Brown Elementary School

Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan

T.A. BROWN
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed: 11/06/2020

Date Approved:

Campus Mission

In partnership with our families and our community, AISD / T.A. Brown'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.

Campus Vision

We are a high performing, healthy, sustainable community school that prepares scholars for their life, college and career.

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.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th
All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th
#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

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
La Kesha Drinks

Date
10/19/2020

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
Veronica Sharp

Date
10/19/2020

TIP Foundations

Prioritized Focus Area #1

Prioritized Focus Area #1
  1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

After reviewing the TELL survey, there is need to establish and define clear, written, and transparent roles and responsibilities for the campus instructional leadership team (principal, assistant principal, counselors, and instructional specialists/coaches).

How will the campus build capacity in this area? Who will you partner with?
  The campus will build capacity by defining the roles and responsibilities for each member. Instructional leaders will allot time in their schedules to review lesson plans, for weekly classroom observations, hold weekly meetings to collaborate regarding teacher instruction/coaching support, and data review/analysis and creating school-wide protocols (ie, data forms, lesson plans, PLC). We will partner with Principal, Assistant Principal, instructional specialist, teachers, Executive Director, Eco Rise, NACER Northeast Austin Community for Educational Readiness, and Green Schools National Network.

How will you communicate these priorities to your stakeholders? How will create buy-in?
  The instructional leadership team will work collaboratively together to establish clear roles and responsibilities including consistent protocol for evaluating and monitoring lesson plans and PLCs. The leadership team will discuss the roles/responsibilities during staff meetings which allow the staff to give feedback. The ILT will communicate regularly through email, TEAMS, and S'mores. We will create buy-in by collaborating with the staff on expectations and goals for the campus (ie, weekly communications, protocols, collaborative goal-setting).

Desired Annual Outcome
  Campus-wide systems will be so well-established that they have become natural routines. This will be measured by achieving at least a 3/8 on the PLC effectiveness rubric in the first cycle and increasing to 7/8 by the third cycle.
  Campus-wide systems include: Campus Leadership Team (CLT) meeting weekly to discuss targeted campus instructional systems, CLT attending weekly PLCs to ensure that teachers are supported as they adopt these routines as regular practices, and walkthroughs will be conducted weekly (3-5, Primary every other week) with bite-sized targeted feedback provided to teachers to strengthen instruction.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
  100% of PK-5 teacher PLCs will be proficient on at least 3/8 PLC rubric checkpoints.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
  100% of PK-5 teacher PLCs will be proficient on at least 5/8 PLC rubric checkpoints.

Desired 90-day Outcome: Cycle 3 (March-May)
  100% of PK-5 teacher PLCs will be proficient on at least 7/8 PLC rubric checkpoints.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
  70% of teachers and staff will meet with the incoming principal to communicate desires for PLCs.

Barriers to Address During the Year
  There is a need for additional time to develop instructional practices through the implementation of effective PLC activities and by conducting frequent classroom observations and providing actionable feedback/ feedback opportunities.
  Due to abrupt ending of in person learning and face-to-face professional development and community building, the consolidation of staff from TA Brown and Webb Primary was left unfinished. In addition, there is a need to onboard a large number of staff members that are new to the campus or new to key support positions. In the absence of a structured district pipeline program, the campus does not have support in developing teacher leaders and instructional coaches/specialists.

Barriers to Address: Cycle 1 (Sept-Nov)
  Remote opening of the school year, teachers navigating concurrent teaching, vacancies in key positions, substitute shortage, building and sustaining a positive culture as we respond to COVID related challenges

Barriers to Address: Cycle 2 (Dec-Feb)
  Uncertainty of likelihood of in person learning due to possible post holiday COVID spikes, substitute shortage, scheduling time for effective PLCs and the classroom observation, feedback, and coaching cycle

Barriers to Address: Cycle 3 (March-May)
  Preparing students for STAAR in the time of COVID (in person and virtual testing); Uncertainty of likliness of in person learning due to possible post spring break COVID spikes, substitute shortage, scheduling time for effective PLCs and the classroom observation, feedback, and coaching cycle

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
  Teachers are off-duty during this time.

District Commitment Theory of Action (ToA)
  If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)
  The district will institute a pay increase for substitutes. The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department. The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 2 (Dec-Feb)
  Professional learning opportunities are available through the district's Office of Talent Acquisition and Development. The DCSI will provide regular coaching and feedback session and assist with the development and/or strengthening of campus-wide systems with an intentional focus on responding to COVID related challenges. The DSCI will also support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 3 (March-May)
  The DCSI will provide regular coaching and feedback sessions. The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
  The DCSI will support the principal with planning for outreach to staff and the organization of the meeting.

Prioritized Focus Area #2

Prioritized Focus Area #2
5.3 Data-driven instruction.

Rationale
After reviewing the 2019 STAAR data and short-cycle assessments, there is a need for our staff to continue to develop expertise in using short cycle assessment to differentiate instruction and foster academic achievement.

How will the campus build capacity in this area? Who will you partner with?
Our campus will build capacity by conducting data reviews in PLCS, professional learning opportunities will focus on differentiated instruction and goal setting, and common assessments will be developed to evaluate and to respond to student achievement on pre-identified high leverage standards.
Our campus will partner with Gina Cordero (Accountability), Ami Cortes (Academics), LaKesha Drinks (School Leadership) and other district personnel as needed to review data, plan data review and analysis sessions with staff, and assess the effectiveness of program implementation.

How will you communicate these priorities to your stakeholders? How will create buy-in?
Our leadership team will communicate these priorities to campus stakeholders in staff meetings, PLCs/Team meetings, through our Bobcat Hub and in one-on-one coaching conversations. The process of administering common assessments, reviewing results, and responding to data will be included as a standing item on weekly PLC agendas. Our leadership team will create buy-in by collaborating with staff to reflect on current practices as a way to strengthen our procedures/systems to adjust to the needs of the campus.

Desired Annual Outcome
Our annual desired outcome is for 80% of our staff to administer common assessments at the end of each unit. Data will used to analyze TEKS, form small groups and inform instruction. 11/11- Desired Annual Outcome should be 100% of general education teaching staff administering common assessments (MAP Growth, District-wide, grade level common assessments).

Desired 90-day Outcome: Cycle 1 (Sept-Nov)
100% of our 3-5 general education teachers will administer common assessments, set targets with 100% of the students using goal setting document.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)
100% of 3-5 general education teachers will administer common assessments, track progress with 100% of the students every nine weeks using the goal setting document.

Desired 90-day Outcome: Cycle 3 (March-May)
100% of 3-5 general education teachers will administer common assessments, track, monitor and adjust with 100 % of the students every nine weeks.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.
100% of teachers will provide feedback on a plan for administering and responding to common assessments.

Barriers to Address During the Year
There is a need for additional time to develop instruction staff through effective PLC activities and by conducting frequent classroom observations and providing actionable feedback/ feedback opportunities.
Professional learning opportunities are needed to support teachers with concurrent teaching after beginning the school year implementing teaching and learning in a remote/virtual format.
There are a large number of teachers new to the campus or new to key support positions. In the absence of a structured district pipeline program, the campus does not have support in developing teacher leaders and instructional coaches/specialists.
The campus is implementing new programs (MAP Growth, IXL, and Imagine Learning) following a teacher trainer model. Teachers teaching/training other teachers is a new professional learning model when implementing new programs, and there have been challenges with the effectiveness with some programs.

Barriers to Address: Cycle 1 (Sept-Nov)
COVID-19, Remote Learning; uncertainty; staffing vacancies; professional pipeline for coaches; not enough time to plan

Barriers to Address: Cycle 2 (Dec-Feb)
COVID-19;Possibility of having to open and close again; substitute shortage; not enough protected time to plan

Barriers to Address: Cycle 3 (March-May)
COVID-19; Preparing student for STAAR during uncertainty of COVID; substitute shortage; not enough protected time to plan

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

District Commitment Theory of Action (ToA)

If the principal supervisor provides regular coaching to the principal and campus leadership team on the implementation of DDI , and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

District Actions: Cycle 1 (Sept-Nov)

The district will institute a pay increase for substitutes. Ongoing mental health support is provided through the distirct's Licensed Mental Health Professionals (LMHP) and the employee assistance program, Revive. The DCSI will provide regular coaching and feedback sessions. Professional learning opportunities are available through the district's Office of Talent Acquisition and Development and the technology design coaches. The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 2 (Dec-Feb)

The district will institute a pay increase for substitutes. The DCSI will provide regular coaching and feedback sessions. Professional learning opportunities are available through the district's Office of Talent Acquisition and Development and technology design coaches. The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

District Actions: Cycle 3 (March-May)

The DCSI will provide regular coaching and feedback sessions. Professional learning opportunities are available through the district's Cultural Proficiency and Inclusiveness Department. The DSCI/principal supervisor will support campus leadership with time management using strategies from "Leverage Leadership".

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

The DCSI/district will provide 9-week assessments for testing subjects in grades 3-5.

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?
For Essential Action 1.1, 100% of PK-5 teacher PLCs are proficient on the first 3 PLC rubric checkpoints: norms, team roles, and participation. For Essential Action 5.3, teachers have not yet been consistently administering common assessments, and teachers have not been having students track data.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
NWEA does not provide STAAR Projected Proficiency for students who tested in Spanish on MAP Growth Reading and Math. As such, we cannot input Approaches, Meets, and Masters into our Student Data Worksheets for Cycle 1 Actual, because that data excludes our students who tested in Spanish. The district was not aware of this when we planned to use MAP Growth for our Cycle 1 goals for reading and math.

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?
All strategies will continue for Cycle 2. See strategies for next steps.

What new action steps do you need to add to the next cycle?
See strategies for next steps.

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?
No, however, 100% of the PLCs are proficient at least a portion of the checkpoints.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?
No. During cycle 2, student participation was inconsistent for both remote and in person learning. Campus-wide systems were not implemented with consistency and fidelity for a number of reasons including staff and students moving back and forth between remote and in person teaching and learning. Teachers in grades 3-5 administer common assessment. However, students are not tracking their progress.

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?
ILT will continue to create common assessments, and teachers will continue to administer MAP Growth and analyze the data to support small group instruction. The ILT will continue to schedule designated times to meet in PLC and guide teams in moving through the agenda with more intentionality.

What new action steps do you need to add to the next cycle?
The ILT will provide additional scaffolding to support PLCs in the completion of the the checkpoints during the PLC meeting time.

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 did not achieve our desired outcome, however a 100% of the PLCs are proficent on more than half of the checkpoints.

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

No, we did not achieve the student performance goals. Student participation continued to be inconsistent for both remote and in-person learning.

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?

ILT will analyze end of the year MAP Growth and STAAR data to support implementation of systems to foster student growth.

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

The ILT will to revamp expectations for PLCs. PLCs lead by the instructional coaches will provide teachers the skills to interpret the data. Teachers will use results to enhance tier 1 instruction, as well as, develop and implement differentiated instruction for all students.

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?

Our desired outcome was partially achieved. PLCs were established however we did not have a 100% were not proficient on 7/8 of the rubric expectations. We did need to be proactice in scaffolding the conversations that are taking place in PLCs.

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

Our desired outcome was not achieved. Verification of Mastery forms were completed to track and monitor students' progress. Common assessments were created however they are not administered every 9 nine weeks.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

All student category on STAAR increased 35% (Spring 2018) to 50% (Spring 2019) at meets grade level in Math
Growth was demonstrated from Spring 2018- Spring 2019 STAAR:
34%-58% Hisp. (STAAR Math)
35%-50% Eco. Dis. (STAAR Math)

Student Achievement Weaknesses

Reading Academic Achievement: missed the targets in Domain 3 (All, Hisp, Ec D, El)
We scored a D (64) in Domain 1--Student Achievement on STAAR 2019 (Reading, Writing, Math, Science).

Student Achievement Needs

Strengthen school-wide alignment with plans and systems in the core content areas Reading, Writing, Math and Science. We must have an increase in having more scholars at the Meets and Masters in the tested content areas of Reading, Writing, Math and Science.

Student Achievement Summary

Although we made growth in reading for All students, by strengthening our school-wide systems will assist to increase our academic achievement.

2020-21 Campus and Targeted Improvement Plan Checklist: Brown (109)
Refer to the Notes column for requirement criteria. Required data should be addressed <u>somewhere</u> in the CIP/TIP.

Indicator		Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
2019 State Accountability Ratings							
State Overall Scaled Score		TEA	80	72	No Data	TBD	
State Domain 1: Academic Achievement Scaled Score		TEA	71	64	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.
State Domain 2, Part A: Student Growth Scaled Score		TEA	80	72	No Data	TBD	
State Domain 2, Part B: Relative Performance Scaled Score		TEA	80	72	No Data	TBD	
State Domain 3: Closing the Gaps Scaled Score		TEA	80	71	No Data	TBD	
Consistently Underperforming/Historically Underserved Student Groups		TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD		TX-KEA	76	60	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
ISIP EOY % on or above grade level – African American		iStation	40	MSR	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2
ISIP EOY % on or above grade level – Hispanic		iStation	52	61	No Data		GPM 1.3
ISIP EOY % on or above grade level – ECD		iStation	48	54	No Data		GPM 1.4
3rd grade Reading % Meets Grade Lvl	All Students	STAAR	27	25	No Data	28	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	*	No Data	N/A	
	Hispanic	STAAR	25	29	No Data	32	
	White	STAAR	*	*	No Data	N/A	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	-	-	No Data	N/A	
	Special Education	STAAR	*	*	No Data	N/A	
	Economically Disadvantaged	STAAR	27	25	No Data	28	
	English Learners	STAAR	21	24	No Data	27	
3rd grade Math % Meets Grade Lvl	All Students	STAAR	35	50	No Data	52	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	*	No Data	N/A	
	Hispanic	STAAR	34	58	No Data	60	
	White	STAAR	*	*	No Data	N/A	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	-	-	No Data	N/A	
	Special Education	STAAR	*	*	No Data	N/A	
	Economically Disadvantaged	STAAR	35	50	No Data	52	
	English Learners	STAAR	31	48	No Data	50	
Domain 3 Reading Academic Achievement targets missed		STAAR	All, Hisp	All, Hisp, ECD, EL	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and

2020-21 Campus and Targeted Improvement Plan Checklist: Brown (109)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Math Academic Achievement targets missed	STAAR	none	All	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Reading Growth targets missed	STAAR	none	All, Hisp, ECD	No Data	none	
Domain 3 Math Growth targets missed	STAAR	none	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	46	43	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	63	72	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	11.8	6.7	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	7.3	8.8	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	82	94	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	0	0	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Exemplary	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

2020-21 Campus and Targeted Improvement Plan Checklist: Brown (109)
The following data points are not required to be addressed in the plan.
It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	68	56.999999999999993	23
Principal Leadership (% favorable responses)*	TELL	83	78	47
There is an atmosphere of mutual trust and respect.	TELL	82	67	67
The faculty and leadership have a shared vision.	TELL	83	75	50
Overall, my school is a good place to work and learn.	TELL	97	92	63
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	54
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	62
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	27
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	25
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	25
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	31
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	38
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	50
I feel safe at my school.	Student Climate Survey	94	96	94
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	83	75	92
Managing Student Conduct subscale (% favorable responses)*	TELL	81	93	77
Students at this school follow rules of conduct.	TELL	94	70	78
Attendance rate (all students, grades 1-12)	PEIMS	96.2%	96.2%	As of 3/12/20: 95%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =7%, Cardio =2%, Curl Ups =15%, Push Ups =-2%, Sit & Reach =1%, Trunk Lift =12%	BMI =0%, Cardio =6%, Curl Ups =25%, Push Ups =7%, Sit & Reach =1%, Trunk Lift =-1%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

94% of the T.A. Brown Scholars feel safe at school according to the student climate survey.
94% of the T.A. Brown staff indicated all campus staff are committed to their jobs.
89% of the T. A. Brown staff indicated all campus staff are friendly to each other.

School Culture and Climate Weaknesses

53 % of the T.A. Brown staff indicated all campus staff accomplish their jobs with enthusiasm.
63% of the T.A. Brown staff indicated, overall my school is a good place to work and learn.
67% of the T.A. Brown staff indicated there is an atmosphere of trust and mutual respect.

School Culture and Climate Needs

Define roles and responsibilities.
Establish and set clear expectations.
Celebrate student and staff success.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Our goal is to improve school culture and climate by continuously sharing the vision, analyzing the current situation, listen to feedback from students and staff, and having clear expectations.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% teacher turnover
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

100% of the staff indicated, I am certain that I am making a difference in the lives of my students.
100% of the staff indicated, I am good at helping all the students in my classes make significant improvements.

Staff Quality, Recruitment and Retention Weaknesses

42% of the T.A. Brown indicated, I feel very little loyalty to my school.*
58% of the T.A. Brown indicated, I have thought seriously about leaving my school.*

Staff Quality, Recruitment and Retention Needs

Empower staff
Support novice and struggling teachers
Ensure that staff feel heard, seen, and valued to create a connectedness to the campus
Meaningful Professional Development that connects with increase student achievement.
Weekly Debriefing/Staff Meetings
Encourage collaboration and open communication

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Webb Primary and T.A. Brown merged together to form one school. With school changes and modernization, staff made their decisions to transfer or remain part of the Modernized T.A. Brown campus. We must commit to the development of our teachers to ensure staff quality, recruitment and retention. We must encourage diversity and inclusivity; encourage and actively listen to feedback; provide ongoing professional development; create a culture of mentorship; provide positive reinforcements; and encourage collaboration and open communication.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Family and Community Involvement Strengths

100% - Our local community supports our school
97% - Our school works hard to engage our local community
99% - Comfortable contacting my child's school

Family and Community Involvement Weaknesses

48% of the families indicated, events are not relevant to my child's needs.

Family and Community Involvement Needs

Create new volunteer opportunities as permitted due to COVID-19
Recruit parents and families to volunteer as permitted due to COVID-19
Regularly and consistently communicate important school information and events
Collaborate and inform parents/community members in decision making - Surveys, PTA , CAC
Continue to strengthen community collaboration - T.A. Brown can develop partnerships with neighboring businesses and organizations to provides services to the community.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Our campus is dedicated to strengthening the voice of families and the community, by bringing focus to the needs of students so all students can reach their full potential. The benefits of family and community involvement/engagement are improved grades/test scores, better student behavior, and enhanced social skills.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($445,839)			

Brown 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. Schedule protected time (i.e., PLCs, CSTs) for collaborative discussions on student progress. The campus leadership team will meet on a weekly basis to plan adjustments and support based on feedback and minutes from PLCs, and grade-level planning meetings, identify trends from walkthroughs, monitor TIP progress and analyze data from common assessments and benchmarks. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Campus Leadership Team	October-May	(F)Title 1, Part A, (L)Campus BTO	Criteria: PLC forms Walk-through schedule and form Data Tracker 06/01/21 - On Track 04/22/21 - On Track 12/14/20 - Some Progress 12/03/20 - Some Progress
2. The PLC agenda will be revised to include time allocated for each activity. PLC agenda will include: a review of trends from prior week's walk-throughs, implementation status check of norms and expectations, celebration of growth and accomplishments, review of prior week's Verification of Mastery (VoM) data taken from common assessments and instructional adjustments required, discussion of individual student needs, review of the effectiveness of teaching strategies, and review of completed lesson plans for the following week. At least 1 instructional leadership team will be present for each weekly PLC in grades PK-5. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)	Campus Leadership Team	November	(F)Title 1, Part A, (L)Campus BTO	Criteria: PLC Google Sheet and PLC agenda and meeting minutes 06/01/21 - Significant Progress 04/22/21 - Significant Progress 12/14/20 - Some Progress 12/03/20 - Some Progress
3. Develop "look-fors" for concurrent instruction (both remote and in-person) and communicate expectations to staff via an updated walkthrough form. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	October-November	(F)Title 1, Part A, (L)Campus BTO	Criteria: Updated walkthrough form 04/22/21 - Discontinued 12/14/20 - Significant Progress 12/03/20 - No Progress
4. Create clear roles and responsibilities for instructional coaches/specialists. Expectations include coaching and modeling for teachers,	Administrators	October	(L)Campus BTO	Criteria: IC/specialist roles and responsibilities and calendars Semester 2 intervention schedule

Brown 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
leading PLCs, creating assessments, analyzing assessment data, and providing small-group instruction for students throughout the year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,4)				(based on MOY) Intervention materials/curriculum list 06/01/21 - Completed 04/22/21 - Completed 12/14/20 - Some Progress 12/03/20 - Some Progress
5. All teachers observed at least 2x per month (PreK-2) and weekly (3-5). Teachers are tiered based on implementation of instructional expectations and campus initiatives. Walkthrough schedule adjusted based on teacher need. Walkthrough completion checked weekly at leadership meetings. Admin provides each teacher with (written/electronic) feedback within 24 hours. Feedback includes actionable, bite-sized feedback with due date. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators	November-May	(L)Campus BTO	Criteria: walkthrough schedule; completed walkthrough forms; documentation of feedback to teachers 06/01/21 - Significant Progress 04/22/21 - Significant Progress 12/14/20 - Some Progress 12/07/20 - Some Progress
6. Campus leadership will review roles and responsibilities and campus expectations with staff during PLCs, staff meetings, and in individual coaching and feedback session. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Campus Leadership Team	Ongoing		Criteria: Roles and responsibilities document and communication tools (i.e. weekly communication, walkthrough forms, PLC agendas) 06/01/21 - Some Progress 04/22/21 - Some Progress 12/14/20 - Some Progress

Brown 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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Coaches (ICs) create common assessments (or review teacher-created common assessments) that are aligned to grade-level YPGs and rigor of the SEs. Ensure ICs have training and support in the creation and review of assessments. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4)	Campus Leadership Team, Teachers	October-June	(F)Title 1, Part A, (L)Campus BTO	Criteria: Assessments Assessment calendar 06/01/21 - Some Progress 04/22/21 - Some Progress 02/02/21 - Some Progress 12/14/20 - No Progress
2. Teachers will use MAP Growth assessment to provide whole and small group prescriptive interventions on high leverage standards. Develop a campus instructional scaffold continuum. Teachers will assist students in goal setting and graphing their own growth on weekly assessments and MAP Growth. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Specialists/Coaches, Teachers	November-May	(F)Title 1, Part A, (L)Campus BTO	Criteria: student data trackers in folders campus instructional scaffold continuum 06/01/21 - Significant Progress 02/02/21 - Significant Progress 12/14/20 - No Progress
3. Identify common agreements for PK-2 which identify specific grade level achievement in foundational skills (BOY, MOY, EOY). Teachers will progress monitor each foundational skill and support students in tracking their progress. Progress will be communicated to parents for notification and collaboration after the MOY and EOY assessments. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4)	Administrators, Instructional Specialists/Coaches, Teachers	November-May	(F)Title 1, Part A, (L)Campus BTO	Criteria: Data Tracking Sheet Student progress trackers (1st-2nd grade) Parent communication (letter, meeting summary, etc.) 06/01/21 - On Track 02/02/21 - On Track 12/14/20 - Pending
4. The following components will be part of the big instruction expectations re-set: expectations for small group and whole group intervention, use of VoMs, use of student data trackers, frequency of weekly/common assessments.				Criteria: Power Point and expectation reset documentation 06/01/21 - Completed 04/22/21 - Completed 02/02/21 - On Track

Brown 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.   (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The AVID team will meet monthly to review the goals and objectives of the school-wide implementation. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	AVID Team	November-May		Criteria: Documents in AVID folder 04/22/21 - Significant Progress 12/18/20 - Significant Progress

Brown Elementary School

Goal 3. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Sustainability) Green Team, Energy, Food, Nature, Water, and Zero Waste

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus Green team establish and communicate goals for school year 2020-2021. (Title I SW Elements: 1.1,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,4)	Campus Leadership Team, Green Committee	October-May	(F)Title 1, Part A, (L)Campus BTO	Criteria: Completed goals Staff meeting agenda 12/18/20 - Some Progress
2. Campus green team will implement and communicate a campus-wide recycling plan. The committee will provide training to staff, students, and parents. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Campus Leadership Team, Green Committee	Spring semester	(F)Title 1, Part A, (O)Other	Criteria: Green team meeting agendas and minutes Implementation checklist 03/08/21 - On Track 12/18/20 - No Progress

Brown Elementary School

Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/03/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/03/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/03/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/03/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.) (Title I SW Elements: 2.3) (Target	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/03/20 - Completed

Brown Elementary School

Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/03/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: agendas, sign in sheets, minutes or records of meetings 11/17/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Ensure you are submitting Time and Effort reports to SAFA by the 5th of every month and keeping a copy at your campus 11/03/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)		Due 10/30/20		Criteria: Homeless documentation sheet 11/03/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 11/03/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Sharp, Veronica	Principal
Wilkins, Yolanda	Assistant Principal
Konkel, Suzanne	Instructional Specialist/ Coach
Tristan-Perez, Linda	Parent Support Specialist
Tamez, Myrna	Parent (CAC Chair)
McVey, Maureen	Teacher
Bates, Cerrissa	Instructional Coach/Interventionist
Drinks, LaKesha	DSCI
Bowen, Paula	Teacher CAC
Redrado, Teresa	Teacher CAC
Espinoza, Elgin	Parent CAC
Padilla, Hildai	Parent CAC
Alvarado, Evette	Sp. Ed. Teacher CAC
Timko, Megan	SidebySide Community CAC

T.A. Brown Elementary

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	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	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	54	MAP Growth	80		MoY 1	80		MAP Growth	80		80
		All	All	Reading	Meets	STAAR	20	MAP Growth	55		MoY 1	55		MAP Growth	55		55
		All	All	Reading	Masters	STAAR	10	MAP Growth	22		MoY 1	22		MAP Growth	22		22
		All	All	Mathematics	Approaches	STAAR	67	MAP Growth	80		MoY 1	80		MAP Growth	80		80
		All	All	Mathematics	Meets	STAAR	39	MAP Growth	55		MoY 1	55		MAP Growth	55		55
		All	All	Mathematics	Masters	STAAR	24	MAP Growth	25		MoY 1	25		MAP Growth	25		25
		All	All	Science	Approaches	STAAR	54	IXL	80		MoY 1	80		IXL	80		80
		All	All	Science	Meets	STAAR	25	IXL	55		MoY 1	55		IXL	55		55
		All	All	Science	Masters	STAAR	14	IXL	22		MoY 1	22		IXL	22		22
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	n/a		MoY 1	n/a		MAP Growth	n/a		n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	n/a		MoY 1	n/a		MAP Growth	n/a		n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	n/a		MoY 1	n/a		MAP Growth	n/a		n/a
		All	All	Writing	Approaches	STAAR	51	?	80		MoY 1	80		?	80		80
		All	All	Writing	Meets	STAAR	11	?	50		MoY 1	50		?	50		50
		All	All	Writing	Masters	STAAR	0	?	22		MoY 1	22		?	22		22
2. Domain 3 Focus 1	Focus 1 Components (Academic Achievement)	All	All	Reading	Meets	STAAR	23	MAP Growth	55		MoY 1	55		MAP Growth	55		55
		All	All	Math	Meets	STAAR	45	MAP Growth	55		MoY 1	55		MAP Growth	55		55
3. Domain 3 Focus 2	Focus 2 Components (Academic Achievement)	All	Hispanic	Reading	Meets	STAAR	24	MAP Growth	55		MoY 1	55		MAP Growth	55		55
		All	Hispanic	Math	Meets	STAAR	48	MAP Growth	55		MoY 1	55		MAP Growth	55		55
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	43	MAP Growth	50		MoY 1	50		MAP Growth	50		50

T.A. Brown Elementary School

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov) Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 (Mar - May) Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal (Summative Goal)
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	54	80	MAP Growth	80	NA	MoY 1	80	23	MAP Growth	80		80
		All	All	Reading	Meets	STAAR	20	55	MAP Growth	55	NA	MoY 1	55	8	MAP Growth	55		55
		All	All	Reading	Masters	STAAR	10	22	MAP Growth	22	NA	MoY 1	22	4	MAP Growth	22		22
		All	All	Mathematics	Approaches	STAAR	67	80	MAP Growth	80	NA	MoY 1	80	26	MAP Growth	80		80
		All	All	Mathematics	Meets	STAAR	39	55	MAP Growth	55	NA	MoY 1	55	11	MAP Growth	55		55
		All	All	Mathematics	Masters	STAAR	24	25	MAP Growth	25	NA	MoY 1	25	5	MAP Growth	25		25
		All	All	Science	Approaches	STAAR	54	80	?	80	NA	MoY 1	80	19	?	80		80
		All	All	Science	Meets	STAAR	25	55	?	55	NA	MoY 1	55	9	?	55		55
		All	All	Science	Masters	STAAR	14	22	?	22	NA	MoY 1	22	3	?	22		22
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	n/a	n/a	NA	MoY 1	n/a	n/a	MAP Growth	n/a		n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	n/a	n/a	NA	MoY 1	n/a	n/a	MAP Growth	n/a		n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	n/a	n/a	NA	MoY 1	n/a	n/a	MAP Growth	n/a		n/a
		All	All	Writing	Approaches	STAAR	51	80	?	80	NA	MoY 1	80	14	?	80		80
		All	All	Writing	Meets	STAAR	11	50	?	50	NA	MoY 1	50	3	?	50		50
		All	All	Writing	Masters	STAAR	0	22	?	22	NA	MoY 1	22	1	?	22		22
2. Domain 3 Focus 1	(Choose two targets in the Academic Achievement or Student Success	All	All	Reading	Meets	STAAR	23	55	MAP Growth	55	NA	MoY 1	55	8	MAP Growth	55		55
		All	All	Mathematics	Meets	STAAR	45	55	MAP Growth	55	NA	MoY 1	55	11	MAP Growth	55		55
3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success	All	Hispanic	Reading	Meets	STAAR	24	55	MAP Growth	55	NA	MoY 1	55	8	MAP Growth	55		55
		All	Hispanic	Mathematics	Meets	STAAR	48	55	MAP Growth	55	NA	MoY 1	55	12	MAP Growth	55		55
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	43	50	MAP Growth	50	NA	MoY 1	50		MAP Growth	50		50

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov) Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 (Dec - Feb) Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 (Mar - May) Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	54	80	MAP Growth	80	NA	MoY 1	80	23	MAP Growth	80	14	80
		All	All	Reading	Meets	STAAR	20	55	MAP Growth	55	NA	MoY 1	55	8	MAP Growth	55	15	55
		All	All	Reading	Masters	STAAR	10	22	MAP Growth	22	NA	MoY 1	22	4	MAP Growth	22	19	22
		All	All	Mathematics	Approaches	STAAR	67	80	MAP Growth	80	NA	MoY 1	80	26	MAP Growth	80	8	80
		All	All	Mathematics	Meets	STAAR	39	55	MAP Growth	55	NA	MoY 1	55	11	MAP Growth	55	9	55
		All	All	Mathematics	Masters	STAAR	24	25	MAP Growth	25	NA	MoY 1	25	5	MAP Growth	25	5	25
		All	All	Science	Approaches	STAAR	54	80	?	80	NA	MoY 1	80	19	?	80	NA	80
		All	All	Science	Meets	STAAR	25	55	?	55	NA	MoY 1	55	9	?	55	NA	55
		All	All	Science	Masters	STAAR	14	22	?	22	NA	MoY 1	22	3	?	22	NA	22
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	n/a	n/a	NA	MoY 1	n/a	n/a	MAP Growth	n/a	NA	n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	n/a	n/a	NA	MoY 1	n/a	n/a	MAP Growth	n/a	NA	n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	n/a	n/a	NA	MoY 1	n/a	n/a	MAP Growth	n/a	NA	n/a
		All	All	Writing	Approaches	STAAR	51	80	?	80	NA	MoY 1	80	14	?	80	NA	80
		All	All	Writing	Meets	STAAR	11	50	?	50	NA	MoY 1	50	3	?	50	NA	50
		All	All	Writing	Masters	STAAR	0	22	?	22	NA	MoY 1	22	1	?	22	NA	22
2. Domain 3 Focus 1	(Choose two targets in the Academic Achievement or Student Success	All	All	Reading	Meets	STAAR	23	55	MAP Growth	55	NA	MoY 1	55	8	MAP Growth	55	8	55
		All	All	Mathematics	Meets	STAAR	45	55	MAP Growth	55	NA	MoY 1	55	11	MAP Growth	55	9	55
3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success	All	Hispanic	Reading	Meets	STAAR	24	55	MAP Growth	55	NA	MoY 1	55	8	MAP Growth	55	10	55
		All	Hispanic	Mathematics	Meets	STAAR	48	55	MAP Growth	55	NA	MoY 1	55	12	MAP Growth	55	9	55
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	43	50	MAP Growth	50	NA	MoY 1	50	15	MAP Growth	50	20	50