

Barton Hills Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



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Campus Mission

Through the use of innovative instructional methods and a challenging curriculum Barton Hills Elementary will provide a quality education for successful life-long learners.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

TIP Assurances

I, the District Coordinator of School Improvement, 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.

DCSI Name

Gilbert Hicks

Date

10/15/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (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.

Principal Name

Kathryn Achtermann

Date

10/15/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Campus leadership will continue to develop and establish clear roles and responsibilities particularly as we are providing both in person and off-campus instruction for students. Observations and feedback need to be provided for both the in-person and off campus learning environments (instructional approaches and instructional activities via BLEND/SeeSaw, student feedback).

How will the campus build capacity in this area? Who will you partner with?

Campus leadership will work together to build expectations, roles and responsibilities and support for teachers; DCSI will continue to review the roles and responsibilities and provide additional resources for reference. Teachers will work with each other and district level support (Technology Innovation Coaches).

How will you communicate these priorities to your stakeholders? How will create buy-in?

Leadership roles will be shared with staff via BLEND, Barton Hills Resource Hub; faculty meetings

Desired Annual Outcome

100% of teachers will be consistently supported through coaching and targeted feedback.

100% of classroom observations are aligned to lesson plans. Administrators will reference lesson plans/BLEND modules when conducting walkthroughs.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Staff will have a clear understanding of roles and responsibilities of campus leadership and a clear communication channel.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

100% of teachers will utilize BLEND and /or Seesaw to publish lessons and be available for administrator to review

Desired 90-day Outcome: Cycle 3 (March-May)

Feedback around instructional design (in person and virtual via BLEND/Seesaw) will be focused on improving student achievement.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Campus will review data from the year and develop plans for closing achievement plans. We will assume that the school year will be more traditional in instructional model (all in person - no concurrent teaching) .

Barriers to Address During the Year

Time for planning and reflecting on data; time for data analysis and common understanding of expectations; we will have to address the work being done in off campus and on campus instruction. Also, how to help students truly assess in the remote setting to get the most accurate data as well as individually goal set.

Barriers to Address: Cycle 1 (Sept-Nov)

During this period we are phasing in learners and having both face to face and off-campus instruction. Protecting time for teachers to have the goal setting conferences. Teachers are struggling with the best way to meet needs of all students

Barriers to Address: Cycle 2 (Dec-Feb)

We will likely continue to have a mix of in person and off campus learners; instructional arrangements may need to shift to meet the staffing and student needs.

Barriers to Address: Cycle 3 (March-May)

Time to analyze data and reflect on progress; time to adjust plans; instructional arrangements could still be a mix.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Teachers will be off contract so they will need time to review data on their own or willing to participate in data review and planning meetings.

District Commitment Theory of Action (ToA)

If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based best practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the results will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will conduct classroom observations with the campus principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The District has assigned a principal supervisor to provide weekly to bi-weekly in-person coaching visits, weekly to bi-weekly feedback and follow-up aligned to the Leadership Framework Competencies: Instructional Leader, Executive Leader, Culture Builder, Talent Developer. The principal will also receive support with targeted professional development aligned to identified areas of need - especially data analysis and formative assessment; Attend ad hoc special trainings aligned to identified areas of need – consider Domains of concern; Conduct a deep data dig (principal and campus instructional leadership team collaborating with principal supervisor) to determine systemic root causes of academic identified areas of need – focus on Domains of concern; Collaboratively develop and monitor instructional expectations by content area; Facilitate coaching conversations specific to culturally proficiency teaching practices and inclusiveness.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will continue to conduct classroom observations with the campus principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI will assist the principal and campus instructional leadership team in analyzing the Middle-of-Year Benchmark data, including by student group, and in developing an action plan in response to it.

District Actions: Cycle 3 (March-May)

The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to observational data and data gathered through formative assessment.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

We want to empower students to use electronic data tools to track their learning data to increase their academic growth as well as learn the new assessment tools (MapGrowth and iready) to monitor student progress toward goals.

How will the campus build capacity in this area? Who will you partner with?

Teachers will teach students to utilize BLEND to track their learning and progress as well as programs such as IXL and Dreambox to set goals and track student learning

How will you communicate these priorities to your stakeholders? How will create buy-in?

Campus Advisory Council
Parent Teacher Conferences
Parent meetings about MapGrowth assessment

Desired Annual Outcome

By the end of the year all teachers will have a routine for setting and monitoring student progress and achievement for all students.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Teachers will establish a progress monitoring system for their students.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Teachers will meet with each student to set learning goals

Desired 90-day Outcome: Cycle 3 (March-May)

Teachers will meet with each student to monitor their progress toward goal and set new goals

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Teachers will review goal setting process - if they were used/how they were used and the impact of the process they did or did not use.

Barriers to Address During the Year

Time for assessments and reflection on data; clear understanding of mapgrowth targets and how mapgrowth correlates to STAAR

Barriers to Address: Cycle 1 (Sept-Nov)

Learning new systems for student assessment

Barriers to Address: Cycle 2 (Dec-Feb)

We will likely continue to have a mix of in person and off campus learners; finding ways for teachers to connect with and develop goals with studnets

Barriers to Address: Cycle 3 (March-May)

Time to analyze data and reflect on progress; time to adjust plans; instructional arrangements could still be a mix.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Teachers will need time to reflect and review and plan for the 21-22 school year.

District Commitment Theory of Action (ToA)

If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based best practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the results will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will conduct classroom observations with the campus principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The District has assigned a principal supervisor to provide weekly to bi-weekly in-person coaching visits, weekly to bi-weekly feedback and follow-up aligned to the Leadership Framework Competencies: Instructional Leader, Executive Leader, Culture Builder, Talent Developer. The principal will also receive support with targeted professional development aligned to identified areas of need - especially data analysis and formative assessment; Attend ad hoc special trainings aligned to identified areas of need – consider Domains of concern; Conduct a deep data dig (principal and campus instructional leadership team collaborating with principal supervisor) to determine systemic root causes of academic identified areas of need – focus on Domains of concern; Collaboratively develop and monitor instructional expectations by content area; Facilitate coaching conversations specific to culturally proficiency teaching practices and inclusiveness.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will continue to conduct classroom observations with the campus principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The Office of Campus and District Accountability will prepare reports that assist the campus in analyzing its Middle-of-Year Benchmark data. The DCSI will assist the principal and campus instructional leadership team in analyzing the Middle-of-Year Benchmark data, including by student group, and in developing an action plan in response to it.

District Actions: Cycle 3 (March-May)

The DCSI will continue to conduct classroom observations with the campus principal and assistant principal in order to identify specific teacher needs, patterns and trends between and among grade levels, and to agree on next steps. The DCSI will review written feedback provided to teachers by the campus administration. The DCSI will assist the principal and campus instructional leadership team in developing and/or adjusting a plan in response to observational data and data gathered through formative assessment.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Area 1: Yes, roles and responsibilities communicated and shared with all staff via BLEND and during beginning of year PD days.
Area 2: Still in progress due to extended time for BoY assessment window

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

We achieved all goals except approaches on reading MapGrowth. The goal was 92% of students meeting approaches and data showed 83.9%. The assessment was both new to 3rd graders and given in both in person and remote learning settings.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

We will meet to review student data from Mapgrowth and determine goals for students.

What new action steps do you need to add to the next cycle?

None needed

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Area 1: Yes. All teachers are publishing lessons in BLEND and/or SeeSaw for both in person and off campus learners. Area 2: no. not all teachers have been able to set goals with students as there have been interrupted learning times and shifts in assessment windows.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

No. None of the student performance goals were met. Student performance on the district benchmark assessment was below expectations and goals set. There are likely a number of reasons some of which include the continued impact of COVID-19 on continuity of learning time; online assessment which was new to students; unfamiliar test format; changes in teaching staff in 2 of the grade levels;

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

We need to continue to work on processes to meet with students and determine goals that are realistic and data specific. The concurrent teaching model and the number of students in off campus learning settings has proved to be challenging to balance.

What new action steps do you need to add to the next cycle?

none needed

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

We partially achieved goals. Teachers reviewed goals with students in a variety of ways - we did not have a school wide system for goal review which will be our work for this summer.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

No. The MapGrowth Data for reading and for math did not indicate that students are performing or improving their academic performance. There were challenges with implementation of MapGrowth this first year as well as challenges with students in both in person and remote learning settings.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

We will continue to work on how to set goals for students with MapGrowth now that we've been through a year of using and understanding the data and how we can use the data to support students.

What new action steps do you need to add to the next cycle?

We need to establish a school wide goal setting protocol.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Yes. Clear leadership roles and responsibilities are established and communicated. Providing observations and feedback was challenging in the changing instructional environments.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

This outcome has been partially achieved given the newness of several resources (MapGrowth, IXL, Imagine Learning) and the challenges presented by both the in person, concurrent teaching, and remote learning environments.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

positive school climate and culture

Active PTA

TELL survey shows high responses to principal leadership and atmosphere of mutual trust and respect as well as a shared vision. Overall 100% of staff believe the school is a good place to work and learn

96% of staff responding to TELL survey feel safe at the school

97% of staff responding to TELL survey feel students follow the rules of conduct

School Culture and Climate Weaknesses

85% of teachers feel they have an appropriate level of influence on decision making at the school.

78% teachers feel they discuss professional development needs and goals (once a month)

School Culture and Climate Needs

Continue to develop a strong climate and culture

Continue to problem-solve how to respond to student needs so that everyone feels safe and supported

explore ways to increase teacher decision making influence in the school.

School Culture and Climate Summary

Barton Hills Elementary is a positive and supportive teaching and learning environment. There is little staff turnover for reasons other than life changes. However, this year the extreme challenge of teaching and learning in the era of COVID-19 is going to bring about significant challenges for all staff.

Barton Hills Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Define and carry out specific roles and responsibilities for the Principal, AP, Counselor, and Instructional support staff (core leadership tasks) for both off campus and on campus instruction. (Target Group: All) (Strategic Priorities: 1)	Principal	11/30/20		Criteria: Comprehensive list of responsibilities including teachers assigned for supervision; weekly calendars for leadership team; supervision guidelines for both in person and remote instruction; use of BLEND community course 06/01/21 - Completed
2. Conduct virtual and or/ in person observations in each K-6th grade classroom at least once a month s to ensure implementation of instructional expectations and campus initiatives and provide teachers with (written/electronic) feedback within 48 hour on standard campus observation form. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Principal	11/30/20;2/30/21; 5/30/21		Criteria: Observation form; feedback to teachers; observation/review of BLEND courses calendar 06/01/21 - Some Progress (S)
3. Create and adhere to written protocols for grade level and academic team meetings to ensure a strong focus on instruction and student outcomes. (Target Group: All)	Instructional Leadership Team, Principal	11/30/20;2/30/21; 5/30/21		Criteria: Written protocol meeting notes; development and evidence of common instructional practices 06/01/21 - Some Progress (S)

Barton Hills Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support the use of Blueprint BLEND course design in grades K-6th to include TEKS focus, plans for differentiated instruction, plans for targeted small-group instruction, and formative assessment to check for student understanding. (Target Group: All)	Principal, Teachers	11/30/20;2/30/21; 5/30/21		Criteria: Written lesson plan expectations 06/01/21 - Significant Progress (S)
2. Observe lesson delivery remotely or in person or via BLEND submission and provide feedback to teachers regarding TEKS focus, differentiated instruction, targeted small-group instruction, and formative assessment to check for student understanding once every month for teachers (Target Group: All)	Assistant Principal, Principal	11/30/20;2/30/21; 5/30/20		Criteria: Completed feedback forms 06/01/21 - Some Progress (S)

Barton Hills Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure grade level teams meet weekly and academic teams meet biweekly for 60 minutes. Teams will follow a corrective action planning process to ensure student progress and growth in reading and math. (Target Group: All) (Strategic Priorities: 2)	Administrators, Grade Level Team	11/30/20;2/30/21;5/30/21		Criteria: Meeting notes; documentation in eCST 06/01/21 - Some Progress (S)
2. Implement a progress monitoring data system to track student growth in reading and math (9 weeks, 18 weeks, MoY). (Target Group: All) (Strategic Priorities: 2)	Administrators, Grade Level Team	11/30/20;2/30/21;5/30/21		Criteria: Up-to-date progress monitoring data chart 06/01/21 - Some Progress (S)

Barton Hills Elementary School

Goal 3. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide three opportunities for staff to partner with students in the design of inclusive and anti-racist learning spaces and content, identifying innovative ways to approach teaching and learning, in person and/or through distance learning. (Target Group: All)	Administrators, Counselor, SEL Campus Coordinator, SEL Committee	11/30/20;2/30/21; 5/30/21		Criteria: Students and staff/parents will be able to: 1) Define racism 2) Know at least 3 strategies for addressing if someone says or does something racist 06/01/21 - Completed (S)
2. Provide members of our school communities the opportunity to participate in ongoing dialogue centered on race, equity, and identity (Target Group: All) (Strategic Priorities: 4)		11/20; 1/21; 3/21	(O)Other - \$3,000	Criteria: Number of parents and community members attending learning opportunities 06/01/21 - Significant Progress (S)

SY 20-21 CIP Developers List

Name	Position
Achtermann, Kati	Principal
Harp, Tracy	CAC member, parent
Gardner, Stacey	CAC Member, Parent
Smith, Michelle	CAC Member, parent
Kennedy, Nathan	CAC Co Chair, Staff
Barta, Kristen	CAC Co-Chair, parent
White, Stephanie	Counselor, SEED
Williams, Lola	CAC, Staff
Esponda, Damian	CAC, Staff

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	92%		MapGrowth	92		District Benchmark	92	78%	MapGrowth	92		92	
		All	All	Reading	Meets	STAAR	70%		MapGrowth	70		District Benchmark	70	47%	MapGrowth	70		70	
		All	All	Reading	Masters	STAAR	45%		MapGrowth	45		District Benchmark	45	29%	MapGrowth	45		45	
		All	All	Mathematics	Approaches	STAAR	90%		MapGrowth	91		District Benchmark	91	80%	MapGrowth	91		91	
		All	All	Mathematics	Meets	STAAR	66%		MapGrowth	68		District Benchmark	68	47%	MapGrowth	68		68	
		All	All	Mathematics	Masters	STAAR	42%		MapGrowth	42		District Benchmark	42	22%	MapGrowth	42		42	
		All	All	Science	Approaches	STAAR	91%		IXL	91		District Benchmark	91	67%	IXL	91		91	
		All	All	Science	Meets	STAAR	65%		IXL	67		District Benchmark	67	28%	IXL	67		67	
		All	All	Science	Masters	STAAR	47%		IXL	47		District Benchmark	47	8%	IXL	47		47	
		All	All	Social Studies	Approaches	STAAR	NA		NA	NA		NA	NA	NA	NA	NA		NA	
		All	All	Social Studies	Meets	STAAR	NA		NA	NA		NA	NA	NA	NA	NA		NA	
		All	All	Social Studies	Masters	STAAR	NA		NA	NA		NA	NA	NA	NA	NA		NA	
		All	All	Writing	Approaches	STAAR	85%		MapGrowth	85			85	52%	MapGrowth	85		85	
		All	All	Writing	Meets	STAAR	55%		MapGrowth	55			55	12%	MapGrowth	55		55	
		All	All	Writing	Masters	STAAR	18%		MapGrowth	20			20	2%	MapGrowth	20		20	
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	3rd - 6th Hispanic	Reading	Meets	STAAR	58%							32%				65%	
		All	3rd - 6th Grade Hispanic	Mathematics	Meets	STAAR	52%							33%				69%	

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	92%		MapGrowth	92		District Benchmark	92	78	MapGrowth	92	12	92
		All	All	Reading	Meets	STAAR	70%		MapGrowth	70		District Benchmark	70	47	MapGrowth	70	30	70
		All	All	Reading	Masters	STAAR	45%		MapGrowth	45		District Benchmark	45	29	MapGrowth	45	41	45
		All	All	Mathematics	Approaches	STAAR	90%		MapGrowth	91		District Benchmark	91	80	MapGrowth	91	22	91
		All	All	Mathematics	Meets	STAAR	66%		MapGrowth	68		District Benchmark	68	47	MapGrowth	68	33	68
		All	All	Mathematics	Masters	STAAR	42%		MapGrowth	42		District Benchmark	42	22	MapGrowth	42	16	42
		All	All	Science	Approaches	STAAR	91%		IXL	91		District Benchmark	91	67	IXL	91	NA	91
		All	All	Science	Meets	STAAR	65%		IXL	67		District Benchmark	67	28	IXL	67	NA	67
		All	All	Science	Masters	STAAR	47%		IXL	47		District Benchmark	47	8	IXL	47	NA	47
		All	All	Social Studies	Approaches	STAAR	NA		NA	NA		NA	NA	NA	NA	NA	NA	NA
		All	All	Social Studies	Meets	STAAR	NA		NA	NA		NA	NA	NA	NA	NA	NA	NA
		All	All	Social Studies	Masters	STAAR	NA		NA	NA		NA	NA	NA	NA	NA	NA	NA
		All	All	Writing	Approaches	STAAR	85%		MapGrowth	85		District Benchmark	85	52	MapGrowth	85	NA	85
		All	All	Writing	Meets	STAAR	55%		MapGrowth	55		District Benchmark	55	12	MapGrowth	55	NA	55
		All	All	Writing	Masters	STAAR	18%		MapGrowth	20		District Benchmark	20	2	MapGrowth	20	NA	20
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	3rd - 6th Hispanic	Reading	Meets	STAAR	58%		MapGrowth	65		District Benchmark	65	33	MapGrowth	65	60%	65%
		All	3rd - 6th Grade Hispanic	Mathematics	Meets	STAAR	52%		MapGrowth	69		District Benchmark	69		MapGrowth	69	28%	69%