

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Ector County ISD	Campus Name	Dowling Elementary	Superintendent	Dr. Scott Muri	Principal	Julie Marshall
District Number	068901	Campus Number	000000107	District Coordinator of School Improvement (DCSI)	Alicia Press	ESC Number	18
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Pam Hailey

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Alicia Press 10.3.20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI 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.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Julie Marshall 10.3.20

Board Approval Date

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	<p>What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.</p> <p>What changes in student group and subject performance are included in these goals?</p> <p>If applicable, what goals has your campus set for CCMR and Graduation Rate?</p>	<p>Domain 1: For the 2020-2021 school year, Dowling elementary will increase our Domain I score from a 34 (scaled score) to a 70 (scaled score). Our targets for Approaches, Meets, and Masters are 80/33/10. Rationale: While this is an ambitious goal, for the first time in several years the campus is fully staffed. In addition, the campus is equipped with a new leadership team that has weekly support from the DCSI and a Big Rock partner. We are in a position this year where we must focus on Domains I and III to reach the goal of a "C" rating at the end of the year since it doesn't appear that Domain 2a will factor in to accountability ratings.</p> <p>Domain 2B: Our Domain 2B goal is to match our Domain I target of 41 (raw) paired with a 72% EcoDis rate (19-20) which will equal 72. Rationale: In 2019-2020, our economically disadvantaged rate was 72%. We need our Domain II score to match our Domain I score since they are in Domain I, Domain 2B, and Domain 3, our focus is on increasing the achievement of Hispanic, Economically Disadvantaged, and English Learners in both reading and math. While our 2019 STAAR performance fell significantly short of our approaches, meets, and masters goals, we believe that a focus on these three groups of students will help us attain our goal.</p> <p>NA</p>
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CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Overall, instructional staff continues to struggle with understanding the TEKS. Because of this, instructional materials are too frequently misaligned, and the full breath/depth of the standards are never taught in their entirety. For 2020-21 most teachers at Dowling will be novice teachers (5 years or less of experience) and will need the support to understand the lesson planning process and the use of data.	The PLC DDI process occurs twice weekly but the Instructional Leadership Team is still refining and perfecting the process. The team struggles to get to the "Do It" due to time constraints. Because DDI has been the greatest contributor to Dowling's growth in 2020, this process must continue into the upcoming school year.	
How will the campus build capacity in this area? Who will you partner with?	Relay will provide direct instruction about lesson plan components and how to write effective objectives. Big Rocks Educational Services will help the campus leadership team analyze teacher instruction and lesson delivery and lead teachers in making needed changes.	The district will partner with Big Rocks Educational Services who will provide job embedded coaching in the area of DDI support.	

<p>Barriers to Address throughout this year</p>	<p>Limitations due to COVID (uncertainty, distance learning), planning time/planning process (content vs grade level), staff turn-over (teacher), a new leadership team, and the master calendar are all barriers that will need to be addressed.</p>	<p>Time is the greatest barrier. The principal will be more strategic with the master schedule to add more time for PLCs. Additionally, more time will be added for personnel training and professional development throughout the school year.</p>	
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs) and coaching cycles will be the primary methods of buy-in and communication.</p>	<p>PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs) and coaching cycles will be the primary methods of buy-in and communication.</p>	
<p>Desired Annual Outcome</p>	<p>As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.</p>	<p>33% or more of all students will achieve "Meets" in all subjects. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.</p>	
<p>District Commitment Theory of Action</p>	<p>IF every lesson is aligned to the standards and student needs, AND is executed by highly effective teachers, THEN student learning will increase.</p>	<p>IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	3	All	Reading	Approaches	STAAR	55		Cumulative Short-Cycle Assessments	61		Cumulative Short-Cycle Assessments	67		Released STAAR	73		80
		3	All	Reading	Meets	STAAR	16		Cumulative Short-Cycle Assessments	20		Cumulative Short-Cycle Assessments	24		Released STAAR	28		33
		3	All	Reading	Masters	STAAR	6		Cumulative Short-Cycle Assessments	7		Cumulative Short-Cycle Assessments	8		Released STAAR	9		10
		4	All	Reading	Approaches	STAAR	47		Cumulative Short-Cycle Assessments	55		Cumulative Short-Cycle Assessments	63		Released STAAR	71		80
		4	All	Reading	Meets	STAAR	15		Cumulative Short-Cycle Assessments	20		Cumulative Short-Cycle Assessments	25		Released STAAR	29		33
		4	All	Reading	Masters	STAAR	1		Cumulative Short-Cycle Assessments	3		Cumulative Short-Cycle Assessments	6		Released STAAR	8		10
		5	All	Reading	Approaches	STAAR	64		Cumulative Short-Cycle Assessments	68		Cumulative Short-Cycle Assessments	72		Released STAAR	76		80
		5	All	Reading	Meets	STAAR	32		Cumulative Short-Cycle Assessments	33		Cumulative Short-Cycle Assessments	33		Released STAAR	33		33
		5	All	Reading	Masters	STAAR	7		Cumulative Short-Cycle Assessments	8		Cumulative Short-Cycle Assessments	9		Released STAAR	9		10
		3	All	Mathematics	Approaches	STAAR	52		Cumulative Short-Cycle Assessments	59		Cumulative Short-Cycle Assessments	66		Released STAAR	73		80
		3	All	Mathematics	Meets	STAAR	24		Cumulative Short-Cycle Assessments	26		Cumulative Short-Cycle Assessments	28		Released STAAR	31		33
		3	All	Mathematics	Masters	STAAR	5		Cumulative Short-Cycle Assessments	7		Cumulative Short-Cycle Assessments	8		Released STAAR	9		10
		4	All	Mathematics	Approaches	STAAR	51		Cumulative Short-Cycle Assessments	58		Cumulative Short-Cycle Assessments	65		Released STAAR	72		80
		4	All	Mathematics	Meets	STAAR	23		Cumulative Short-Cycle Assessments	25		Cumulative Short-Cycle Assessments	28		Released STAAR	31		33
		4	All	Mathematics	Masters	STAAR	3		Cumulative Short-Cycle Assessments	5		Cumulative Short-Cycle Assessments	8		Released STAAR	9		10
		5	All	Mathematics	Approaches	STAAR	72		Cumulative Short-Cycle Assessments	74		Cumulative Short-Cycle Assessments	76		Released STAAR	78		80
		5	All	Mathematics	Meets	STAAR	28		Cumulative Short-Cycle Assessments	29		Cumulative Short-Cycle Assessments	31		Released STAAR	33		33
		5	All	Mathematics	Masters	STAAR	14		Cumulative Short-Cycle Assessments	15		Cumulative Short-Cycle Assessments	16		Released STAAR	17		18
		5	All	Science	Approaches	STAAR	47		Cumulative Short-Cycle Assessments	55		Cumulative Short-Cycle Assessments	63		Released STAAR	71		80
		5	All	Science	Meets	STAAR	25		Cumulative Short-Cycle Assessments	27		Cumulative Short-Cycle Assessments	29		Released STAAR	31		33
5	All	Science	Masters	STAAR	5		Cumulative Short-Cycle Assessments	7		Cumulative Short-Cycle Assessments	9		Released STAAR	10		10		
4	All	Writing	Approaches	STAAR	47		Cumulative Short-Cycle Assessments	55		Cumulative Short-Cycle Assessments	63		Released STAAR	71		80		
4	All	Writing	Meets	STAAR	18		Cumulative Short-Cycle Assessments	21		Cumulative Short-Cycle Assessments	25		Released STAAR	29		33		

		4	All	Writing	Masters	STAAR	3		Cummulative Short-Cycle Assessments	5		Cummulative Short-Cycle Assessments	7		Released STAAR	9		10
2. Domain 3 Focus 1	Focus 1 Components - Academic Achievement	3,4,5	Eco Dis	Reading	Meets	STAAR	20		Cummulative Short-Cycle Assessments	23		Cummulative Short-Cycle Assessments	26		Released STAAR	30		33
		3,4,5	Eco Dis	Mathematics	Meets	STAAR	22		Cummulative Short-Cycle Assessments	26		Cummulative Short-Cycle Assessments	30		Released STAAR	33		36
3. Domain 3 Focus 2	Focus 2 Components - Academic Achievement	3,4,5	Hispanic	Reading	Meets	STAAR	22		Cummulative Short-Cycle Assessments	26		Cummulative Short-Cycle Assessments	30		Released STAAR	34		37
		3,4,5	Hispanic	Mathematics	Meets	STAAR	27		Cummulative Short-Cycle Assessments	30		Cummulative Short-Cycle Assessments	33		Released STAAR	37		40
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	24		Teacher Assessment	27		Teacher Assessment	30		Teacher Assessment	33		36

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	33% or more of all students will achieve "Meets" in all subjects. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.	0
Desired 90-day Outcome	Lesson objectives will be aligned to the TEKS, included in lesson plans, posted in the classroom, and reviewed with students prior to and during each lesson.	DDI will focus on scripting a powerful reteach, developing a timeline and process for spiraling weak readiness TEKS into future lessons, and administering a reassessment of unmastered standards.	
Barriers to Address During this Cycle	Lack of understanding on how to break down TEKS and write aligned lesson objectives.	Planning time during DDI to get to the "Do It" portion of the process. Teachers developing quality reteach plans.	
District Actions for this Cycle	Actively coach the ILT to ensure key instructional levers are prioritized in the team's calendar.	Ensure training is provided so the team is well-calibrated on DDI expectations and execution.	
District Commitment Theory of Action	IF every lesson is aligned to the standards and student needs, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Train teachers on the district lesson plan template.	5.1	11-Aug-20	District Lesson Plan Template	C & I Department	Teacher Lesson Plans	8-Sep		
Administrative team will set up an intentional system to monitor lesson plans and provide feedback.	5.1	1-Sep-20	Google Sheets	Principal	Google Sheet	1-Sep-20		
Administrative team will provide feedback on lesson plans weekly. Feedback will be both bite-size and actionable.	5.1	1-Sep-20	Google Sheets, Teacher Lesson Plans in Eduphoria	Principal, Asst. Principal	Comments on Google Sheets and Eduphoria	30-Sep-20		
Relay team of teachers will attend a lesson planning session.	5.1	3-Sep-20	Relay Training	Relay Presenter	Attendance Sheets, Evidence of learning in lesson plans	30-Nov-20		
Continuous training, coaching, and accountability for alignment between lesson objectives and TEKS.	5.1	16-Nov-20	TEKS for each grade level, copies of existing lesson plans, copies of exemplar lesson plans,	Principal, Asst. Principal, Instructional Specialists	Sign in Sheet of attendance, review of lesson plans after training	30-Nov-20		
Train leadership team in See It, Name It, Do It. Schedule and conduct weekly PLCs that focus on either pre-planning or data analysis.	5.3	5-Oct-20	DDI Script, Data from recent Assessment, student work samples	Principal	DDI scripts from ILT	16-Nov-21		
Monitor/adjust structures for PLC and DDI meetings	5.3	1-Sep-20	Scripting template for PLC and DDI meetings, time to meet as a team to model the process	Principal	Scripts from PLC and DDI meetings from all ILT members. Video recording of DDI and PLC meetings for each	30-Nov-20		

Establish a standard process for reviewing data, tracking data, and monitoring data after each assessment.	5.3	26-Oct-20	Presentation for teachers, data tracking forms in Google made, data for each grade-level	Principal, Asst. Principal, Instructional Specialists	Sign in Sheet of attendance, presentation, data tracking sheets filled in after each assessment	30-Nov-20		
After data review, the librarian, music teacher, and music aide will provide reading remediation for K-2 students using a scripted program.	5.3	21-Sep-20	LLI Kits	Instructional Specialists, K-2 teachers, librarian, music teacher, music aide	Data tracking sheets filled out by remediation teachers	30-Nov-20		
Assign a coach to every instructional team member. Establish a baseline for real-time coaching and conduct regular rounds to provide feedback to staff on a regular and ongoing basis.	5.1 5.3	2-Sep-20	Baselining tool	DCSI and ILT	RTC calendars	30-Nov-20		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	33% or more of all students will achieve "Meets" in all subjects. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.	0
Desired 90-day Outcome	90% of lesson plans show that activities align to the daily objective.	1. 100% of teachers will use weekly assessment data to form small groups that meet daily where the teacher addresses conceptual and procedural gaps in understanding . 2. 100% of all 3rd-5th-grade students will set personal goals and have a system to track their progress.	
Barriers to Address During this Cycle	Ability of teachers to analyze lessons/activities from the textbooks to determine if they align to the daily objective and if they do not, to find or develop alternate activities.	Adjusting teacher schedules to include daily time for small group instruction. Lack of student knowledge on how to set goals and make plans to reach them.	
District Actions for this Cycle	Provide ongoing training for available instructional materials so that campus leaders can differentiate support for campus teachers based on need.	Leverage partnerships and district resources to help create weekly assessments that are both rigorous and TEKS aligned.	

District Commitment Theory of Action	IF every lesson is aligned to the standards and student needs, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.	
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ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrative team will provide bite-sized, actionable feedback on lesson plans weekly.	5.1	1-Dec-20	Google Sheets	Principal	Google Sheet with administrative team comments on lesson plans; comments in Eduphoria on teacher plans	26-Feb-21		
Maintain training and accountability to ensure all activities align to the daily objective.	5.1	11-Jan-21	Presentation for staff on how to align activities to objectives, Exemplar lesson plans to score and review	Principal, Assistant Principal, Instructional Specialists	Lesson Plan Review, Classroom walkthroughs and observations	26-Feb-21		

Through multiple staff meetings and modeling during PLCs, the leadership team will train all staff and repeatedly practice analyzing the TEKS and creating rigorous Know/Show charts.	5.1	1-Dec-20	Know / Show Charts, TEKS vertical alignment document, Lead4ward snapshots and planning guides, TEKS Resource System IFDs, District Short-Cycle Assessments, Released STAAR questions	Principal, Assistant Principal, Instructional Specialists	Completed Know/Show Charts	26-Feb-21		
Create systems and structures within the school day for reteach and reassessment.	5.3	4-Jan-21	Classroom Schedules; Schedules for Special Area personnel to provide targeted tutoring	Principal, Teachers	Classroom Schedules	8-Jan-21		
Leadership team will conference with all 3-5 graders to set goals and monitor progress by using data from short cycle assessments.	5.3	December 7, 2021 / January 15, 2021	Goal Setting Charts, Folders, Tracking forms	Principal, Assistant Principal, Instructional Specialists	Individual Goal Setting Folders	15-Jan-21		
Consistent use of See It, Name It, Do It during DDI meetings.	5.3	8-Dec-21	DDI Scripts, Know/Show Charts, Assessment Data	Principal, Assistant Principal, Instructional Specialists	DDI Scripts; teacher-made reteach script; re-teach data	25-Feb-21		
Transition from RTC to the SND protocol for observation feedback. (100% of all instructional team members are coached regularly).	5.1/5.3	12/1/2020	Time	Principal, Assistant Principal, Instructional Specialists	Coaching Log	26-Feb-21		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	33% or more of all students will achieve "Meets" in all subjects. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.	0
Desired 90-day Outcome	90% of lesson plans include a daily re-teach mini-lesson rooted in data and include the level of rigor required by the TEKS.	Daily re-teach mini-lesson in math and reading will occur in 100% of classrooms.	
Barriers to Address During this Cycle	Teacher ability to develop quality daily formative assessments that measure student understanding of the daily objective.	Developing quality daily exit tickets/formative assessments used to analyze student learning and plan daily re-teach mini-lessons.	
District Actions for this Cycle	DCSI will actively coach the ILT to refine the SND process in WDM to continually improve the scripting, practicing, and implementation of reteach plans.		
District Commitment Theory of Action	IF every lesson is aligned to the standards and student needs, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrative team will continue to provide feedback on lesson plans weekly.	5.1	1-Mar-21	Lesson Plan tracker, teacher lesson plans	Principal, Assistant Principal	Google Sheet lesson plan tracker, comments on lesson	24-May-21		
ILT will provide job-embedded training and accountability on including a daily re-teach mini-lesson rooted in data.	5.1	1-Mar-21	Presentation on process on daily re-teach; weekly lesson plans; student data	Principal, Assistant Principal, Instructional Specialists	Documentation of daily re-teach in lesson plans; classroom walkthroughs and observations	24-May-21		
Leadership Team will consult with Big Rock to ensure alignment of lesson plans to TEKS through weekly rigor audits.	5.1	3-Mar-21	Rigor Audit Sheet; teacher lesson plans	Principal, Assistant Principal, Instructional Specialists	Audit Sheets, comments on lesson plans, increased scores on rigor audits over time	24-May-21		

Leadership team will monitor reteach lessons and reteach assessments while providing evidence-based feedback to teachers through the observation/feedback process.	5.3	15-Mar-21	Reteach schedules for each teacher, reteach assessment data, observation/feedback script	Principal, Assistant Principal, Instructional Specialists	Reteach data, original TEKS data before reteach, observation/feedback scripts	24-May-21		
Leadership team will use Observation/Feedback to coach needed adjustments to instructional delivery.	5.3	1-Mar-21	Observation/Feedback scripts, videos/articles/examples of exemplar lessons, observation/feedback tracking sheet for ILT	Principal, Assistant Principal, Instructional Specialists	Observation/Feedback scripts, videos of lessons, observation/feedback tracking document	24-May-21		
Consistent use of See It, Name It, Do It during DDI meetings.	5.3	1-Mar-21	DDI Scripts, Know/Show Charts, Assessment Data	Principal, Assistant Principal, Instructional Specialists	DDI Scripts; teacher-made reteach script; re-teach data	24-May-21		
Principal and ILT will participate in joint observation rounds to ensure calibration on feedback	5.1 and 5.3	2-Mar-21	Calibration tool	DCSI, Principal, Assistant Principal, Instructional Specialists	Observation data	2-Mar-21		
Create systems and accountability for using data from daily formative assessments to drive instruction the next day.	5.3	15-Mar-21	Formative Assessment Presentation; System for collecting data from formative assessments	Principal, Assistant Principal, Instructional Specialists	Teacher records of data from daily formative assessments, lesson plans, walkthrough data	24-May-21		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

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

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

