success targets for both groups. The Eco Dis target in Student Success is 38 and we had a score of 25. For Special Ed, the target is 23 and we had a score of 12.

Essential Actions

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

Implementation Level: Partial Implementation

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

Implementation Level: Partial Implementation

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

Implementation Level: Fully Implemented

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

Implementation Level: Planning for Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Essential Action : Data-driven instruction.

Implementation Level: Beginning Implementation

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Planning for Implementation

Rationale: Abilene ISD has developed a district designated curriculum document to ensure that high quality Tier I instruction is occurring within all classrooms with thoroughly vetted materials. We are also partnering with Engage2Learn and participating in a unit design process with another campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will work closely with our district curriculum coordinators to ensure that our curriculum aligns with state standards. We will work with grade levels to ensure teachers document TEKS covered within their daily lesson plans. Principal, assistant principal, and instructional coordinator evaluate lesson plans weekly and provide feedback. All campus and district calendars are posted in our Bonham Beacon for all staff members to access. We will work with Engage2Learn to provide monthly coaching to all our teachers and provide unit design days.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters on each campus, and regular school board updates.

Desired Annual Outcome: 100% of our core content teachers will utilize the district designated curriculum documents and unit design rubrics that are aligned with the TEKS to develop effective lesson plans. Principal, assistant principal, and instructional coordinator will provide weekly feedback for all grade levels regarding lesson plans.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all the necessary materials for implementation with fidelity, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus will have the needed resources to provide teachers with high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: By the end of November, 100% of core content teachers will have completed 3 unit design days focused on developing pre and post assessments and developing Buerk Rubrics with E2L coaches.

District Actions: The district will contract with engage2Learn to provide coaching and support with unit design and high-quality classroom instruction. District leaders will collaborate with engage2Learn coaches and leaders bi-weekly to monitor progress and plan upcoming coaching and unit design activities. The district Curriculum and Instruction department will revise and refine the District Designated Curriculum Documents (DDCDs). The district will provide professional development to all teachers for effective usage of the DDCDs.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Teachers will attend professional learning sessions with Engage2Learn and Executive Director of Curriculum and Instruction.</p> <p>Evidence Used to Determine Progress: Campus professional development calendar</p> <p>Person(s) Responsible: Principal and Instructional Coordinator</p> <p>Resources Needed: ESF Grant funds and time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 12, 2021 - Frequency: Ongoing - Evidence Collection Date: September 30, 2021</p> <p>Funding Sources: ESF Focus Grant Funds for Sub costs - 6100-Payroll - \$6,000, ESF Focused Grant Funds - 6200-Professional and contracted services - \$50,641</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will attend training on district curriculum documents.</p> <p>Evidence Used to Determine Progress: Verification of completion form</p> <p>Person(s) Responsible: Principal and Instructional</p> <p>Resources Needed: Video from Curriculum and Instruction department, time, DDCD.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 30, 2021 - Frequency: One Time - Evidence Collection Date: September 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will attend a minimum of 2 cycles for Engage2Learn unit design sessions with partner school.</p> <p>Evidence Used to Determine Progress: Sign-in sheets</p> <p>Person(s) Responsible: Principal and Instructional Coordinator</p> <p>Resources Needed: Grant funds</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 30, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Teachers will administer pre and post assessments aligned with the districts assessments calendar to monitor students progress.</p> <p>Evidence Used to Determine Progress: Assessment data</p> <p>Person(s) Responsible: Teachers</p> <p>Resources Needed: assessments and instructional time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers getting accustomed to providing consistent high quality tier 1 instruction, and the training and planning time that will be required to make tier 1 instruction a focus campus-wide.

What specific action steps address these challenges?: Actions 1, 2, and 3

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Teachers require time to meet as grade levels to analyze classroom, assessment, and MAP data to continue to drive high quality tier 1 instruction. Overall, Bonham teachers need additional training on how to utilize data to inform tier 1 instruction.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus administration team will review weekly lesson plans and provide feedback each week. Our instructional coordinator will work with grade levels to create common formative assessments for each six weeks. Our teachers will work with Engage2Learn coaches to use classroom data to differentiate within their classrooms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates to communicate progress along the way. Engage2Learn unit design days allow teachers to discuss and analyze data with our partner campus. Teachers will meet weekly in PLCs to disaggregate grade-level data.

Desired Annual Outcome: 100% of our core content teachers will meet weekly in PLCs to analyze and disaggregate grade-level data. Teachers will use this data to plan instruction and provide interventions.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), and district policies and practices support effective instruction in schools, then the campus will have the needed resources to provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: Teachers will meet each week with their PLC to discuss/analyze data and instructional strategies. 100% of teachers will create MAP action plans after BOY MAP testing.

District Actions: The district will contract with engage2Learn to provide coaching and support using assessment data in the unit design process, providing opportunities for differentiation based on district common assessments. The district will provide resources such as MAP growth, mCLASS, and eduphoria resources to assist campuses with data disaggregation to support instructional planning. The district Curriculum and Instruction will provide common assessments each grading period for STAAR grade level core subject areas.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: All teachers will receive monthly instructional coaching using the Engage2Learn framework, aligned around best practices.</p> <p>Evidence Used to Determine Progress: coaching calendar and tracker</p> <p>Person(s) Responsible: Principal, Instructional coordinator, and content coordinators</p> <p>Resources Needed: Grant funds and time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: 100% of core teachers will meet in their PLCs every week to analyze and discuss student assessment data.</p> <p>Evidence Used to Determine Progress: MAP action plans and PLC forms</p> <p>Person(s) Responsible: Principal and Instructional coordinator</p> <p>Resources Needed: MAP action plan and PLC forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: December 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Engage2Learn unit design days focused on Buerk rubrics designed MAP data</p> <p>Evidence Used to Determine Progress: Buerk rubrics designed round around MAP data</p> <p>Person(s) Responsible: Teachers, Instructional Coordinator, and Principal</p> <p>Resources Needed: Coaching and unit design tracker</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 17, 2021 - Frequency: Ongoing - Evidence Collection Date: September 24, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Administer BOY MAP test</p> <p>Evidence Used to Determine Progress: MAP results</p> <p>Person(s) Responsible: Principal and Instructional coordinator</p> <p>Resources Needed: MAP data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Ongoing - Evidence Collection Date: September 24, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Discuss BOY MAP results and develop BOY MAP actions plans</p> <p>Evidence Used to Determine Progress: Completed MAP action plans</p> <p>Person(s) Responsible: Teachers and Instructional coordinator</p> <p>Resources Needed: MAP data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Ongoing - Evidence Collection Date: October 8, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We will need to find the time to analyze all data. We need to focus and train on the skill needed to effectively use data to plan instruction.

What specific action steps address these challenges?: Action steps 1, 2, 3, and 5

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for Implementation

Rationale: Abilene ISD has developed a district designated curriculum document to ensure that high quality Tier I instruction is occurring within all classrooms with thoroughly vetted materials. We are also partnering with Engage2Learn and participating in a unit design process with another campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will work closely with our district curriculum coordinators to ensure that our curriculum aligns with state standards. We will work with grade levels to ensure teachers document TEKS covered within their daily lesson plans. Principal, assistant principal, and instructional coordinator evaluate lesson plans weekly and provide feedback. All campus and district calendars are posted in our Bonham Beacon for all staff members to access. We will work with Engage2Learn to provide monthly coaching to all our teachers and provide unit design days.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters on each campus, and regular school board updates.

Desired Annual Outcome: 100% of our core content teachers will utilize the district designated curriculum documents and unit design rubrics that are aligned with the TEKS to develop effective lesson plans. Principal, assistant principal, and instructional coordinator will provide weekly feedback for all grade levels regarding lesson plans.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all the necessary materials for implementation with fidelity, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus will have the needed resources to provide teachers with high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: 100% of core content teachers will utilize district designated curriculum documents and unit design rubrics that are aligned with the TEKS to develop effective lesson plans. Administrators will provide feedback to all grade levels regarding elements of lesson plans. By the end of February teachers will have participated in a min. of 4 unit design days.

District Actions: TBD

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Teachers require time to meet as grade levels to analyze classroom, assessment, and MAP data to continue to drive high quality tier 1 instruction. Overall, Bonham teachers need additional training on how to utilize data to inform tier 1 instruction.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus administration team will review weekly lesson plans and provide feedback each week. Our instructional coordinator will work with grade levels to create common formative assessments for each six weeks. Our teachers will work with Engage2Learn coaches to use classroom data to differentiate within their classrooms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates to communicate progress along the way. Engage2Learn unit design days allow teachers to discuss and analyze data with our partner campus. Teachers will meet weekly in PLCs to disaggregate grade-level data.

Desired Annual Outcome: 100% of our core content teachers will meet weekly in PLCs to analyze and disaggregate grade-level data. Teachers will use this data to plan instruction and provide interventions.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), and district policies and practices support effective instruction in schools, then the campus will have the needed resources to provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: Procedures for data analysis and instructional planning will be implemented and discussed through weekly PLCs. 100% of core content teachers will meet weekly in PLC meetings to review data and plan corrective action and interventions

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

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

Implementation Level: Planning for Implementation

Rationale: Abilene ISD has developed a district designated curriculum document to ensure that high quality Tier I instruction is occurring within all classrooms with thoroughly vetted materials. We are also partnering with Engage2Learn and participating in a unit design process with another campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will work closely with our district curriculum coordinators to ensure that our curriculum aligns with state standards. We will work with grade levels to ensure teachers document TEKS covered within their daily lesson plans. Principal, assistant principal, and instructional coordinator evaluate lesson plans weekly and provide feedback. All campus and district calendars are posted in our Bonham Beacon for all staff members to access. We will work with Engage2Learn to provide monthly coaching to all our teachers and provide unit design days.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters on each campus, and regular school board updates.

Desired Annual Outcome: 100% of our core content teachers will utilize the district designated curriculum documents and unit design rubrics that are aligned with the TEKS to develop effective lesson plans. Principal, assistant principal, and instructional coordinator will provide weekly feedback for all grade levels regarding lesson plans.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all the necessary materials for implementation with fidelity, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus will have the needed resources to provide teachers with high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: 100% of core content teachers will utilize the district designated curriculum documents and unit design rubrics that are aligned with the TEKS to ensure effective lesson plans. Administrators will provide weekly feedback on lesson plans quality and required elements. By the end of May, teachers will have participated in seven unit design days.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Teachers require time to meet as grade levels to analyze classroom, assessment, and MAP data to continue to drive high quality tier 1 instruction. Overall, Bonham teachers need additional training on how to utilize data to inform tier 1 instruction.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus administration team will review weekly lesson plans and provide feedback each week. Our instructional coordinator will work with grade levels to create common formative assessments for each six weeks. Our teachers will work with Engage2Learn coaches to use classroom data to differentiate within their classrooms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates to communicate progress along the way. Engage2Learn unit design days allow teachers to discuss and analyze data with our partner campus. Teachers will meet weekly in PLCs to disaggregate grade-level data.

Desired Annual Outcome: 100% of our core content teachers will meet weekly in PLCs to analyze and disaggregate grade-level data. Teachers will use this data to plan instruction and provide interventions.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), and district policies and practices support effective instruction in schools, then the campus will have the needed resources to provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: Campus wide assessment and data procedures will be in place to ensure effective instructional planning during weekly PLC meetings. 100% of core content teachers will meet weekly to review data and plan interventions and reteach activities with a focus on STAAR performance.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	ESF Focus Grant Funds for Sub costs		\$6,000.00
Sub-Total					\$6,000.00
Budgeted Budget Object Code Amount					\$6,000.00
+/- Difference					\$0.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	ESF Focused Grant Funds		\$50,641.00
Sub-Total					\$50,641.00
Budgeted Budget Object Code Amount					\$50,641.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$28,000.00
+/- Difference					\$28,000.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$250.00
+/- Difference					\$250.00
Grand Total					\$56,641.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	63	55	99	MAP	50		MAP	55		65	
			All	All	Reading	Meets	STAAR	35	28	99	MAP	30		MAP	35		38	
			All	All	Reading	Masters	STAAR	15	14	99	MAP	5		MAP	10		14	
			All	All	Mathematics	Approaches	STAAR	67	56	99	MAP	55		MAP	60		66	
			All	All	Mathematics	Meets	STAAR	35	29	99	MAP	30		MAP	35		39	
			All	All	Mathematics	Masters	STAAR	18	12	99	MAP	5		MAP	10		12	
			All	All	Science	Approaches	STAAR	55	66	100	MAP	65		MAP	70		76	
			All	All	Science	Meets	STAAR	35	30	100	MAP	30		MAP	35		40	
			All	All	Science	Masters	STAAR	12	6	100	MAP	5		MAP	6		6	
			All	All	Writing	Approaches	STAAR	39	32	99								
			All	All	Writing	Meets	STAAR	19	16	99								
All	All	Writing	Masters	STAAR	1	6	99											
2. Domain 3	Focus 1	Academic Achievement	All	Special Ed	Reading	NA	STAAR	25	8	100	MAP	10		MAP	15		19	
	Focus 2	Academic Achievement	All	Special Ed	Mathematics	NA	STAAR	29	13	100	MAP	15		MAP	18		23	

Addendums