Park Crest MS

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Beginning Implementation	Some Progress
	3		3.1	3 - Planning for Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

• the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
• a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
• a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
• the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Crockett MS	Andrea Martin
Campus Number:	Superintendent Name:
068901044	Dr. Scott Muri
Date:	

Monday, September 28, 2020

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	Crockett MS	Superintendent	Dr. Scott Muri	Principal	Maribel Aranda
District Number	068901	Campus Number	068901044	District Coordinator of School Improvement (DCSI)	Andrea Martin	ESC Number	18
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2020-2021	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Autumn Sloan

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.	Andrea Martin 9/28/20
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	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.	Maribel Aranda 9/28/20
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://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined	Domain 1: For Domain 1 in the 2020/2021 school year, Crockett will score at least a a 38 (scale score of 70) by increasing our Meets and Masters.
	What changes in student group and subject performance are included in these goals?	Domain 1: For the 2020/2021 school year we are focusing on Math and English across all grade levels to impact student success and outcomes.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

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.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Planning for Implementation
5.3 Data-driven instruction.	4 - Partial 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	1.1	5.1	5.3
Rationale	The rationale is that by developing the campus leaders and having clear roles and responsibilities will help the campus and the leadership grow and be successful.	The rationale is that teachers are showing an inconsistency in planning and delivering lessons at the appropriate level of rigor.	The rationale is that by developing self efficacy and capacity in our teachers through the DDI process will help the teacher understand the process on how to close the achievement gap.
How will the campus build capacity in this area? Who will you partner with?	The principal with the help of the Principal Supervisor will train, support and provide growth opportunities for the leadership team. We will continue to partner with Relay, Opportunity Culture, and NIET	Crockett will build a process built upon a strong alignment between the PLC process, lesson planning, and instructional delivery. The Leadership team will consistently provide ongoing feedback to teachers. We will continue to partner with Relay, Opportunity Culture, and NIET.	Crockett will build capacity through the PLC process, modeling, and growing our teachers on the DDI process where they will be able to follow the DDI process on their own.

Park Crest MS

Barriers to Address throughout this year	A barrier to developing campus instructional leaders with clear roles and responsibilities is time, as so many things happen on a campus during the day that diverts the leaders' attention away from essential actions; therefore, a leader must schedule and protect time on their calendar for key leadership roles and responsibilities.	A barrier is setting up a support system that is consistent in training teachers on writing and implementing effective lesson plans and monitoring them consistently. Covid 19 shut down and Virtual learning mode is another barrier we are facing. The alignment between virtual and hybrid.	A barrier could be failure to establish a protocol to protect PLC time for DDI.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Their roles and responsibilities will be communicated during Leadership meetings, Admin. PLCs and T-PESS conferences to ensure that they have a basic understanding. Buy in will happen when entire team is able to see growth and success in our students and teachers.	Preparing during professional development, through the PLC process and individual feedback. We will create buy in by seeing the growth in students and consistency across the campus.	Preparing and modeling during professional development, PLC process, and individual feedback. We will create buy in by seeing growth in students and teachers.
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Each member of the leadership team has the capacity to adds value to the overall performance and growth of the campus.	The desired outcomes are for all teachers to create and submit lesson plans that include clear objectives that are aligned to standards with high quality activities that promote student engagement. Leaders will conduct walkthroughs and observations to ensure implementation of lessons including feedback to teachers, which will improve teacher practices.	The desired outcome is for teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
District Commitment Theory of Action	If the district continues to provide resources such as Relay, Opportunity Culture, NIET and other content-based professional development, then Crockett will be able to develop the instructional protocols needed to ensure that all students and staff are successful.	If the district provides support and resources that support both virtual and in person learning, then Crockett will be able to help teachers develop rigorous lesson plans that will be monitored and accompanied with substantive feedback by administrators.	If the district provides support for Relay Cohort 1, as well as training for Instructional Coaches aligned to the Relay DDI process, then Crockett will be able to help teachers develop a deep understanding of the DDI process.

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	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	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	51		Short Cycle Assessment	56			63			70		70
		All	All	Reading	Meets	STAAR	22		Short Cycle Assessment	27			29			30		30
		All	All	Reading	Masters	STAAR	9		Short Cycle Assessment	11			13			15		15
		6th	All	Reading	Approaches	STAAR	42		Short Cycle Assessment	47			52			57		57
		6th	All	Reading	Meets	STAAR	15		Short Cycle Assessment	20			25			30		30
		6th	All	Reading	Masters	STAAR	4		short cycle Assessment	9			14			19		19
		7th	All	Reading	Approaches	STAAR	48		short cycle Assessment	53			58			63		63
		7th	All	Reading	Meets	STAAR	26		short cycle Assessment	31			36			41		41
		7th	All	Reading	Masters	STAAR	11		short cycle Assessment	16			21			26		26
		8th	All	Reading	Approaches	STAAR	64		short cycle Assessment	69			74			79		79
		8th	All	Reading	Meets	STAAR	26		short cycle Assessment	31			34			41		41
		8th	All	Reading	Masters	STAAR	11		short cycle Assessment	16			21			26		26
		All	All	Mathematics	Approaches	STAAR	69		short cycle Assessment	74			79			84		84
		All	All	Mathematics	Meets	STAAR	33		short cycle Assessment	38			43			48		48
		All	All	Mathematics	Masters	STAAR	10		short cycle Assessment	15			20			25		25
		6th	All	Math	Approaches	STAAR	61		short cycle Assessment	66			71			75		75
		6th	All	Math	Meets	STAAR	26		short cycle Assessment	31			36			41		41
		6th	All	Math	Masters	STAAR	8		short cycle Assessment	13			18			23		23
		7th	All	Math	Approaches	STAAR	61		short cycle Assessment	66			71			75		75
		7th	All	Math	Meets	STAAR	26		short cycle Assessment	31			36			41		41
		7th	All	Math	Masters	STAAR	8		short cycle Assessment	13			18			23		23
		8th	All	Math	Approaches	STAAR	83		short cycle Assessment	85			87			90		90
		8th	All	Math	Meets	STAAR	37		short cycle Assessment	41			45			50		50
		8th	All	Math	Masters	STAAR	3		short cycle Assessment	8			13			18		18
		All	All	Social Studies	Approaches	STAAR	38		short cycle Assessment	43			48			53		53
		All	All	Social Studies	Meets	STAAR	9		short cycle Assessment	14			19			24		24
		All	All	Social Studies	Masters	STAAR	3		short cycle Assessment	8			13			18		23
		All	All	Writing	Approaches	STAAR	39		short cycle Assessment	44			49			54		54
		All	All	Writing	Meets	STAAR	14		short cycle Assessment	19			24			30		30
		All	All	Writing	Masters	STAAR	4		short cycle Assessment	9			14			20		20
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ELLS	Reading	Meets	STAAR	15		short cycle Assessment	20			25			29		29
		All	ELLS	Mathematics	Meets	STAAR	26		short cycle Assessment	30			35			40		40
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic	All	Eco Dis	Reading	Meets	STAAR	18		short cycle Assessment	23			28			33		33

3. Domain 3 Focus 2	(choose two targets in the Academic Achievement or Student Success indicators)	All	Eco Dis	Mathematics	Meets	STAAR	29		short cycle Assessment	33			35			36		36
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	18											36

CYCLE 1 90-DAY OUTCOMES (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Each member of the leadership team has the capacity to adds value to the overall performance and growth of the campus.	The desired outcomes are for all teachers to create and submit lesson plans that include clear objectives that are aligned to standards with high quality activities that promote student engagement. Leaders will conduct walkthroughs and observations to ensure implementation of lessons including feedback to teachers, which will improve teacher practices.	The desired outcome is for teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
Desired 90-day Outcome	The desired 90 day outcome is for campus leaders to have clear roles and responsibilities and performance expectations and use protocols and processes to lead the campus/grade levels. Campus leaders will also continue to implement Relay coaching as part of the job-embedded professional development, using deliberate modeling and observation feedback cycles.	The desired outcome is for all teachers to create and submit lesson plans that include clear objectives that are aligned to the standards and follow the district framework weekly.	The desired outcome is to model and lead teachers in the Data Driven Instruction and PLC processes consistently and effectively to work toward teacher led DDI.
Barriers to Address During this Cycle	Establishing a monitoring system for the campus, and adhering to the schedules	Learning and using the new district framework and overcoming challenges of teaching/planning for face to face and virtual learning	Levels of understanding of the DDI process
District Actions for this Cycle	Principal Supervisor will provide support by offering coaching and feedback for all leadership systems.	The district C & I will provide ongoing resources and training on how to use the new framework for lesson planning.	C & I will provide training for the Instructional Coaches on the PLC process, and the Principal Supervisor will provide campus-level support by attending PLCs and providing feedback and action steps for the principal.
District Commitment Theory of Action	If the district continues to provide resources such as Relay, Opportunity Culture, NIET and other content-based professional development, then Crockett will be able to develop the instructional protocols needed to ensure that all students and staff are successful.	If the district provides support and resources that support both virtual and in person learning, then Crockett will be able to help teachers develop rigorous lesson plans that will be monitored and accompanied with substantive feedback by administrators.	If the district provides support for Relay Cohort 1, as well as training for Instructional Coaches aligned to the Relay DDI process, then Crockett will be able to help teachers develop a deep understanding of the DDI process.

ACTION PLAN

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers engaged in DDI process after each Short Cycle Assessment	5.3	8/12-11/25/20	Academic Calendar, Assessment calendar, Unit overviews, Short cycle assessment data	Administrators, Instructional Specialist, teachers	Agendas and sign in sheets	11/25/20		
The administrators and Instructional Specialist will model and work collaboratively with teachers to create lesson plans that follow the district framework.	5.1	8/12-11/25/20	District lesson framework.	Administrators, Instructional Specialist, teachers.	Lesson plans on Eduphoria	11/25/20		
The Instructional Specialist will guide the Know and Show process and creating exemplars, re-teach, and reassessments.	5.3	8/12-11/25/20	Assessment calendar, curriculum unit overviews, data	Administrators, Instructional specialist, teachers	Agendas and sign in sheets	11/25/20		
Campus leaders will write and implement the climate and culture protocols with the entire staff.	1.1	7/15-8/12	Relay, Get Better Faster, Relay training	Administrators, Instructional specialist, leadership	Relay Protocols	11/25/20		

The campus leader will coach teachers to execute effective data meetings by facilitating and modeling.	5.3	8/12-11/24	Academic Calendar, Unit overviews, data assessment	Administrators, Instructional specialist	Data meetings and agenda	11/25/20		
The administrative team will receive NIET training for calibration; building capacity to provide effective feedback.	1.1, 5.1	October 2020	NIET training	Talent Development	Training certification	11/25/20		
Instructional Specialist will guide the Backwards Design process with teachers for planning.	5.3	8/12-11/24	Academic calendar, Unit overviews, short cycle assessments	Instructional specialist	Agenda, minutes and artifacts	11/25/20		
Administrators provide feedback on lesson plans.	1.1	8/12-11/24	Eduphoria and lesson plan framework	Administrators	Eduphoria - lesson plans	11/25/20		
ECISD contingency plan for asynchronous and synchronous learning will be used in the event COVID -19 related issues require it.	1.1,5.1, 5.3	All year	ECISD contingency plan	District and campus admin	Efficacy of asynchronous plan	5-20-2021		
Principal will create lesson plan feedback tracker to document teacher action steps for growth.	1.1, 5.1	8/12-10/30	Lesson plan tracker	Principal	Lesson plan feedback tracker	11/25/20		
Campus will administer district assessments according to calendar, as well as schedule intentional data analysis and planning meetings.	5.3	8/12-11/24	District calendar	Curriculum and Instruction	Calendar of assessments and data meetings	11/25/20		
The campus leader will share clearly written roles and responsibilities with the Campus Leadership Team.	1.1	8/12-11/24	Relay protocols, systems	Principal	System protocols	11/25/20		

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.

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?		
	Carryover Action Steps	**New Action Steps**
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?		

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	1.1	5.1	5.3
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Each member of the leadership team has the capacity to adds value to the overall performance and growth of the campus.	The desired outcomes are for all teachers to create and submit lesson plans that include clear objectives that are aligned to standards with high quality activities that promote student engagement. Leaders will conduct walkthroughs and observations to ensure implementation of lessons including feedback to teachers, which will improve teacher practices.	The desired outcome is for teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
Desired 90-day Outcome	The desired outcome for Cycle 2 is to continue to implement the Relay Protocols, continue to execute the systems, and continue to build capacity in the leadership team.	The desired outcome for Cycle 2 is for assistant principals to become calibrated and proficient in how to give consistent lesson plan feedback that is tied to classroom observation cycles.	In Cycle 2, administrators and Instructional Coach will provide support and feedback as teachers use a corrective instruction action planning process, identify trends in students misconceptions, determine root cause as to why students may not have learned the concept, and create lesson plans that focus on spiraling and reteaching.
Barriers to Address During this Cycle	Time to monitor and track. Consistency and fidelity from the whole team.	Time to monitor, implement, and track. Consistency and fidelity in the calibration and expectations across all administrators.	Teacher buy in for the process. Science and Social studies do not have a daily PLC.
District Actions for this Cycle	DCSI will provide RELAY coaching and support to the administrative team to build capacity in observation and feedback cycles.	DCSI will give continued support and model quality feedback and expectations.	District will provide teacher level trainings on the DDI process with an emphasis and resources focusing on ESL and Sped.
District Commitment Theory of Action	If the district continues to provide resources such as Relay, Opportunity Culture, NIET and other content-based professional development, then Crockett will be able to develop the instructional protocols needed to ensure that all students and staff are successful.	If the district provides support and resources that support both virtual and in person learning, then Crockett will be able to help teachers develop rigorous lesson plans that will be monitored and accompanied with substantive feedback by administrators.	If the district provides support for Relay Cohort 1, as well as training for Instructional Coaches aligned to the Relay DDI process, then Crockett will be able to help teachers develop a deep understanding of the DDI process.

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus leaders will ensure Relay protocols using Observation Feedback are being implemented and monitoring.	1.1	July 2020- June 2020	Relay training and support	Curriculum and Instruction	Scripts, videos, and conference artifacts, Walk Throughs, TTESS	March 15, 2021		
PLCs and teachers will create weekly lesson plans that aligned with the TEKS.	5.1	August 2020-May 2021	Lesson planning template, TEKS Resource, Unit Overviews	Leadership team, teachers	PLC agendas, PLC minutes, Lesson plans, sign in sheets	March 15, 2021		
PLC leads will be working with Administrators, Instructional Facilitator, and MCL in developing reteach strategies using data from SCAs. Reteach will be targeting the two lowest performing, highly tested TEKS on the SCA.	5.3	August 2020-May 2021	Data, Lead4ward, TEKS Resource, lesson plans and calendar	Leadership team, teachers, MCL, IS	PLC agendas, PLC minutes, Lesson plans, sign in sheets	March 15, 2021		

Action Step	Focus Area	Timeline	Resources	Responsible	Evidence	Date		
The campus leader will monitor the leadership team's implementation of their roles and responsibilities using various sources of information to include calendars, TPESS, Leadership Team PLCs and Relay coaching scripts. Campus leader will consult with team members not meeting expectations to make adjustments.	1.1	August 2020-May 2021	Relay training and support, Protocols, calendar	Principal and Principal Supervisor	Admin PLCs agenda and minutes, Campus Calendar, Observation & Feedback scripts	March 15, 2021		
The campus leader will train everyone on the leadership team on the DDI protocols to ensure effective implementation of the process with teachers. Campus leader will begin by leading the DDI PLCs and coach teachers to eventually take over the process. The process includes; analyzing the data, identifying the high leverage TEKS, creating an exemplar and creating a Know and Show to increase teacher capacity.	5.3	December 2020-March 2021	PLC agendas, minutes, RELAY protocols, TEKS	Principal and Principal Supervisor	DDI minutes and agendas, protocols	March 15, 2021		
Administrators will calibrate with lesson plan feedback by pulling random plans and scripting feedback to share and debrief during weekly	5.1	December 2020-March 2021	Lesson plans and lesson plan protocols	Administrators	Lesson plan feedback form	March 15, 2021		
Time is built into the schedule for weekly PLC meetings for Science and Social Studies teachers	5.3	December 2020-March 2021	Master Schedule	Administrators	PLC agendas, PLC minutes, Lesson plans, sign in sheets	March 15, 2021		
ECISD contingency plan for asynchronous and synchronous learning will be used in the event COVID -19 related issues require it.	1.1,5.1, 5.3	All year	ECISD contingency plan	District and campus admin	Efficacy of asynchronous plan	5-20-2021		

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?		
	Carryover Action Steps	**New Action Steps**
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?		

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 <u>during this cycle</u>.

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	1.1	5.1	5.3
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Each member of the leadership team has the capacity to adds value to the overall performance and growth of the campus.	The desired outcomes are for all teachers to create and submit lesson plans that include clear objectives that are aligned to standards with high quality activities that promote student engagement. Leaders will conduct walkthroughs and observations to ensure implementation of lessons including feedback to teachers, which will improve teacher practices.	The desired outcome is for teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
Desired 90-day Outcome	The desired outcome is for campus leaders to fully and successfully implement Relay Protocols and coaching, on the campus in the areas of climate and culture, data driven instruction, and observation feedback.	The desired outcome for this cycle is for principal and assistant principals to provide precise feedback on weekly lesson plans in areas that will have the greatest positive impact on student learning.	The desired outcome for this cycle is that teacher leaders will facilitate the DDI process with minimum leadership support.
Barriers to Address During this Cycle	Time Constraints.	Time to monitor, implement, and track. Consistency and fidelity in comments and expectations across administrators.	Lack of experience of teachers in PLC, Science and Social studies not having a daily PLC.
District Actions for this Cycle	The district will provide and support RELAY training and monitoring implementation on campus.	DCSI support provided during bi-weekly onsite visits for walkthrough calibration, as well as creating and role playing Observation Feedback cycles	DCSI will continue to coach and support and provide feedback in the effectiveness of the DDI process.
District Commitment Theory of Action	If the district continues to provide resources such as Relay, Opportunity Culture, NIET and other content-based professional development, then Crockett will be able to develop the instructional protocols needed to ensure that all students and staff are successful.	If the district provides support and resources that support both virtual and in person learning, then Crockett will be able to help teachers develop rigorous lesson plans that will be monitored and accompanied with substantive feedback by administrators.	If the district provides support for Relay Cohort 1, as well as training for Instructional Coaches aligned to the Relay DDI process, then Crockett will be able to help teachers develop a deep understanding of the DDI process.

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus leaders will fully implement Relay Protocol and process with the entire staff and monitor the impact on student performance.	1.1	3/15/21-5/20/21	Relay Playbooks	Administrators, MCL, IS, and teachers	Relay Playbooks	5/20/21		
Teachers will participate in data analysis PLC after each short cycle assessment and break down and identify the lowest performing highly tested TEKS; plan for reteach using Do Now, exit tickets, mini lessons, etc.	5.3	3/15/21-5/20/21	TEKS Resource, data, agenda, minutes	Administrators, MCL, IS, and teachers	Agendas, minutes, formative assessments	5/20/21		

Campus leader will gather documentation to meet with the leadership team members to document completion of the roles/responsibilities and expectations.	1.1	3/15/21-5/20/21	Admin PLCs agendas/minutes, walk through data, Roles and responsibilities	Principal	Agenda, minutes, data	5/20/21		
The campus leadership team will intentionally monitor the implementation of the DDI protocols during PLCs, by adding the PLCs to their calendars; reviewing the fidelity of the PLCs agendas, student assessment data, and lesson plans.	5.3	3/15/21-5/20/21	PLC calendar, agendas, minutes,	Leadership team	Agenda, minutes, data	5/20/21		
Administrators provide specific feedback on lesson plan	5.1	3/15/21-5/20/21	Lesson plans and lesson plan protocols	Admininstrators	Lesson plan feedback form	5/20/21		
ECISD contingency plan for asynchronous and synchronous learning will be used in the event COVID -19 related issues require it.	1.1,5.1, 5.3	All year	ECISD contingency plan	District and campus admin	Efficacy of asynchronous plan	5-20-2021		

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?		
	Carryover Action Steps	**New Action Steps**
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?		

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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	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://texasesf.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://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
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

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 Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps