

# **El Paso Independent School District**

## **Guillen Middle School - TIP**

### **2022-2023 Targeted Improvement Plan**



**1 Family, 1 Team, 1 Goal**  
**WE ARE GUILLEN**

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

Diana Sayavedra  
Mar Paz

**Principal:** Maribel Ruiz  
**ESC Case Manager:** Rachel Anderson/Alex Armendariz  
**ESC Region:** 19

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Mar Paz

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Mark Paz

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Maribel Ruiz

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# Data Analysis

## Student Achievement

**What accountability goal has your campus set for this year?**

Our Domain I goal is to get a scale score of a 70% (C).

Rationale: In 2022, the campus domain 1 score was a 51%. Our ALL results need to increase by the following:

Overall Math Goal: 70% Approaches / 40% Meets / 10% Masters

Overall ELA Goal: 73% Approaches / 14% Meets / 13% Masters

Overall Science Goal: 70% Approaches / 42% Meets / 10% Masters

Overall Social Studies: 70% Approaches / 42% Meets / 10% Masters

Overall on all Assessments: 72% Approaches / 42% Meets / 13% Masters

## School Progress

### What accountability goal has your campus set for this year?

2A- We will focus on 2A since we will work on improving domain 1 and domain 3. Therefore, the data should reflect an increase in school progress. The math overall score will increase from 68 to 85% and English will increase from 84 to 90%.

## Closing the Gaps

What accountability goal has your campus set for this year?

Our campus domain 3 goal is to meet ELA and Math targets for Hispanic, emergent bilingual and economically disadvantaged students.

|                              | Hispanic | Economically Disadvantaged | Emergent Bilingual |
|------------------------------|----------|----------------------------|--------------------|
| Academic Achievement Targets |          |                            |                    |
| Reading                      | 37       | 33                         | 29                 |
| Mathematics                  | 40       | 36                         | 40                 |
| Academic Growth Targets      |          |                            |                    |
| Math                         | 69       | Met                        | 66                 |
| Student Success Targets      |          |                            |                    |
| ALL                          | 41       | 38                         | 37                 |

\*These targets are set at the Percent at Meets Grade Level or Above.

## Subject Areas and Student Groups

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

Our focus area this school year will be on math, ELA, science and social studies. The student student groups that we will focus on will be Hispanic, emergent bilingual and economically disadvantaged.

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

Our focus area this school year will be on math, ELA, science and social studies. The student student groups that we will focus on will be Hispanic, emergent bilingual and economically disadvantaged.

# Essential Actions

## Cycles 1-3

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

**Implementation Level: Partial Implementation**

**Key Practices:** Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

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

**Implementation Level: Planning for Implementation**

**Key Practices:**

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

**Implementation Level: Beginning Implementation**

**Key Practices:**

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

**Implementation Level: Planning for Implementation**

**Key Practices:** High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

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

**Implementation Level: Planning for Implementation**

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

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

**Implementation Level: Partial Implementation**

**Key Practices:**

## Cycle 4

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

**Implementation Level: Not Yet Started**

**Key Practices:**

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

**Implementation Level: Not Yet Started**

**Key Practices:**

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

**Implementation Level: Not Yet Started**

**Key Practices:**

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

**Implementation Level: Not Yet Started**

**Key Practices:**

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

**Implementation Level: Not Yet Started**

**Key Practices:**

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

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

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

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

**Implementation Level:** Partial Implementation

**Key Practices:** Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** According to the ESF diagnostic summary of growth areas, current campus leadership had not demonstrated ongoing job-embedded coaching for teachers around the use of high quality instructional materials or lesson delivery that incorporates critical thinking, discourse, and interrogation of concepts from a variety of perspectives.

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

**How will you build capacity in this Essential Action?** The principal will model the use of job-embedded feedback loops to build capacity within the instructional leadership team (assistant principals, campus teaching coaches, and sped coach). The instructional leadership team will leverage PLC and POD time to target gaps observed in the LAFA observation/feedback cycle and model effective routines, instructional strategies, and daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be included in the campus improvement plan. The targeted improvement plan will be posted for all teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** The instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will ensure 100% of campus teachers complete two full implementations of the LAFA observation/feedback cycle including coaching and feedback. The instructional leadership team will schedule key meetings to work with all teacher such as observation/feedback, PLC observations, and data meetings in their weekly calendar.

**District Commitment Theory of Action:** If the district supports consistent implementation of the LAFA observation/feedback cycle by aligning professional development to the campus LAFA process, then instructional leadership team will be able to ensure two complete cycles of LAFA observation/feedback by May of 2023.

**Desired 90-day Outcome:** By the end of November 2022, principal and assistant principals will complete one LAFA observation/feedback cycle for 100% of teachers and all administrator's individual calendars will reflect observation/feedback cycles for assigned teachers using the Lesson alignment observation/feedback cycle form.

**District Actions:** If the district provides opportunities for ongoing support and coaching of the campus leaders, then they can model expectations of administration and help streamline the work.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

| What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?                                         | What specific action steps address these challenges? | How does this action step address this challenge?                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The campus has been unable to fill the currently vacant Math Campus Teaching Coach position despite several rounds of interviews since October, 2021. | Action Step 2                                        | Guillen Middle School will continue to recruit for quality candidates by attending job fairs, reaching out to UTEP and region 19, and screening applicants until the position is filled. |

| Step 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>Action Step 1:</b> Campus instructional leaders will schedule LAFA observation/feedback cycles on weekly calendars.</p> <p><b>Evidence Used to Determine Progress:</b> Organizational chart; tracking tools; signed job descriptions; individual calendars</p> <p><b>Person(s) Responsible:</b> Instructional leadership team</p> <p><b>Resources Needed:</b> Tracking tools, job descriptions, &amp; organizational chart.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>                                                                                                                                               | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                 |
| <p><b>Action Step 2:</b> Guillen Middle School will continue to recruit for quality candidates by attending job fairs, reaching out to UTEP and region 19, and screening applicants until the position is filled. The instructional leadership team will onboard the new math campus teaching coach when position is filled.</p> <p><b>Evidence Used to Determine Progress:</b> Vacancy will be filled with a high quality candidate.</p> <p><b>Person(s) Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Interview questions, Job fair set-up (if applicable)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

| Step 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>Action Step 3:</b> The instructional leadership team will meet weekly to review student progress on assessment dat, and review teacher created actions plans to to provide feedback.</p> <p><b>Evidence Used to Determine Progress:</b> ILT Agenda with minutes and Action plans with feedback</p> <p><b>Person(s) Responsible:</b> Instructional leadership team</p> <p><b>Resources Needed:</b> Assessment Data and RtI Action Plan template</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>                                                                                     | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                                                 |
| <p><b>Action Step 4:</b> The instructional leadership team will weekly schedule job-embedded professional development consistent with best practices for adult learning to address gaps identified through the LAFA observation/feedback cycle.</p> <p><b>Evidence Used to Determine Progress:</b> PD calendar; PD agendas; PowerPoint presentations</p> <p><b>Person(s) Responsible:</b> Instructional leadership team</p> <p><b>Resources Needed:</b> PD calendar; PD agendas; PowerPoint presentations; projector or Promethean board</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Planning for Implementation

**Key Practices:** High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** ESF diagnostic results indicated students do not feel teachers are using instructional materials that keep them interested in the learning. Teachers also indicated that the instructional leadership team is not providing consistent meaningful feedback.

Additionally, teachers are engaging in the lesson planning process, but data indicates teachers need additional support unpacking the standards and internalizing student expectations. This will help ensure lessons are aligned to the district scope and sequence and target the expected level of rigor of the standards.

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

**How will you build capacity in this Essential Action?** The instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will provide teachers feedback evaluating the alignment of standards between the lesson objective, formative assessments, and activities in accordance with the district scope and sequence. The feedback will include 1-3 precise pieces of timely feedback focused on teacher actions that will have the greatest positive impact on student learning.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be embedded in the campus improvement plan. The targeted improvement plan will be posted for teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** By June 2023, 100% of Guillen MS teachers will submit quality, aligned and rigorous lesson plans on a weekly basis. Teachers will implement daily lesson plans that include lesson objectives, activities, and exit tickets aligned to the rigor of the standard. Administration will evaluate the quality of lesson plans utilizing the lesson alignment observation tool. 100% of teachers will use resources vetted and provided by the district. Administration will provide feedback using the district walk through form and the lesson alignment observation tool to ensure activities are aligned to the resources provided by the district.

**District Commitment Theory of Action:** If the district supports consistent implementation of the LAFA observation/feedback cycle by aligning professional development to the campus LAFA process, then instructional leadership team will be able to ensure two complete cycles of LAFA observation/feedback by May of 2023.

**Desired 90-day Outcome:** By end of November 2022, 100% of campus instructional leadership team (principal, assistant principal, campus teaching coach, and sped coach) will provide weekly job-embedded professional development through PLC and identify teacher actions that will require additional support using Lesson Alignment observation tool. All campus instructional leadership team members will calibrate teacher feedback monthly to ensure feedback is consistent and aligns to quality and rigorous lesson planning.

**District Actions:** The district will continue to provide the campus with standard-aligned, high quality instructional materials, 9 week assessments, scope and sequence, and integrated supports to meet the needs of all students.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

| Step 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>Action Step 1:</b> The instructional leadership team will provide each teacher 1-3 precise pieces of feedback focused on teacher actions that would have the greatest positive impact on student learning once per semester.</p> <p><b>Evidence Used to Determine Progress:</b> Observation tool (Lesson alignment)</p> <p><b>Person(s) Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Observation tool (Lesson alignment)</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>                                               | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                                                 |
| <p><b>Action Step 2:</b> The campus instructional leadership team will attend the region 19 formative assessment training on November 11th and December 12th and then create a campus training to be implemented in the spring..</p> <p><b>Evidence Used to Determine Progress:</b> PowerPoint presentation, PLC agenda, sign-in sheets</p> <p><b>Person(s) Responsible:</b> Campus instructional leadership team.</p> <p><b>Resources Needed:</b> Formative assessment PowerPoint presentation</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                                                 |
| <p><b>Action Step 3:</b> The campus instructional leadership team will calibrate a minimum of once a month to ensure teacher feedback is consistent and aligns to quality and rigorous lesson planning.</p> <p><b>Evidence Used to Determine Progress:</b> ILT meeting agendas, calendar and observation tool</p> <p><b>Person(s) Responsible:</b> Campus instructional leadership team</p> <p><b>Resources Needed:</b> Observation tool, Teacher LAFA documents</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 30, 2022</p>                              | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

### 3. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

**Rationale:** According to the ESF diagnostic results, current campus practices do not reflect job-embedded coaching around high-quality instructional materials, critical-thinking skills, and differentiation. There is little evidence that teachers are adapting materials for relevance to support diverse student backgrounds. Classroom instruction is primarily teacher-centered; a focus on establishing protocols for student collaboration and discourse will ensure that students are engaged in productive struggle.

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

**How will you build capacity in this Essential Action?** The campus instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will implement a framework for instruction, including the use of high-quality instructional materials based on high leverage practices. Teachers will use clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be embedded in the campus improvement plan. The targeted improvement plan will be posted for teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** By June 2023, all teachers will use a framework for instruction (I do, we do, you do) and high leverage practices from TLAC, ELlevation, and Lead4ward. Teachers will implement clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse and requiring evidence to support claims.

**District Commitment Theory of Action:** If the district supports consistent implementation of the framework and high leverage practices by aligning professional development to the campus needs, then the instructional leadership team will be able to ensure we will align practices campus-wide by May of 2023.

**Desired 90-day Outcome:** By the end of November 2022, 100% campus instructional leadership team members will implement professional development on the campus-wide instructional framework (I Do, We Do, You Do) and will professional development on campus-wide high leverage practices to engage student in the productive struggle. The campus instructional leadership team will calibrate on walk through look fors to ensure alignment in teacher feedback.

**District Actions:** Th district will ensure the campus instructional leadership team will receive training and coaching to support the implementation a framework for instruction and high leverage practices.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

| Step 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>Action Step 1:</b> Guillen's campus instructional leadership team will provide professional development in the campus-wide instructional framework using "I Do, We Do, You Do" when delivering explicit instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Professional development calendar, agendas, and PowerPoint presentation.</p> <p><b>Person(s) Responsible:</b> Instructional leadership team</p> <p><b>Resources Needed:</b> N/A</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>                                                                                      | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                 |
| <p><b>Action Step 2:</b> Campus instructional leadership team will provide professional development on high leverage practices from TLAC, ELLevation, and Lead4ward that will ensure students are doing the cognitive lift in the learning.</p> <p><b>Evidence Used to Determine Progress:</b> Professional development calendar, agendas, and PowerPoint presentation.</p> <p><b>Person(s) Responsible:</b> Campus instructional leadership team</p> <p><b>Resources Needed:</b> Leverage leadership book, lead4ward, teach like a champion book</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> September 30, 2022</p> | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                 |
| <p><b>Action Step 3:</b> The campus leadership team will provide teachers weekly and actionable feedback on the use of the campus wide framework, TLAC, ELLevation, and Lead4ward strategies through walkthroughs and classroom observations.</p> <p><b>Evidence Used to Determine Progress:</b> Walkthrough forms</p> <p><b>Person(s) Responsible:</b> Administration</p> <p><b>Resources Needed:</b> TLAC, ELLevation, Lead4ward Playlist</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> September 30, 2022</p>                                                                                                    | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

| Step 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p><b>Action Step 4:</b> Principal will finalize purchase order for promethean boards to increase student engagement.</p> <p><b>Evidence Used to Determine Progress:</b> Purchase Order</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> N/A</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> Promethean Board - 6300-Supplies and materials - 6395 - \$34,325</p> | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

## Cycle 2 - (Dec – Feb)

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

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

**Implementation Level:** Partial Implementation

**Key Practices:** Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** According to the ESF diagnostic summary of growth areas, current campus leadership had not demonstrated ongoing job-embedded coaching for teachers around the use of high quality instructional materials or lesson delivery that incorporates critical thinking, discourse, and interrogation of concepts from a variety of perspectives.

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

**How will you build capacity in this Essential Action?** The principal will model the use of job-embedded feedback loops to build capacity within the instructional leadership team (assistant principals, campus teaching coaches, and sped coach). The instructional leadership team will leverage PLC and POD time to target gaps observed in the LAFA observation/feedback cycle and model effective routines, instructional strategies, and daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be impeded in the campus improvement plan. The targeted improvement plan will be posted for all teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** The instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will ensure 100% of campus teachers complete two full implementations of the LAFA observation/feedback cycle including coaching and feedback. The instructional leadership team will schedule key meetings to work with all teacher such as observation/feedback, PLC observations, and data meetings in their weekly calendar.

**District Commitment Theory of Action:** If the district supports consistent implementation of the LAFA observation/feedback cycle by aligning professional development to the campus LAFA process, then instructional leadership team will be able to ensure two complete cycles of LAFA observation/feedback by May of 2023.

**Desired 90-day Outcome:** By the end of February 2023, 100% of LAFA team ( principal, assistant principal, CTC, Sped Coach, and dept heads) will attend Formative Assessment training, create campus-based training, and update PD calendar for 100% campus implementation.

**District Actions:** If the district provides opportunities for ongoing support and coaching of the campus leaders, then they can model expectations of administration and help streamline the work.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

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

**Implementation Level:** Planning for Implementation

**Key Practices:** High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** ESF diagnostic results indicated students do not feel teachers are using instructional materials that keep them interested in the learning. Teachers also indicated that the instructional leadership team is not providing consistent meaningful feedback.

Additionally, teachers are engaging in the lesson planning process, but data indicates teachers need additional support unpacking the standards and internalizing student expectations. This will help ensure lessons are aligned to the district scope and sequence and target the expected level of rigor of the standards.

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

**How will you build capacity in this Essential Action?** The instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will provide teachers feedback evaluating the alignment of standards between the lesson objective, formative assessments, and activities in accordance with the district scope and sequence. The feedback will include 1-3 precise pieces of timely feedback focused on teacher actions that will have the greatest positive impact on student learning.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be embedded in the campus improvement plan. The targeted improvement plan will be posted for teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** By June 2023, 100% of Guillen MS teachers will submit quality, aligned and rigorous lesson plans on a weekly basis. Teachers will implement daily lesson plans that include lesson objectives, activities, and exit tickets aligned to the rigor of the standard. Administration will evaluate the quality of lesson plans utilizing the lesson alignment observation tool. 100% of teachers will use resources vetted and provided by the district. Administration will provide feedback using the district walk through form and the lesson alignment observation tool to ensure activities are aligned to the resources provided by the district.

**District Commitment Theory of Action:** If the district supports consistent implementation of the LAFA observation/feedback cycle by aligning professional development to the campus LAFA process, then instructional leadership team will be able to ensure two complete cycles of LAFA observation/feedback by May of 2023.

**Desired 90-day Outcome:** By end of February 2023, 100% of campus instructional team will analyze Lesson Alignment cycle 1 data and provide additional support through weekly professional development aligned to the needs of the campus. All campus instructional leadership team members will continue to calibrate teacher feedback monthly, including the formative assessment component.

**District Actions:** The district will continue to provide the campus with standard-aligned, high quality instructional materials, 9 week assessments, scope and sequence, and integrated supports to meet the needs of all students.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

### 3. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

**Rationale:** According to the ESF diagnostic results, current campus practices do not reflect job-embedded coaching around high-quality instructional materials, critical-thinking skills, and differentiation. There is little evidence that teachers are adapting materials for relevance to support diverse student backgrounds. Classroom instruction is primarily teacher-centered; a focus on establishing protocols for student collaboration and discourse will ensure that students are engaged in productive struggle.

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

**How will you build capacity in this Essential Action?** The campus instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will implement a framework for instruction, including the use of high-quality instructional materials based on high leverage practices. Teachers will use clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be embedded in the campus improvement plan. The targeted improvement plan will be posted for teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** By June 2023, all teachers will use a framework for instruction (I do, we do, you do) and high leverage practices from TLAC, ELlevation, and Lead4ward. Teachers will implement clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse and requiring evidence to support claims.

**District Commitment Theory of Action:** If the district supports consistent implementation of the framework and high leverage practices by aligning professional development to the campus needs, then the instructional leadership team will be able to ensure we will align practices campus-wide by May of 2023.

**Desired 90-day Outcome:** By the end of February 2023, 100% of teachers will be implementing high leverage practices and the campus-wide instructional framework. 100 % of administration will document evidence using district walk through form.

**District Actions:** Th district will ensure the campus instructional leadership team will receive training and coaching to support the implementation a framework for instruction and high leverage practices.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

### Cycle 3 - (Mar – May)

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

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

**Implementation Level:** Partial Implementation

**Key Practices:** Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** According to the ESF diagnostic summary of growth areas, current campus leadership had not demonstrated ongoing job-embedded coaching for teachers around the use of high quality instructional materials or lesson delivery that incorporates critical thinking, discourse, and interrogation of concepts from a variety of perspectives.

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

**How will you build capacity in this Essential Action?** The principal will model the use of job-embedded feedback loops to build capacity within the instructional leadership team (assistant principals, campus teaching coaches, and sped coach). The instructional leadership team will leverage PLC and POD time to target gaps observed in the LAFA observation/feedback cycle and model effective routines, instructional strategies, and daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be impeded in the campus improvement plan. The targeted improvement plan will be posted for all teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** The instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will ensure 100% of campus teachers complete two full implementations of the LAFA observation/feedback cycle including coaching and feedback. The instructional leadership team will schedule key meetings to work with all teacher such as observation/feedback, PLC observations, and data meetings in their weekly calendar.

**District Commitment Theory of Action:** If the district supports consistent implementation of the LAFA observation/feedback cycle by aligning professional development to the campus LAFA process, then instructional leadership team will be able to ensure two complete cycles of LAFA observation/feedback by May of 2023.

**Desired 90-day Outcome:** By the end of May 2023, principal and assistant principals will complete a second Lesson Alignment cycle for 100% of assigned teachers using the LAFA observation/feedback form to include formative assessment training components.

**District Actions:** If the district provides opportunities for ongoing support and coaching of the campus leaders, then they can model expectations of administration and help streamline the work.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Planning for Implementation

**Key Practices:** High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** ESF diagnostic results indicated students do not feel teachers are using instructional materials that keep them interested in the learning. Teachers also indicated that the instructional leadership team is not providing consistent meaningful feedback.

Additionally, teachers are engaging in the lesson planning process, but data indicates teachers need additional support unpacking the standards and internalizing student expectations. This will help ensure lessons are aligned to the district scope and sequence and target the expected level of rigor of the standards.

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

**How will you build capacity in this Essential Action?** The instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will provide teachers feedback evaluating the alignment of standards between the lesson objective, formative assessments, and activities in accordance with the district scope and sequence. The feedback will include 1-3 precise pieces of timely feedback focused on teacher actions that will have the greatest positive impact on student learning.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be embedded in the campus improvement plan. The targeted improvement plan will be posted for teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** By June 2023, 100% of Guillen MS teachers will submit quality, aligned and rigorous lesson plans on a weekly basis. Teachers will implement daily lesson plans that include lesson objectives, activities, and exit tickets aligned to the rigor of the standard. Administration will evaluate the quality of lesson plans utilizing the lesson alignment observation tool. 100% of teachers will use resources vetted and provided by the district. Administration will provide feedback using the district walk through form and the lesson alignment observation tool to ensure activities are aligned to the resources provided by the district.

**District Commitment Theory of Action:** If the district supports consistent implementation of the LAFA observation/feedback cycle by aligning professional development to the campus LAFA process, then instructional leadership team will be able to ensure two complete cycles of LAFA observation/feedback by May of 2023.

**Desired 90-day Outcome:** By the end of May 2023, 100% of the campus instructional team will gather data from cycle 2 using the formative assessment observation tool and provide additional support in aggressive monitoring and reteaching to adjust instruction to meet the needs of special education and emergent bilingual student.

**District Actions:** The district will continue to provide the campus with standard-aligned, high quality instructional materials, 9 week assessments, scope and sequence, and integrated supports to meet the needs of all students.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 3. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

**Rationale:** According to the ESF diagnostic results, current campus practices do not reflect job-embedded coaching around high-quality instructional materials, critical-thinking skills, and differentiation. There is little evidence that teachers are adapting materials for relevance to support diverse student backgrounds. Classroom instruction is primarily teacher-centered; a focus on establishing protocols for student collaboration and discourse will ensure that students are engaged in productive struggle.

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

**How will you build capacity in this Essential Action?** The campus instructional leadership team (principal, assistant principals, campus teaching coaches, and sped coach) will implement a framework for instruction, including the use of high-quality instructional materials based on high leverage practices. Teachers will use clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse, and requiring evidence to support claims.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through monthly department chair meetings, monthly faculty meetings, and it will be embedded in the campus improvement plan. The targeted improvement plan will be posted for teachers through the campus Schoology course. All faculty, staff, parents, community members to included business owners can view campus priorities on the GMS website.

**Desired Annual Outcome:** By June 2023, all teachers will use a framework for instruction (I do, we do, you do) and high leverage practices from TLAC, ELlevation, and Lead4ward. Teachers will implement clear protocols to ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage "productive struggle" such as: use of wait time, encouraging discourse and requiring evidence to support claims.

**District Commitment Theory of Action:** If the district supports consistent implementation of the framework and high leverage practices by aligning professional development to the campus needs, then the instructional leadership team will be able to ensure we will align practices campus-wide by May of 2023.

**Desired 90-day Outcome:** By end of May 2023, campus leadership team will provide teachers professional development on how to create multiple paths to demonstrate mastery of the lesson to specifically address the learning needs of special education and emergent bilingual students. Administration will provide feedback utilizing the observation/feedback tool and district provided walk through forms.

**District Actions:** Th district will ensure the campus instructional leadership team will receive training and coaching to support the implementation a framework for instruction and high leverage practices.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

| 6100-Payroll                              |                  |      |                  |              |             |
|-------------------------------------------|------------------|------|------------------|--------------|-------------|
| Cycle                                     | Essential Action | Step | Resources Needed | Account Code | Amount      |
|                                           |                  |      |                  |              | \$0.00      |
| Sub-Total                                 |                  |      |                  |              | \$0.00      |
| Budgeted Budget Object Code Amount        |                  |      |                  |              | \$55,076.64 |
| +/- Difference                            |                  |      |                  |              | \$55,076.64 |
| 6200-Professional and contracted services |                  |      |                  |              |             |
| Cycle                                     | Essential Action | Step | Resources Needed | Account Code | Amount      |
|                                           |                  |      |                  |              | \$0.00      |
| Sub-Total                                 |                  |      |                  |              | \$0.00      |
| Budgeted Budget Object Code Amount        |                  |      |                  |              | \$19,095.50 |
| +/- Difference                            |                  |      |                  |              | \$19,095.50 |
| 6300-Supplies and materials               |                  |      |                  |              |             |
| Cycle                                     | Essential Action | Step | Resources Needed | Account Code | Amount      |
| 1                                         | 3                | 4    | Promethean Board | 6395         | \$34,325.00 |
| Sub-Total                                 |                  |      |                  |              | \$34,325.00 |
| Budgeted Budget Object Code Amount        |                  |      |                  |              | \$34,325.00 |
| +/- Difference                            |                  |      |                  |              | \$0.00      |
| 6400-Other operating costs                |                  |      |                  |              |             |
| Cycle                                     | Essential Action | Step | Resources Needed | Account Code | Amount      |
|                                           |                  |      |                  |              | \$0.00      |
| Sub-Total                                 |                  |      |                  |              | \$0.00      |
| Budgeted Budget Object Code Amount        |                  |      |                  |              | \$15,000.00 |
| +/- Difference                            |                  |      |                  |              | \$15,000.00 |
| 6600-Capital Outlay                       |                  |      |                  |              |             |
| Cycle                                     | Essential Action | Step | Resources Needed | Account Code | Amount      |
|                                           |                  |      |                  |              | \$0.00      |
| Sub-Total                                 |                  |      |                  |              | \$0.00      |
| Budgeted Budget Object Code Amount        |                  |      |                  |              | \$0.00      |

| 6600-Capital Outlay                |                  |      |                  |              |              |
|------------------------------------|------------------|------|------------------|--------------|--------------|
| Cycle                              | Essential Action | Step | Resources Needed | Account Code | Amount       |
| +/- Difference                     |                  |      |                  |              | \$0.00       |
| Indirect Costs                     |                  |      |                  |              |              |
| Cycle                              | Essential Action | Step | Resources Needed | Account Code | Amount       |
|                                    |                  |      |                  |              | \$0.00       |
| Sub-Total                          |                  |      |                  |              | \$0.00       |
| Budgeted Budget Object Code Amount |                  |      |                  |              | \$0.00       |
| +/- Difference                     |                  |      |                  |              | \$0.00       |
| Grand Total Budgeted               |                  |      |                  |              | \$123,497.14 |
| Grand Total Spent                  |                  |      |                  |              | \$34,325.00  |
| +/- Difference                     |                  |      |                  |              | \$89,172.14  |

# Student Data

| Student Achievement and Closing the Gaps |                                                 |                      |       |               |                |                   |                      |                    |                  |              |                          |                    |                |                |                    |                |                |                          |                |
|------------------------------------------|-------------------------------------------------|----------------------|-------|---------------|----------------|-------------------|----------------------|--------------------|------------------|--------------|--------------------------|--------------------|----------------|----------------|--------------------|----------------|----------------|--------------------------|----------------|
| Core Metrics                             | Sub Metrics                                     |                      | Grade | Student Group | Subject Tested | Performance Level | Summative Assessment | 2023 Student Count | % of Assessments |              |                          |                    |                |                |                    |                |                |                          |                |
|                                          |                                                 |                      |       |               |                |                   |                      |                    | 2021 Results     | 2022 Results | 2022 Participation Rates | Cycle 1            |                |                | Cycle 2            |                |                | 2023 Accountability Goal |                |
|                                          |                                                 |                      |       |               |                |                   |                      |                    |                  |              |                          | Assessment Type    | Formative Goal | Actual Results | Assessment Type    | Formative Goal | Actual Results | Summative Goal           | Actual Results |
| Student Achievement                      | # of Students at Approaches, Meets, and Masters |                      | All   | All           | Reading        | Approaches        | STAAR                | 501                | 36               | 51           | N/A                      | Interim Assessment | 50             | 51             | Interim Assessment | 60             |                | 70                       |                |
|                                          |                                                 |                      | All   | All           | Reading        | Meets             | STAAR                | 501                | 14               | 25           | N/A                      | Interim Assessment | 20             | 25             | Interim Assessment | 30             |                | 40                       |                |
|                                          |                                                 |                      | All   | All           | Reading        | Masters           | STAAR                | 501                | 5                | 12           | N/A                      | Interim Assessment | 5              | 12             | Interim Assessment | 7              |                | 10                       |                |
|                                          |                                                 |                      | All   | All           | Mathematics    | Approaches        | STAAR                | 501                | 31               | 52           | N/A                      | Interim Assessment | 50             | 52             | Interim Assessment | 60             |                | 70                       |                |
|                                          |                                                 |                      | All   | All           | Mathematics    | Meets             | STAAR                | 501                | 6                | 16           | N/A                      | Interim Assessment | 20             | 16             | Interim Assessment | 30             |                | 40                       |                |
|                                          |                                                 |                      | All   | All           | Mathematics    | Masters           | STAAR                | 501                | 3                | 4            | N/A                      | Interim Assessment | 5              | 4              | Interim Assessment | 7              |                | 10                       |                |
|                                          |                                                 |                      | All   | All           | Science        | Approaches        | STAAR                | 174                | 38               | 49           | N/A                      | Interim Assessment | 50             | 49             | Interim Assessment | 60             |                | 70                       |                |
|                                          |                                                 |                      | All   | All           | Science        | Meets             | STAAR                | 174                | 16               | 19           | N/A                      | Interim Assessment | 20             | 19             | Interim Assessment | 30             |                | 40                       |                |
|                                          |                                                 |                      | All   | All           | Science        | Masters           | STAAR                | 174                | 4                | 5            | N/A                      | Interim Assessment | 5              | 5              | Interim Assessment | 7              |                | 10                       |                |
|                                          |                                                 |                      | All   | All           | Social Studies | Approaches        | STAAR                | 174                | 14               | 15           | N/A                      | Interim Assessment | 50             | 15             | Interim Assessment | 60             |                | 70                       |                |
|                                          |                                                 |                      | All   | All           | Social Studies | Meets             | STAAR                | 174                | 6                | 1            | N/A                      | Interim Assessment | 20             | 1              | Interim Assessment | 30             |                | 40                       |                |
|                                          |                                                 |                      | All   | All           | Social Studies | Masters           | STAAR                | 174                | 1                | 1            | N/A                      | Interim Assessment | 5              | 1              | Interim Assessment | 7              |                | 10                       |                |
| Closing the Gaps                         | Focus 1                                         | Academic Achievement | All   | Econ Disadv   | Mathematics    | N/A               | Mathematics          | N/A                | 0                | 16           | 99                       | Interim Assessment | 36             |                | Interim Assessment | 36             |                | 36                       |                |
|                                          | Focus 2                                         | Academic Achievement | All   | ELL           | Mathematics    | N/A               | Mathematics          | N/A                | 0                | 14           | 99                       | Interim Assessment | 40             |                | Interim Assessment | 40             |                | 40                       |                |
|                                          | Focus 3                                         | Academic Achievement | All   | Econ Disadv   | ELA            | N/A               | ELA                  | N/A                | 0                | 24           | 99                       | Interim Assessment | 33             |                | Interim Assessment | 33             |                | 33                       |                |
|                                          | Focus 4                                         | Academic Achievement | All   | ELL           | ELA            | N/A               | ELA                  | N/A                | 0                | 19           | 99                       | Interim Assessment | 29             |                | Interim Assessment | 29             |                | 29                       |                |

| Academic Growth |             |       |                      |                                    |                        |              |                        |                        |                        |                        |                |                          |
|-----------------|-------------|-------|----------------------|------------------------------------|------------------------|--------------|------------------------|------------------------|------------------------|------------------------|----------------|--------------------------|
| Core Metrics    | Sub Metrics | Grade | Summative Assessment | 2023 Total # of Evaluated Students | Percentage of Students | 2022 Results | Cycle 1 Formative Goal | Cycle 1 Actual Results | Cycle 2 Formative Goal | Cycle 2 Actual Results | Summative Goal | Summative Actual Results |
| Academic Growth | ELAR        | All   | STAAR                | 501                                | Did Not Meet           | 49           | 50                     | 49                     | 40                     |                        | 30             |                          |
|                 |             |       |                      |                                    | Approaches             | 51           | 50                     | 51                     | 60                     |                        | 70             |                          |
|                 |             |       |                      |                                    | Meets                  | 25           | 20                     | 25                     | 30                     |                        | 40             |                          |
|                 |             |       |                      |                                    | Masters                | 12           | 5                      | 12                     | 7                      |                        | 12             |                          |
|                 | Math        | All   | STAAR                | 501                                | Did Not Meet           | 48           | 50                     | 48                     | 40                     |                        | 30             |                          |
|                 |             |       |                      |                                    | Approaches             | 52           | 50                     | 52                     | 60                     |                        | 70             |                          |
|                 |             |       |                      |                                    | Meets                  | 16           | 20                     | 16                     | 30                     |                        | 40             |                          |
|                 |             |       |                      |                                    | Masters                | 4            | 5                      | 4                      | 7                      |                        | 10             |                          |