

Academy Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 16, 2020
Public Presentation Date: November 16, 2020

Mission Statement

Academy ISD Mission

Academy Independent School District will foster a positive culture that motivates students to learn the behaviors, skills, and knowledge necessary for academic, professional, and social success in a global society. AISD will encourage the entire school community to take full ownership of all that encompasses Bee Pride.

Vision

Academy ISD Vision

*Inspiring students to **Love learning, Excel in All We Do, Achieve goals through collaboration, and Do What is Right. LEAD!***

Value Statement

Academy ISD

Belief Statements

We believe students are our top priority.

- All of our time, energy and resources should be focused on the primary objective of educating students.

We believe students are capable of high achievement.

- Each student should be held to a higher standard that will encourage growth beyond their current level of performance.

We believe in the value of each employee.

- The role of Educator is of high importance as they are responsible for teaching, mentoring, and encouraging each student.

We believe education is a shared responsibility between students, staff, families, and community.

- Each part of the system has an equally important and vital role to play.

We believe core academics, character development, extracurricular activities, and career and technology education are crucial components of a well-rounded education.

- Our education system will focus on all of these areas equally.

We believe every student is entitled to an emotionally and physically safe environment that is conducive to learning.

- · Environmental decisions within the district will be based on this belief statement.

We believe all students have equal worth and deserve to be treated with respect and dignity.

- · A diverse environment will prepare students by educating them on the existence and importance of different cultures, opinions and beliefs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

AISD Annual Student Enrollment (as reported by October Snapshot each year)

	2014-2015	1360
2015-2016		1411
2016-2017		1523
2017-2018		1559
2018-2019		1652
2019-2020		1740
2020-2021		1740

Demographics Strengths

Currently, AISD maintains a higher percentage of K-12 continuously enrolled students versus non-continuously enrolled students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While AISD currently maintains a higher percentage of K-12 continuously enrolled students versus non-continuously enrolled students, each year the percentage decreases. **Root Cause:** AISD's historical data shows non-continuously enrolled students entering AISD perform at lower academic performance levels than continuously enrolled students.

Student Learning

Student Learning Summary

Formative:

(MAP) Measure of Academic Progress (BOY) Beginning of Year

K-12: All students tested in Reading and Math

5, 8, Biology: Tested in Science

Student Learning Strengths

AISD Distinction Designations 2019-2020 - Not Rated: Declared State of Disaster

AISD Distinction Designations 2018-2019

Intermediate

- Academic Achievement in Science
- Top 25% - Comparative Academic Growth
- Top 25% - Comparative Closing the Gaps

Middle School

- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness

High School

- Academic Achievement in English/Language Arts/Reading
- Academic Achievement in Science

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Multiple data points indicate low student performance in math. **Root Cause:** Lack of math instructional specialists/coaches/interventionists

to provide small group, effective differentiated instruction for struggling learners K-12.

Problem Statement 2 (Prioritized): Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers. **Root Cause:** Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.

Problem Statement 3: While AISD currently maintains a higher percentage of K-12 continuously enrolled students versus non-continuously enrolled students, each year the percentage decreases. **Root Cause:** AISD's historical data shows non-continuously enrolled students entering AISD perform at lower academic performance levels than continuously enrolled students.

District Processes & Programs

District Processes & Programs Summary

Instructional:

AMS & AHS - Block Schedule (Green/Gold Days)

AES: Tuesday - PLC; Wednesday - Data Planning

AIS: Monday - Data Planning; Thursday - PLC

New Curricular:

K-12 MAP - Measure of Academic Progress

K-12 Moby Max

3-5 Think Up!

Key Instructional Personnel:

Added (3) three Instructional Coaches (Eixman, Harlan, Kleypas)

Added (1) Instructional Technology Specialist (Wright)

Added (1) AHS Counselor (Copeland)

Added (1) AES Assistant Principal (Schwake)

District Processes & Programs Strengths

2019-2020 - Not Rated: Declared State of Disaster

2018-2019 TEA Overall District Performance

District	Student Enrollment	Rating
Belton ISD	11,861	(B) 88 of 100
Manor ISD	9,445	(B) 85 of 100
Temple ISD	8,698	(B) 81 of 100
Salado ISD	1,948	(B) 89 of 100
Jarrell ISD	1,894	(B) 84 of 100
Cameron ISD	1,779	(B) 86 of 100
Lorena ISD	1,724	(A) 94 of 100
Academy ISD	1,641	(B) 85 of 100
Troy ISD	1,539	(A) 92 of 100
Lago Vista ISD	1,529	(A) 91 of 100
Rockdale ISD	1,501	(B) 86 of 100
McGregor ISD	1,424	(B) 88 of 100
Franklin ISD	1,247	(A) 95 of 100
Lexington ISD	1,023	(B) 88 of 100
Rogers ISD	867	(A) 90 of 100
Holland ISD	656	(A) 94 of 100

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers. **Root Cause:** Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.

Problem Statement 2 (Prioritized): Multiple data points indicate low student performance in math. **Root Cause:** Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners K-12.

Problem Statement 3: While AISD currently maintains a higher percentage of K-12 continuously enrolled students versus non-continuously enrolled students, each year the percentage decreases. **Root Cause:** AISD's historical data shows non-continuously enrolled students entering AISD perform at lower academic performance levels than continuously enrolled students.

Priority Problem Statements

Problem Statement 1: Multiple data points indicate low student performance in math.

Root Cause 1: Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners K-12.

Problem Statement 1 Areas: Student Learning - District Processes & Programs

Problem Statement 2: Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers.

Root Cause 2: Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.

Problem Statement 2 Areas: Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: November 16, 2020

Goal 1: Academy ISD will meet or exceed all State and Federal Standards for Academic Excellence.


Performance Objective 1: All students and each accountability sub group will strive to meet or exceed the following standards:


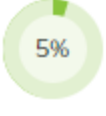




- 60% Meets
- 30% Masters

HB3 Goal

Evaluation Data Sources: TEKS Resource System Common Unit Assessments (CUAs)
 Local benchmarks (beginning of 1st semester)
 Measure of Academic Progress (MAP) BOY and MOY data

Summative Evaluation: None

<p>Strategy 1: Teachers will be able to use new laptops during PLC and Data Planning meetings to easily and routinely conduct data analysis with: common unit assessments district benchmarks in January progress monitoring EOY, MOY, BOY MAP data STAAR</p> <p>Strategy's Expected Result/Impact: Increase student academic progress Reduction of failing grades each 6 weeks</p> <p>Staff Responsible for Monitoring: District/Campus Administration Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2 - District Processes & Programs 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 <p>20%</p>				

<p>Strategy 2: All campuses will implement TEKS Resource System and follow scope & sequence</p> <p>Strategy's Expected Result/Impact: Classroom observation & walkthrough data, along with lesson plans, will show evidence of TEKS Resource System implementation</p> <p>Core content weekly PLC and data planning meetings will show campus-wide teacher participation</p> <p>Staff Responsible for Monitoring: District/Campus Administration C&I Department Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<p>Strategy 3: All campuses will begin routines and processes to implement campus-wide (RtI) Response to Intervention program.</p> <p>Strategy's Expected Result/Impact: Classroom observation & walkthrough data will show evidence of Guided Reading and Guided Math, as well as effective small group instruction during Intervention</p> <p>Increased student academic progress</p> <p>Increase teacher understanding and implementation of RtI through fluid Tier 1, Tier 2, and Tier 3 student groups</p> <p>Staff Responsible for Monitoring: District/Campus Administration C&I Department Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2 - District Processes & Programs 1, 2</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Multiple data points indicate low student performance in math. Root Cause: Lack of math instructional specialists/coaches/interventionists to provide small group, effective differentiated instruction for struggling learners K-12.
Problem Statement 2: Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers. Root Cause: Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.
District Processes & Programs
Problem Statement 1: Prof Dev needs assessment revealed lack of campus-based job-embedded planning & coaching opportunities for teachers. Root Cause: Campus staffing plans lack specially trained personnel (instructional coaches/C&I specialists) to teach teachers to meet the needs of all students with varying experiences and levels of background knowledge. Teachers need training on how to diagnose student academic knowledge and then further training on how to design differentiated instruction to meet the students' needs in all content areas.
Problem Statement 2: Multiple data points indicate low student performance in math. Root Cause: Lack of math instructional specialists/coaches/interventionists to provide







Goal 2: Academy ISD community, parents, and staff members will partner in educational improvement efforts, including maintaining open lines of communication between all stakeholders.

Performance Objective 1: Participation and support of parents and community members will increase during a variety of opportunities, including Busy Bee Volunteers, Open House/Meet the Teacher, Freshman Orientation, 6th grade Orientation, Parent Conferences, Booster Club, and special program meetings/presentations.

HB3 Goal

Evaluation Data Sources: Positive interactions/response(s) to social media
 Visitors to AISD websites
 Campus Sign-in Sheets

Summative Evaluation: None




<p>Strategy 1: District/Campuses will use social media, websites, Remind 101, take-home folders, letters to parents, and/or emails to keep all stakeholders informed of school news and events.</p> <p>Strategy's Expected Result/Impact: Improved community-wide relationships and partners in education</p> <p>Staff Responsible for Monitoring: District/Campus Administration Campus Office Staff District Webmaster Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<p>Strategy 2: When COVID-19 restrictions are lifted, campuses will offer opportunities for in-person parent involvement such as book fairs, class events and parties, campus programs, and parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and improved parent relations</p> <p>Staff Responsible for Monitoring: District/Campus Administration Campus Faculty & Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Academy ISD will provide a safe and orderly school environment that supports learning and staff effectiveness.

Performance Objective 1: Through social and emotional supports, including individual and group counseling, discipline referrals and incidents of violence will be reduced from 2019 data (in proportion to the number of in-person student population - not total enrollment).

Evaluation Data Sources: TSDS PEIMS

Summative Evaluation: None

<p>Strategy 1: Increase participation and visibility of District's initiative, Take Care of Academy (TCA), in order to positively influence and impact both district and campus culture/climate</p> <p>Strategy's Expected Result/Impact: Reduction in bullying/harassment allegations Provide a common language for all district stakeholders as it pertains to what it means to Take Care of Academy</p> <p>Staff Responsible for Monitoring: SRO District/Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
<p>Strategy 2: As the District moves to fully implement one-to-one devices for all secondary students, the district-wide filtering software will continue to help monitor and limit student exposure to inappropriate internet content.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals Increased parental trust as it relates to technology purpose and usage in teacher instruction and student learning</p> <p>Staff Responsible for Monitoring: Network Administrator / Cybersecurity Coordinator Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
<p>Strategy 3: Throughout the school year, implement age-appropriate prevention programs, including -child abuse & sexual abuse -dropout -pregnancy -tobacco, alcohol, drugs -anti-vaping</p> <p>During October's Red Ribbon Week, focus on anti-drug and alcohol literature/lessons through PE classes, Library rotation, guest speakers, and/or Excel/Homeroom classes.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Librarian Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative		Summative	
	Formative		Summative	
	Nov	Feb	Apr	June
	Nov	Feb	Apr	June
				
				
				

Strategy 4: Continue to evaluate evolving needs for additional security/surveillance cameras, radios, outdoor fencing, and safety/directional signage around campuses and school grounds.

Strategy's Expected Result/Impact: Improved staff & student safety

Increased visibility of external security measures

Staff Responsible for Monitoring: SRO


District/Campus Administration

Technology Department

Operations Department


Teachers

Title I Schoolwide Elements: 2.5

Reviews			
Formative			Summative
Nov	Feb	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will be able to use new laptops during PLC and Data Planning meetings to easily and routinely conduct data analysis with: common unit assessments district benchmarks in January progress monitoring EOY, MOY, BOY MAP data STAAR
1	1	2	All campuses will implement TEKS Resource System and follow scope & sequence
1	1	3	All campuses will begin routines and processes to implement campus-wide (RtI) Response to Intervention program.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

AISD PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

AISD is committed to providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents, family, and the community. Everyone gains if the school and home work together to promote high achievement for our children. Parents play an important role, and AISD recognizes and encourages parents in the four key roles that they play in their children's learning:

- Teacher – helping their child at home,
- Supporter – contributing their skills to the school,
- Advocate – helping their child receive fair treatment, and
- Decision Maker – participating in joint problem-solving with the school at every level.

Parent Involvement in Developing the Policy

The District Education Improvement Committee (DEIC) is composed of parents, community members, business representatives, and campus/district personnel. The DEIC has direct input in the development and revision of the parent and family engagement policy on an annual basis. Parent comments from meetings, parent-teacher conferences, and other campus events are used in the development and revision of this policy.

Academy Independent School Parent/Student/School Compact

In order for school, parents, and students to share responsibility for high student achievement, the Academy Independent School District requires each campus to have a Parent/Student Compact. This Compact is reviewed each year by campus improvement committees, and it

is in the student handbook for the school official, parent and student to sign and return to the home campus. The Compact outlines school, parent, and student responsibilities necessary for effective learning to take place.

Types of Parental Involvement

The Superintendent, in coordination with the Principal, provides technical assistance and other support necessary to help the school plan and implement effective parental and community involvement efforts. Realizing the value of parents and their contribution to the partnership of creating successful students, input will be requested to build upon relationships to strengthen ties between home and school.

The following are possible opportunities for home-school partnerships that parents are encouraged to take advantage of throughout the year:

- Academy ISD District Education Improvement Committee
- School Board Meetings
- Annual Title I Meeting
- Parent-Teacher Conferences
- Athletic Booster Club
- Busy Bees Parent Volunteer Program

3.2: Offer flexible number of parent involvement meetings

TITLE I PARENTAL INVOLVEMENT MEETING

Fall Meeting

Monday, October 26, 2020

AISD Boardroom

Plan Notes

Academy 2018-2028

Academy ISD's 10 Year Strategic Plan

Academy ISD Belief Statements

- We believe students are our top priority.

-We believe students are capable of high achievement.

-We believe in the value of each employee.

-We believe education is a shared responsibility between students, staff, families, and community.

-We believe core academics, character development, extracurricular activities, and career & technology education are crucial components of a well-rounded education.

-We believe every student is entitled to an emotionally and physically safe environment that is conducive to learning.

-We believe all students have equal worth and deserve to be treated with respect and dignity.

Motto

TEA's Strategic Plan - goals of 60x30TX

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

TEA Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals.

TEA Strategic Priority 2: Build a Foundation of Reading and Math

TEA Strategic Priority 3: Connect High School to Career and College.

TEA Strategic Priority 4: Improve Low-Performing Schools

The goal of the **TEA's Effective Schools Framework (ESF)** is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF supports school and district continuous improvement efforts by providing the basis for the ESF diagnostic process and the foundation for the alignment of resources and supports to the needs each school.

TEA Effective Schools Framework – Lever 1: Strong School Leadership and Planning

TEA Effective Schools Framework – Lever 2: Effective, Well-supported Teachers

TEA Effective Schools Framework - Lever 3: Positive School Culture

TEA Effective Schools Framework – Lever 4: High-Quality Curriculum

TEA Effective Schools Framework – Lever 5: Effective Instruction

Addendums

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2025.

Yearly Target Goals

	2022	2023	2024	2025
47%	49%	51%	53%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	27	58	47	X	X	X	42	35	40	X	31	53	30
2022	29	60	49	X	X	X	44	37	42	X	33	55	32
2023	31	62	51	X	X	X	46	39	44	X	35	57	34
2024	33	64	53	X	X	X	48	41	46	X	37	59	36
2025	35	66	55	X	X	X	50	43	48	X	39	61	38

EC Literacy Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 2nd grade teachers will complete The Science of Reading Academies in 2020-2021 and 3rd grade through 5th grade teachers will complete in 2021-2022. Instructional Coaches have been hired to ensure instructional best practices are implemented through F&P Guided Reading.

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% to 61% by June 2025.

Yearly Target Goals

	2021	2022	2023	2024	2025
53%		55%	57%	59%	61%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	15	52	60	X	X	X	22	13	42	X	59	59	36
2022	17	54	62	X	X	X	24	15	44	X	61	61	38
2023	19	56	64	X	X	X	26	17	46	X	63	63	40
2024	21	58	66	X	X	X	28	19	48	X	65	65	42
2025	23	60	68	X	X	X	30	21	50	X	67	67	44

EC Math Targeted Professional Development Plan

PK-2 Teachers will be trained on Guided Math principles. Instructional Coaches have been hired for 2020-2021 to ensure instructional practices, lesson planning and monitoring are ongoing and completed with fidelity. PLC's and data meetings with campus administration will also ensure math targets are monitored.

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 53% to 63% by August 2025.

Yearly Target Goals

	2022	2023	2024	2025
55%	57%	59%	61%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	42	50	55	X	X	X	X	22	32	X	X	X	X
2022	44	52	57	X	X	X	X	24	34	X	X	X	X
2023	46	54	59	X	X	X	X	26	36	X	X	X	X
2024	48	56	61	X	X	X	X	28	38	X	X	X	X
2025	50	58	63	X	X	X	X	30	40	X	X	X	X