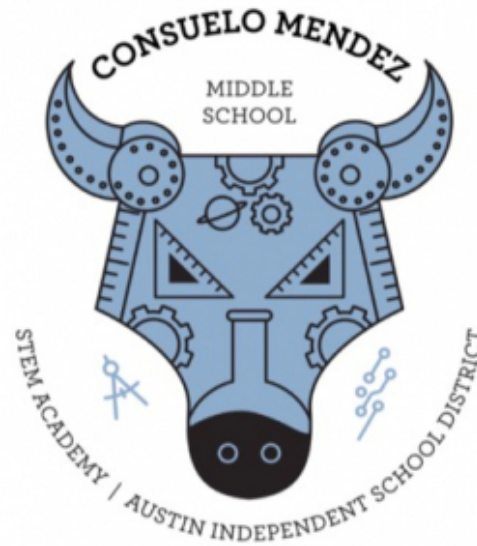


Austin Independent School District
Mendez Middle School - TIP
2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Mike Miles - TFS Charter
Delinda Castro

Principal: Brandon Thurston
ESC Case Manager: Melinda Marquez
ESC Region: 13

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: Delinda Castro

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: Delinda Castro

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: Brandon Thurston

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1: 60% Approaches, 30% Meets, and 12% Masters

Rationale: If the campus meets this goal, the average will be 34 which generates a scaled score of 64. The goal for Domain I in the TFS Action Plan is a scaled 64. Looking at the 2022 scores, math will need to improve the most. We looked at the distance between the 2022 score and the goal and divided by 2 to come up with the scaffolded goal from Cycle 1 to 2. In Cycle 2, the goal is the same as the end of the year. In our experience with implementing the TFS model, we have been able to achieve the end of year goal by the end of Feb. This is done by ensuring that there is ongoing PD, coaching, and implementation support.

School Progress

What accountability goal has your campus set for this year?

Domain 2A Goal:

ELA - Decrease DNM from 51 to 45 in Cycle 1 and 40 in Cycle 2 and 3, Increase App from 49 to 55 in Cycle 1 and 60 in Cycle 2 and 3, Increase Meets from 24 to 27 in Cycle 2 and 30 in Cycle 3 and 4, Increase Masters from 11 to 12 in Cycle 1, 2, and 3

Math - Decrease DNM to 71 to 60 in Cycle 1 and 40 in Cycle 2 and 3, Increase App from 29 to 40 in Cycle 1 and 60 in Cycle 2 and 3, Increase Meets from 9 to 20 in Cycle 2 and 30 in Cycle 3 and 4, Increase Masters from 3 to 8 in Cycle 1 and 12 in Cycle 2 and 3

Rational: Again, looking at the 2022 scores, math will need to improve the most. We looked at the distance between the 2022 score and the goal and divided by 2 to come up with the scaffolded goal from Cycle 1 to 2. In Cycle 2, the goal is the same as the end of the year. In our experience with implementing the TFS model, we have been able to achieve the end of year growth goal by the end of Feb. This is done by ensuring that there is ongoing PD, coaching, and implementation support.

Domain 2B Goal: 60% for Approaches, 30% for Meets, and 12% for Masters

Rationale: If the campus meets this goal, the average is 34 and with a 94% EcoDis the scaled score will be a 75. Rationale is the same as Domain I.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: (3-1: meet at least 5 targets), (3-2: meet at least 7 targets), (3-3: meet the ELL target), and (3-4: meet at least 2 targets).

Rationale: If the campus meets these targets, the Domain 3 score will be at least 74. After looking at the 2022 scores, the subpops that either met a target or were within 12 or less points of meeting a target were counted as met in the goal for each section 3-1, 3-2, 3-3, and 3-4. This will be done by administering daily Demonstration of Learning (DOL) assessments that identify the correct differentiated assignment for each student. Also, implementing the TFS Model, which requires listening, speaking, writing, and reading through Multiple Response Strategies (MRS) daily (Good for ELL students).

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?

In Domain 1, Math will be a focus because of the low performance in 2022. With this improvement, Domain I will score at or above 64.

Again, Math will be a focus in Domain 2A and 2B. With this improvement, Domain 2A and 2B has the potential of scoring at or above the C range.

In Domain 3-1, ELA will need to meet the target for the Hispanic, EcoDis, and ELL subpop categories. In Domain 3-2, ELA will need to meet the targets in All, Hispanic, EcoDis, ELL, and SpEd. Math will need to meet the target in ELL and SpEd. Domain 3-3 ELL will need to meet the target. In Domain 3-4 ELL and SpEd will need to meet the target. These subjects and subpops were selected because they either met the target last year or were within 12 points of meeting the target. If these targets are met Domain 3 could score at or above 73.

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

In Domain 3-1, ELA will need to meet the target for the Hispanic, EcoDis, and ELL subpop categories. In Domain 3-2, ELA will need to meet the targets in All, Hispanic, EcoDis, ELL, and SpEd. Math will need to meet the target in ELL and SpEd. Domain 3-3 ELL will need to meet the target. In Domain 3-4 ELL and SpEd will need to meet the target. These subjects and subpops were selected because they either met the target last year or were within 12 points of meeting the target. If these targets are met Domain 3 could score at or above 73.

The campus has chosen the All Student "student group" in the Closing the Gaps section of student data because most all of the students are Hispanic and EcoDis.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Fully Implemented

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, 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 for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

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

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to more consistent with providing clear expectations for instructional delivery and then monitoring and providing the support needed for effective implementation. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to grow staff capacity and provide the highest quality instruction. If the TFS-Ready Characteristics and the LSAE Model are implemented with fidelity, student learning will be maximize, students will experience cognitive lift, productive struggle, and discourse. If school leaders conduct spot observations, analyze results to inform quality of instruction, and provide job embedded coaching, teachers will consistently and effectively deliver instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed to successfully implement research-based teaching practices that promote critical-thinking skills and include differentiation. (TFS-Ready Characteristics, LSAE Model, Spot Observation expectations, and the use of multiple response strategies (MRS))

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers and administrators participate in the hiring process, they are inform of the expectations listed in Essential Action 5.1. Communication during PD and staff meetings will ensure teachers understand and can implement the expectations in the TFS (Third Future School) Ready Characteristics and administrators can utilize the Spot Observation Form for coaching teachers and analyzing quality of instruction. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. The spot observation form allows campus leaders to score the effectiveness of researched based teaching practices. On the spot observation form, a score of 1-3 is unsatisfactory, 4-5 is progressing, 6-7 is proficient, 8-9 is proficient II, 10 is exemplary. An independent review team will also perform spot observations in Oct, December, and May. Campus leaders will utilize a tracking tool to collect and average the scores documented on all spot observations. At the end of Nov, the average proficiency score from all spot observations will be 5.5 or higher, in February, the average proficiency score will be 6 or higher, and in May the average proficiency score will be 6.5 or higher. In May, 75% of the teachers will receive a proficient or higher score on the instructional effectiveness components on the teacher evaluation.

District Commitment Theory of Action: If the TFS Charter has effective policies and practices in place that support the effective implementation of researched based teaching practices, then, in the classroom, teachers will promote critical-thinking skills and include differentiated and scaffolded support for all learners.

Desired 90-day Outcome: District leaders will ensure that 100% of the 2022-2023 teachers and school leaders are trained on the effective implementation of researched based

teaching practices (TFS-Ready Characteristics and LSAE Model), spot observation expectations, and multiple response strategies (MRS). 100% of the teachers will begin the process of effectively implementing the TFS Ready Characteristics and MRS in the classroom. 100% of the school leaders will begin the process of effectively implementing the TFS Spot Observations to provide job embedded coaching and instructional analysis. District leaders will monitor the completion of weekly spot observations and coaching feedback documentation to ensure quality implementation. Campus leaders will monitor the effectiveness of teaching practices by utilizing a tracking tool to collect and average the scores documented on all spot observations. The average of the spot observation scores will be at a 5.5 or higher proficiency level at the end of this cycle.

District Actions: The TFS Charter will provide Curriculum Maps that are aligned to the level of rigor in the TEKS. The TFS-Ready Characteristics will be revised and improved, as needed, to ensure teachers conduct efficient planning sessions and deliver instruction effectively.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Managing the time requirements needed for training and coaching new staff on the TFS-Ready characteristics.	Action Step 1	Step 1 - Ongoing time allocations for trainings are placed on a school calendar. Step 2 - Implementation of the TFS-Ready Characteristics is defined. Step 5 - Time to plan is placed on a master schedule.

Step 1 Details	Reviews
<p>Action Step 1: Provide PD for teachers on the TFS-Ready characteristics, TFS Spot Observation Expectations, Coaching Model, and MRS Strategies during summer orientation, professional development days throughout the school year, ongoing job embedded coaching.</p> <p>Evidence Used to Determine Progress: Agenda, sign-in sheets, coaching documentation</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers in STAAR tested classrooms will utilize the TFS-Ready Characteristics and LSAE Model when planning and delivering lessons. Lessons will include the following: learning objectives , instructional activities with differentiation, multiple response strategies, and demonstration of learning (DOL) assessments.</p> <p>Evidence Used to Determine Progress: PLC Agendas, Lesson Plans, Differentiated Activities, and DOLs</p> <p>Person(s) Responsible: Teachers and Instructional Leaders</p> <p>Resources Needed: TFS-Ready Characteristics and the LSAE Model</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will utilize the TFS spot observation form to track the quality of instructional delivery.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS Spot Observation Form</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Campus leaders will provide job embedded coaching daily for all teachers. The focus will be on delivering high quality lessons, and effectively utilizing multiple response strategies to maximize learning . Teachers will be identified for additional coaching and or support.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations and Coaching Documents</p> <p>Person(s) Responsible: Campus Leaders</p> <p>Resources Needed: TFS Spot Observation Form and Coaching Documents</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 8, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: A master schedule will be provided for teachers that will include bi-weekly PLC time for data analysis and daily for lesson planning.</p> <p>Evidence Used to Determine Progress: Master Schedule</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: Master Schedule Template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: The campus leaders will meet bi-weekly to assess the success of all campus initiatives and make adjustments and/or additions as needed. Agendas will reflect recorded minutes with next steps captured along with follow-up techniques that have an emphasis on data analysis and progress monitoring.</p> <p>Evidence Used to Determine Progress: Agendas and documentation from the meetings</p> <p>Person(s) Responsible: Campus Leaders</p> <p>Resources Needed: List of campus leaders and written expectations</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, 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 for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with the Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed so teachers can analyze student data daily and in a bi-weekly PLC setting, identify student misconceptions, and determine adjustments needed for daily instruction that will meet the needs of both struggling learners and the learners needing acceleration. (LSAE Instructional model).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers participate in the hiring process, they are inform of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 60% for Approaches,30% for Meets, and 12% for Masters.

District Commitment Theory of Action: If the TFS Charter has effective systems in place for implementing a corrective instruction action planning process, then teachers will determine the root cause as to why students have not learned a concept and create plans for instructional adjustment.

Desired 90-day Outcome: District leaders will ensure that 100% of the 2022-2023 teachers and school leaders are trained on how to effectively disaggregated data to track and monitor the progress of all students and identify student misconceptions for the purpose of adjusting instruction daily and on extended Fridays (every other Friday) (LSAE Model). 100% of the teachers will begin the process of effectively implementing the LSAE model. LSAE Curriculum Developers (LCDs) and classroom teachers will create differentiated lesson activities and ensure 100% of the items on daily Demonstration of Learning (DOL) - Exit Tickets and Checkpoint assessments are aligned to the rigor expectations found in the Curriculum Maps. School leaders will utilize the LSAE rubric to monitor the effectiveness of implementation. At the end of this cycle, the campus will receive a proficient or higher score on this rubric.

District Actions: The TFS Charter will ensure the LSAE model is revised and improved as needed and protected time is built into the master schedule to analyze student data for the purpose of adjusting instruction to meet the needs of students that are struggling and in need of acceleration. The district will hire LSAE Curriculum Developers to create

instructional powerpoints, differentiated LSAE assignments, and TEKS aligned DOLs.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The lack of experience in new staff members as they begin the implementation process of the LSAE model.	Action Step 2	Step 1 - Ongoing time allocations for trainings are placed on a school calendar. Step 2 - Teachers are learning the LSAE Model. Step 3 - LCDs are helping with the creation of the differentiated learning activities and DOLs.

Step 1 Details	Reviews
<p>Action Step 1: Provide PD for teachers on the LSAE Model during summer orientation, professional development days throughout the school year, and on going daily job embedded coaching.</p> <p>Evidence Used to Determine Progress: Agenda, sign-in sheets, coaching documentation</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: TFS-Ready Characteristics (includes MRS Strategies), TFS Spot Observation and Coaching Documentation Forms.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers in STAAR tested classrooms will utilize the LSAE Model during instructional delivery. Daily, Monday - Thursday, after each 45 minute lesson the students will be given a Demonstration of Learning (DOL) assessment. After analyzing the results of the assessment, during the next 45 min, the students will either be with the teacher for reteach or in a learning center working on an accelerated version of the content. Every other week, during PLC time, DOL cumulative data will be analyzed to inform quality of instruction for the two week period and to identify the focus for instruction on an extended Friday every other week.</p> <p>Evidence Used to Determine Progress: Tracking Data from the TFS Spot Observations and DOL data</p> <p>Person(s) Responsible: Teachers and Instructional Leaders</p> <p>Resources Needed: LSAE Model</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: LSAE Curriculum Developers (LCDs) and teachers will ensure daily instructional activities are differentiated at 4 levels, L (Learning), S1(Securing), S2(Securing), and A(Accelerating). They will also ensure all assessment items on daily DOLs and Checkpoint assessments are aligned to the rigor expectations defined in the Curriculum Maps.</p> <p>Evidence Used to Determine Progress: Daily instructional activities, Rigor of assessment items</p> <p>Person(s) Responsible: LCDs, Principal, Director of Instruction</p> <p>Resources Needed: Curriculum Maps, DOLs, and Checkpoint Assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 21, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: A master schedule will be provided for teachers that will ensure that identified students receive differentiated instruction, in each subject area, 45 minutes daily, and 90 minutes on every other (extended) Friday.</p> <p>Evidence Used to Determine Progress: Master Schedule</p> <p>Person(s) Responsible: Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: Master Schedule Template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: After each checkpoint assessment, an excel spreadsheet with the 2022 STAAR results will be downloaded from Eduphoria and utilized by school leaders to track school progress on goals set for Domains 1, 2A, 2B, and 3, including all subpops with a focus on All/EcoDis/Hispanic/ELL/SpEd and to check progress toward individual student goals.</p> <p>Evidence Used to Determine Progress: Completed Spreadsheet</p> <p>Person(s) Responsible: School Improvement Consultant, Principal, Director of Instruction, TFS Leaders</p> <p>Resources Needed: Eduphoria, 2021 STAAR Data, Checkpoint Assessment Data</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 16, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p> <p>Funding Sources: School Improvement Consultant - 6200-Professional and contracted services - \$36,000, Eduphoria - 6300-Supplies and materials - \$7,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 5.1:** Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to more consistent with providing clear expectations for instructional delivery and then monitoring and providing the support needed for effective implementation. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to grow staff capacity and provide the highest quality instruction. If the TFS-Ready Characteristics and the LSAE Model are implemented with fidelity, student learning will be maximize, students will experience cognitive lift, productive struggle, and discourse. If school leaders conduct spot observations, analyze results to inform quality of instruction, and provide job embedded coaching, teachers will consistently and effectively deliver instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed to successfully implement research-based teaching practices that promote critical-thinking skills and include differentiation. (TFS-Ready Characteristics, LSAE Model, Spot Observation expectations, and the use of multiple response strategies (MRS))

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers and administrators participate in the hiring process, they are inform of the expectations listed in Essential Action 5.1. Communication during PD and staff meetings will ensure teachers understand and can implement the expectations in the TFS (Third Future School) Ready Characteristics and administrators can utilize the Spot Observation Form for coaching teachers and analyzing quality of instruction. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. The spot observation form allows campus leaders to score the effectiveness of researched based teaching practices. On the spot observation form, a score of 1-3 is unsatisfactory, 4-5 is progressing, 6-7 is proficient, 8-9 is proficient II, 10 is exemplary. An independent review team will also perform spot observations in Oct, December, and May. Campus leaders will utilize a tracking tool to collect and average the scores documented on all spot observations. At the end of Nov, the average proficiency score from all spot observations will be 5.5 or higher, in February, the average proficiency score will be 6 or higher, and in May the average proficiency score will be 6.5 or higher. In May, 75% of the teachers will receive a proficient or higher score on the instructional effectiveness components on the teacher evaluation.

District Commitment Theory of Action: If the TFS Charter has effective policies and practices in place that support the effective implementation of researched based teaching practices, then, in the classroom, teachers will promote critical-thinking skills and include differentiated and scaffolded support for all learners.

Desired 90-day Outcome: 100% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. District leaders will analyze the spot observations and coaching feedback to monitor implementation and provide addition support for school leaders as needed. School leaders will monitor the effectiveness of teaching practices by utilizing a tracking tool that will summarize the scores. In this cycle, the effectiveness of the teaching practices will be an average of 6 or higher proficiency level and additional support will be provided for teachers in the most need of

improvement.

District Actions: District leaders will analyze the spot observations and coaching feedback documentation to monitor the quality of implementation and provide additional support for school leaders as needed.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Getting all teachers to understand and effectively implement the TFS-Reading Characteristics.		

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, 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 for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with the Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed so teachers can analyze student data daily and in a bi-weekly PLC setting, identify student misconceptions, and determine adjustments needed for daily instruction that will meet the needs of both struggling learners and the learners needing acceleration. (LSAE Instructional model).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers participate in the hiring process, they are inform of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters.

District Commitment Theory of Action: If the TFS Charter has effective systems in place for implementing a corrective instruction action planning process, then teachers will determine the root cause as to why students have not learned a concept and create plans for instructional adjustment.

Desired 90-day Outcome: 100% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation and provide coaching support as needed. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. At the end of this cycle, 100% of school and teacher leaders will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of effectively monitoring progress toward set goals. District leaders will review agendas to monitor the effectiveness of these meetings. The MOY NWEA MAP assessment will be administered in December, each STAAR tested grade/subject's RIT score will be at or above .7 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters.

District Actions: District leaders will review agendas to monitor effectiveness DDI. Support will be provided as needed.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Getting all teachers to understand and effectively implement the DOL tracking process.		

Step 1 Details	Reviews
<p>Action Step 1: Campus leaders will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring student progress. Agendas will reflect recorded minutes with next steps captured along with follow-up techniques that have an emphasis on data analysis and progress monitoring.</p> <p>Evidence Used to Determine Progress: Agendas and documentation from the meetings</p> <p>Person(s) Responsible: Campus Leaders</p> <p>Resources Needed: List of campus leaders and written expectations</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

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

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to more consistent with providing clear expectations for instructional delivery and then monitoring and providing the support needed for effective implementation. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to grow staff capacity and provide the highest quality instruction. If the TFS-Ready Characteristics and the LSAE Model are implemented with fidelity, student learning will be maximize, students will experience cognitive lift, productive struggle, and discourse. If school leaders conduct spot observations, analyze results to inform quality of instruction, and provide job embedded coaching, teachers will consistently and effectively deliver instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed to successfully implement research-based teaching practices that promote critical-thinking skills and include differentiation. (TFS-Ready Characteristics, LSAE Model, Spot Observation expectations, and the use of multiple response strategies (MRS))

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers and administrators participate in the hiring process, they are inform of the expectations listed in Essential Action 5.1. Communication during PD and staff meetings will ensure teachers understand and can implement the expectations in the TFS (Third Future School) Ready Characteristics and administrators can utilize the Spot Observation Form for coaching teachers and analyzing quality of instruction. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers, in STAAR tested classrooms, will effectively implement researched based teaching practices that promote critical thinking and differentiation (TFS-Ready Characteristics and LSAE Model). 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. The spot observation form allows campus leaders to score the effectiveness of researched based teaching practices. On the spot observation form, a score of 1-3 is unsatisfactory, 4-5 is progressing, 6-7 is proficient, 8-9 is proficient II, 10 is exemplary. An independent review team will also perform spot observations in Oct, December, and May. Campus leaders will utilize a tracking tool to collect and average the scores documented on all spot observations. At the end of Nov, the average proficiency score from all spot observations will be 5.5 or higher, in February, the average proficiency score will be 6 or higher, and in May the average proficiency score will be 6.5 or higher. In May, 75% of the teachers will receive a proficient or higher score on the instructional effectiveness components on the teacher evaluation.

District Commitment Theory of Action: If the TFS Charter has effective policies and practices in place that support the effective implementation of researched based teaching practices, then, in the classroom, teachers will promote critical-thinking skills and include differentiated and scaffolded support for all learners.

Desired 90-day Outcome: 100% of the teachers in STAAR tested classrooms will effectively utilize the TFS-Ready characteristics when planning and delivering lessons to ensure learning is maximized for all students and all students experience opportunities for cognitive lift. 100% of the school leaders will effectively utilize TFS Spot Observations to provide ongoing job embedded coaching w/feedback and instructional analysis. Again, school leaders will monitor the effectiveness of teaching practices by utilizing a tracking tool that will summarize the scoring on the spot observations. In this cycle, the effectiveness of the teaching practices will be an average of 6.5 or higher proficiency level and additional support will be provided for teachers in the most need of improvement.

District Actions: After cycle two, the district will analyze the summarized data from the spot observations and make additions or revisions to the tool as needed. The district will provide support for the school leaders as needed.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, 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 for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on the Effective Schools Framework diagnostic completed in the spring of 2022, the campus needs to be more consistent with implementing the process of action step planning: breaking down standards, creating action plans, and using student data. The campus will be transitioning into the new TFS Charter this coming school year. One of the key actions in the Mendez 2022-2023 TFS Action Plan is to implement the Learning, Securing, Accelerating, and Enriching (LSAE) model with fidelity. If the TFS LSAE model is implemented with fidelity, student data will be analyzed in each subject on a daily basis and in a bi-weekly PLC setting, student misconceptions will be identified, reteach will be adjusted to address these misconceptions, student learning will be maximized, and all students will experience opportunities for cognitive lift.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with the Third Future Schools Charter. The TFS Charter will provide ongoing job-embedded PD, coaching, and implementation support needed so teachers can analyze student data daily and in a bi-weekly PLC setting, identify student misconceptions, and determine adjustments needed for daily instruction that will meet the needs of both struggling learners and the learners needing acceleration. (LSAE Instructional model).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: As teachers participate in the hiring process, they are inform of the expectations listed in Essential Action 5.3. Communication during PD and staff meetings will ensure teachers understand and can implement the Learning, Securing, Accelerating, and Enriching (LSAE) model. Community and families will be notified of our focus during parent and community events. Our students will be made aware of our focus from teachers in the classroom.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain stakeholder buy-in.

Desired Annual Outcome: At the end of the 2022-2023 school year, 100% of the teachers in STAAR tested classrooms will effectively implement a corrective instruction action planning process (LSAE model). School leaders will utilize the LSAE Learning Rubric to monitor the effectiveness of implementation. The campus will receive a proficient or higher score on this rubric in November, February, and May. School and teacher leaders will analyze the demonstration of learning (DOL- Exit Ticket) and checkpoint assessments to ensure 100% of the items are aligned to the rigor expectations found in the Curriculum Maps and they will meet with content teams after each relevant assessment period to disaggregate and review data for the purpose of monitoring progress toward set goals. After the NWEA MAP administration in December and again in May, each STAAR tested grade/subject's RIT score will be in Dec .7 times more and May 1.6 times more than the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters.

District Commitment Theory of Action: If the TFS Charter has effective systems in place for implementing a corrective instruction action planning process, then teachers will determine the root cause as to why students have not learned a concept and create plans for instructional adjustment.

Desired 90-day Outcome: 100% of the teaching staff will effectively implement the LSAE model during instructional delivery to ensure differentiation for all students. School leaders will utilize the LSAE Rubric to monitor the effectiveness of implementation and provide coaching support as needed. At the end of this cycle, the campus will receive a proficient or higher score on this rubric. The MOY NWEA MAP assessment will be administered in May, each STAAR tested grade/subject's RIT score will be at or above 1.6 times the projected norms level for growth. Also, the NWEA MAP STAAR proficiency projections for Reading, Math, and Science will be at or above 60% for Approaches, 30% for Meets, and 12% for Masters. The checkpoint assessment data will be at or above 60% Approaches, 30% Meets, 12% Masters.

District Actions: After cycle two, the District will analyze the results of the LSAE rubric and make additions or revisions as needed. Support will be provided to school leaders as needed.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	5	School Improvement Consultant		\$36,000.00
Sub-Total					\$36,000.00
Budgeted Budget Object Code Amount					\$36,000.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	5	Eduphoria		\$7,000.00
Sub-Total					\$7,000.00
Budgeted Budget Object Code Amount					\$7,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$43,000.00
+/- Difference					\$0.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	100	26	49	N/A	District Created Benchmark	55		District Created Benchmark	60		60	
			All	All	Reading	Meets	STAAR	100	11	24	N/A	District Created Benchmark	27		District Created Benchmark	30		30	
			All	All	Reading	Masters	STAAR	100	3	11	N/A	District Created Benchmark	12		District Created Benchmark	12		12	
			All	All	Mathematics	Approaches	STAAR	100	13	29	N/A	District Created Benchmark	40		District Created Benchmark	60		60	
			All	All	Mathematics	Meets	STAAR	100	3	9	N/A	District Created Benchmark	20		District Created Benchmark	30		30	
			All	All	Mathematics	Masters	STAAR	100	1	3	N/A	District Created Benchmark	8		District Created Benchmark	12		12	
			All	All	Science	Approaches	STAAR	100	19	50	N/A	District Created Benchmark	55		District Created Benchmark	60		60	
			All	All	Science	Meets	STAAR	100	7	27	N/A	District Created Benchmark	29		District Created Benchmark	30		30	
			All	All	Science	Masters	STAAR	100	2	7	N/A	District Created Benchmark	10		District Created Benchmark	12		12	
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	11	24	99	District Created Benchmark	34		District Created Benchmark	44		44	
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	3	9	99	District Created Benchmark	28		District Created Benchmark	46		46	
	Focus 3	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	37	25	99	District Created Benchmark	30		District Created Benchmark	36		36	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	100	Did Not Meet	51	45		40		40	
					Approaches	49	55		60		60	
					Meets	24	27		30		30	
					Masters	11	12		12		12	
	Math	All	STAAR	100	Did Not Meet	71	60		40		40	
					Approaches	29	40		60		60	
					Meets	9	20		30		30	
					3	8		12		12		