

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



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

Dr. David Young  
Keri Thornburg

**Principal:** Tina Jones  
**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:** Tina Jones

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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.**

Based on our 2019 and 2021 STAAR data, we have set the following accountability goals for the 2021-2022 school year.

Approaches: 72%

Meets: 37%

Masters: 13%

This would average to a component score of 41 for Domain 1 which would equate a C.

Our primary focus will be on 3rd and 4th grade math at the approaches, meets, and masters levels. We are below district and state levels in these areas. Our goals for math achievement are:

Approaches: 65%

Meets: 30%

Masters: 15%

## 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.**

We will focus on Domain 2A. Our goals are 70% growth in reading and 76% growth in math. We chose student growth as our indicator because we want all students to experience at least one year's worth of growth in each content area. Many students will need to exceed one year's growth this school year in order to be on grade level. This will be accomplished when teachers improve their Tier I instruction through focusing on the essential standards and using data to inform instruction.

## 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.**

We plan to raise our Targets Met in Academic Achievement for Domain 3 from 2/14 to 6/14. We will focus on our Economically Disadvantaged and our Hispanic students in reading and math. In reading, our Eco Dis students had 30% of students meeting grade level (target is 33%) and 32% meeting grade level in math (target was 36%). Our Hispanic students had 31% meeting grade level in reading (goal is 37%) and 27% meeting grade level in Math (goal is 40%).

If we can achieve these goals that should also help us potentially meet the Student Success targets for Eco Dis and Hispanic subgroups.

## 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 have chosen to focus on 3rd and 4th grade math because they had the biggest gap in achievement as compared to district and state achievement. We expect to see an overall improvement in approaches, meets, and masters scores for Domain 1. In Domain 3, we expect to meet additional math targets in academic achievement by increasing our Meets Grade Level score.

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

We chose to focus on Economically Disadvantaged because our scores demonstrated only a 3 point gap beneath the target in reading, and a 4 point gap in math. Improvement in this area will give us 2 additional Academic Achievement targets and 1 additional Student Success target.

# 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: Fully Implemented**

**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: Fully Implemented**

**Essential Action : Data-driven instruction.**

**Implementation Level: Planning for 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:** Lesson planning is centered around District Designated Curriculum Documents in design and pacing; campus-wide implementation is not yet at 100%.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Teachers will work with Engage2Learn coaches in unit design to develop a deep understanding of the essential standards. Bowie administration will ensure that lesson plans align with district standards and pacing. Scheduled walk-throughs will monitor teachers' implementation of plans with fidelity.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Expectations are addressed in PLC and faculty meetings. The district content coordinators have communicated their expectations regarding lesson planning. Celebration posters and e2L badges displayed will highlight achievement. Data showing growth will also be celebrated in PLC meetings.

**Desired Annual Outcome:** 100% of core content teachers will implement lesson plans centered on the district designated curriculum documents in content and pacing. All teachers will create rubrics based on the essential standards to develop strong lesson plans and assessments.

**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 teachers will create lesson plans based on District Designated Curriculum Documents in content and pacing. Teachers will have participated in creating rubrics as they completed the first Unit Design session with e2L.

**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><b>Action Step 1:</b> Teachers will attend professional development sessions with Engage2Learn and Executive Director of Curriculum and Instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Training sign-in sheets and agenda, professional development calendar</p> <p><b>Person(s) Responsible:</b> Principal, Instructional Coordinator, E2L coach</p> <p><b>Resources Needed:</b> Grant funds for participation in Engage2Learn, staff time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 12, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> September 30, 2021</p> <p><b>Funding Sources:</b> ESF Focused Grant Funds - 6200-Professional and contracted services - \$50,641</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> Core Content teachers will attend training on District Designed Curriculum Documents (DDCDs).</p> <p><b>Evidence Used to Determine Progress:</b> Training Agenda, verification of completion forms</p> <p><b>Person(s) Responsible:</b> Principal, Instructional Coordinator</p> <p><b>Resources Needed:</b> Videos from Curriculum and Instruction Department, Teacher Time, DDCD's</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 12, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> September 30, 2021</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 will attend a minimum of 2 cycles for Engage2Learn unit design sessions with partner school.</p> <p><b>Evidence Used to Determine Progress:</b> Sign In Sheets, Training Agendas</p> <p><b>Person(s) Responsible:</b> Principal, Instructional Coordinator</p> <p><b>Resources Needed:</b> ESF Grant Funds, Staff Time, Substitutes</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p> <p><b>Funding Sources:</b> ESF Grant funds for cost of subs - 6100-Payroll - \$5,250</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> Core Content teachers will create and submit lesson plans based on the District Designed Curriculum Documents (DDCD) with support from the campus Instructional Coordinator.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plans submitted in eduphoria</p> <p><b>Person(s) Responsible:</b> Core Teachers, Principal, Instructional Coordinator</p> <p><b>Resources Needed:</b> DDCD Documents</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** We might struggle to have 100% of teachers using the lesson plans and unit design process with fidelity as they become familiar with the essential standards and DDCD's.

**What specific action steps address these challenges?:** 1-4

**Cycle 1 - (Sept – Nov)**

**2. Essential Action 5.3: Data-driven instruction.**

**Implementation Level:** Planning for Implementation

**Rationale:** Bowie teachers will benefit from more time and training to utilize data from a variety of sources to inform their planning and instruction at Tier I.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Bowie administrators will review lesson plans and give feedback based on the campus walkthrough schedule. Teachers will work with Engage2Learn to design rubrics and formative assessments for all instructional units.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers will be expected to bring data to each monthly PLC meeting and explain how that data will inform their instruction. District-created schedules ensure that unit design and coaching is prioritized.

**Desired Annual Outcome:** 100% of core content teachers will meet regularly with Engage2Learn coaches as well as monthly PLC meetings with Bowie administration to review and utilize data to inform next instructional steps.

**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:** 100% of teachers will share and review specific data from BOY MAP or mCLASS that they have utilized to inform their instructional next steps at two monthly PLC meetings.

**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><b>Action Step 1:</b> Teachers will administer BOY MAP or mClass assessments following the district assessment calendar.</p> <p><b>Evidence Used to Determine Progress:</b> Assessment Calendar, MAP/mClass data</p> <p><b>Person(s) Responsible:</b> Principal, Instructional Coordinator</p> <p><b>Resources Needed:</b> Assessment calendar, MAP, mClass</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 1, 2021</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> Campus Leadership team will establish a schedule and protocols for PLC meetings.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Calendar and Protocols</p> <p><b>Person(s) Responsible:</b> Principal and Instructional Coordinator</p> <p><b>Resources Needed:</b> Time</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 1, 2021</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> Core teachers and campus leadership team will participate in 2 PLC meetings to analyze MAP or mClass data and plan instruction based on the data.</p> <p><b>Evidence Used to Determine Progress:</b> PLC meeting sign-in sheets, agendas</p> <p><b>Person(s) Responsible:</b> Classroom teachers, Principal, Instructional Coordinator</p> <p><b>Resources Needed:</b> MAP data or mClass data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</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 will participate in Engage2Learn unit design days and creation of Buerk Rubrics aligned with MAP data.</p> <p><b>Evidence Used to Determine Progress:</b> Buerk Rubrics, meeting agendas</p> <p><b>Person(s) Responsible:</b> Principal, Instructional Coordinator, Classroom Teachers</p> <p><b>Resources Needed:</b> ESF Focused Grant for Engage2Learn and substitute costs</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** New teachers are still learning about various MAP & mCLASS reports and how to apply them to make instructional decisions.

**What specific action steps address these challenges?:** 2-4

## 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:** Lesson planning is centered around District Designated Curriculum Documents in design and pacing; campus-wide implementation is not yet at 100%.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Teachers will work with Engage2Learn coaches in unit design to develop a deep understanding of the essential standards. Bowie administration will ensure that lesson plans align with district standards and pacing. Scheduled walk-throughs will monitor teachers' implementation of plans with fidelity.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Expectations are addressed in PLC and faculty meetings. The district content coordinators have communicated their expectations regarding lesson planning. Celebration posters and e2L badges displayed will highlight achievement. Data showing growth will also be celebrated in PLC meetings.

**Desired Annual Outcome:** 100% of core content teachers will implement lesson plans centered on the district designated curriculum documents in content and pacing. All teachers will create rubrics based on the essential standards to develop strong lesson plans and assessments.

**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 teachers will create lesson plans based on District Designated Curriculum Documents in content and pacing. Teachers will have participated in creating rubrics as they completed the first two Unit Design sessions with e2L. Lesson plan implementation will be monitored weekly for 5 teachers by Bowie administration through the walkthrough feedback system.

**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?:** Accomplishing all the walkthrough assignments could be challenging at times due to unexpected campus issues and district schedules.

**What specific action steps address these challenges?:** None

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** Bowie teachers will benefit from more time and training to utilize data from a variety of sources to inform their planning and instruction at Tier I.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Bowie administrators will review lesson plans and give feedback based on the campus walkthrough schedule. Teachers will work with Engage2Learn to design rubrics and formative assessments for all instructional units.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers will be expected to bring data to each monthly PLC meeting and explain how that data will inform their instruction. District-created schedules ensure that unit design and coaching is prioritized.

**Desired Annual Outcome:** 100% of core content teachers will meet regularly with Engage2Learn coaches as well as monthly PLC meetings with Bowie administration to review and utilize data to inform next instructional steps.

**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:** 100% of teachers will share and review specific data from MOY MAP or mCLASS that they have utilized to inform their instructional next steps at three monthly PLC meetings.

**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?:** Teachers are sometimes pulled in other directions during our scheduled PLC meeting times.

**What specific action steps address these challenges?:** The PLC meeting schedule was published in September so that teachers can prioritize and schedule around them. Teachers have been asked to avoid scheduling appointments and parent conferences on those days.

### 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:** Lesson planning is centered around District Designated Curriculum Documents in design and pacing; campus-wide implementation is not yet at 100%.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Teachers will work with Engage2Learn coaches in unit design to develop a deep understanding of the essential standards. Bowie administration will ensure that lesson plans align with district standards and pacing. Scheduled walk-throughs will monitor teachers' implementation of plans with fidelity.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Expectations are addressed in PLC and faculty meetings. The district content coordinators have communicated their expectations regarding lesson planning. Celebration posters and e2L badges displayed will highlight achievement. Data showing growth will also be celebrated in PLC meetings.

**Desired Annual Outcome:** 100% of core content teachers will implement lesson plans centered on the district designated curriculum documents in content and pacing. All teachers will create rubrics based on the essential standards to develop strong lesson plans and assessments.

**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 teachers will create lesson plans based on District Designated Curriculum Documents in content and pacing. Teachers will have participated in creating rubrics as they completed the first two Unit Design sessions with e2L. Lesson plan implementation will be monitored weekly for ten teachers by Bowie administration through the walkthrough feedback system.

**District Actions:** TBD

**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?:** Giving relevant and helpful feedback in a timely manner could be a challenge due to unexpected campus circumstances.

**What specific action steps address these challenges?:** We will prioritize communicating with teachers through Eduphoria. We plan to enter feedback into Eduphoria in the classroom or by the end of the school day.



## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** Bowie teachers will benefit from more time and training to utilize data from a variety of sources to inform their planning and instruction at Tier I.

**Who will you partner with?:** VIP

**How will you build capacity in this Essential Action?** Bowie administrators will review lesson plans and give feedback based on the campus walkthrough schedule. Teachers will work with Engage2Learn to design rubrics and formative assessments for all instructional units.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers will be expected to bring data to each monthly PLC meeting and explain how that data will inform their instruction. District-created schedules ensure that unit design and coaching is prioritized.

**Desired Annual Outcome:** 100% of core content teachers will meet regularly with Engage2Learn coaches as well as monthly PLC meetings with Bowie administration to review and utilize data to inform next instructional steps.

**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:** 100% of teachers will share and review specific data from EOY MAP, mCLASS, that they have utilized to inform their instructional next steps at four monthly PLC meetings.

**District Actions:** TBD

**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?:** Creating and planning for differentiated groups based on benchmark data that comprehensively cover areas of need.

**What specific action steps address these challenges?:** Teams will work with the instructional coordinator to create and plan for differentiated groupings based on benchmark data.

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	ESF Grant funds for cost of subs		\$5,250.00
<b>Sub-Total</b>					\$5,250.00
<b>Budgeted Budget Object Code Amount</b>					\$5,250.00
<b>+/- Difference</b>					\$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
<b>Sub-Total</b>					\$50,641.00
<b>Budgeted Budget Object Code Amount</b>					\$50,641.00
<b>+/- Difference</b>					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$28,752.00
<b>+/- Difference</b>					\$28,752.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$250.00
<b>+/- Difference</b>					\$250.00
<b>Grand Total</b>					\$55,891.00

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	80	60	100	MAP	50		MAP	60		70	
			All	All	Reading	Meets	STAAR	42	36	100	MAP	30		MAP	40		46	
			All	All	Reading	Masters	STAAR	22	15	100	MAP	5		MAP	10		15	
			All	All	Mathematics	Approaches	STAAR	73	58	98	MAP	50		MAP	60		68	
			All	All	Mathematics	Meets	STAAR	41	36	98	MAP	30		MAP	40		46	
			All	All	Mathematics	Masters	STAAR	20	14	98	MAP	5		MAP	10		14	
			All	All	Science	Approaches	STAAR	76	64	99	MAP	60		MAP	65		74	
			All	All	Science	Meets	STAAR	46	28	99	MAP	30		MAP	40		38	
			All	All	Science	Masters	STAAR	21	7	99	MAP	5		MAP	10		7	
			All	All	Writing	Approaches	STAAR	62	43	98								
			All	All	Writing	Meets	STAAR	27	26	98								
All	All	Writing	Masters	STAAR	6	9	98											
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	38	30	97	MAP	50		MAP	50		60	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	NA	Graduation Rate	39	32	99	MAP	50		MAP	50		60	

# Addendums