

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.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Alvin Jr High	Dr. Bobby Martinez
Campus Number:	Superintendent Name:
000000041	Carol Nelson
Date:	
Friday, November 13, 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	Alvin ISD	Campus Name	Alvin Jr High	Superintendent	Carol Nelson	Principal	LeRoy Castro
District Number	020901	Campus Number	00000041	District Coordinator of School Improvement (DCSI)	Bobby Martinez	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	Region IV

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.	Bobby Martinez
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.	LeRoy Castro, 9/8/2020
Board Approval Date	08-12-2020	

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 the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: 76% (Average of Approaches, Meets and Masters) Rationale: In 2019, we scored a 76% on Domain 1. Our goal to maintain this score is aggressive since so many of our students are academically behind due to COVID and being out of school for almost 7 months. Additionally, we have a significant number of AVL students and it is difficult to keep them engaged.</p> <p>Domain 2B: 81% Rationale: This was our highest domain score in 2019. Our goal to maintain this score is aggressive since so many of our students are academically behind due to COVID and being out of school for almost 7 months. Additionally, we have a significant number of AVL students and it is difficult to keep them engaged. When compared to other junior highs in the state, we assume that those schools will have a similar percentage of students who are academically behind.</p> <p>Domain 3: 75% Rationale: We will again target student groups. We hope to improve the number of "yeses" we get for several additional student groups in order to exit the "Comprehensive" rating. Realistically, we have a significant number of those students in AVL classes and it is difficult to keep AVL students engaged, especially in the EL, SPED and TELPAS groups in Domain 3.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: None Domain 2B: None Domain 3: This is a 4% increase ... this means we will turn a minimum of 6 "Ns" into "Yeses".</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

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.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial 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.	3 - Beginning 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	Based on our ESF feedback we needed to make changes to our lesson plan expectations, and the feedback that admin was providing.	Based on our ESF feedback our core content departments needed to be consistent in reviewing student data after assessments, and needed to implement clear PLC protocols. We also needed to implement student data trackers.	
How will the campus build capacity in this area? Who will you partner with?	"By having clearly defined expectations for daily lesson plans, teachers will be able to use the scope & sequence for targeted instruction, and close the educational gaps where needed. Also, by providing significant feedback on lesson plans, admin will be able to take a more defined role as instructional leaders. We will work closely with our district curriculum coordinators. "	Our core content teachers now meet bi-monthly to discuss student assessment data, and develop targeted intervention for those that have educational gaps. With better developed PLC protocols we will be able to delve deeper into those students that are not meeting their own learning goals. With student data trackers now being used consistently in all core content classes, our students will take more responsibility for their own learning and be able to set their own goals. We will work with our district accountability department to track student growth.	
Barriers to Address throughout this year	1. Time needed to review all lesson plans. 2. Time to meet with teachers to review feedback provided by admin and instructional coaches.	1. Getting 6th grade students to understand student data trackers, and get them to use them consistently. 2. Time for teachers to review student data after assessments. 3. Planning for testing students who participate in virtual learning.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Through faculty meetings, and during PLC meetings. Buy-in through renewed discussion regarding being a Comprehensive school and the work required to work our way out.	Through teacher/student discussion during our 1st period intervention classes. Also, through discussion during faculty meetings and PLCs. Buy-in through student discussion as the admin visit each 1st period intervention class and talk to the students to help them understand why we are using student data trackers.	
Desired Annual Outcome	100% of teachers will be able to write targeted and intentional objective-driven lesson plans, complete with formative assessments.	100% of teachers will utilize data from formative assessments and student data trackers as well as classroom data tracking to develop instructional plans.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI, and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality curriculum-based assessments for all tested grades and subjects, and the district commits to providing test results back to the campus through Eduphoria immediately after the scanning of answer documents, then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities.	If the principal supervisor provides regular coaching to the principal on the implementation of DDI, and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality curriculum-based assessments for all tested grades and subjects, and the district commits to providing test results back to the campus through Eduphoria immediately after the scanning of answer documents, then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities.	if....then,
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			

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 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . 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	All	All	Reading	Approaches	STAAR	71		Interim 1 - Fall	57	66	Interim 2 Spring	68		STAAR	71		71
		All	All	Reading	Meets	STAAR	41		Interim 1 - Fall	33	38	Interim 2 Spring	42		STAAR	41		41
		All	All	Reading	Masters	STAAR	21		Interim 1 - Fall	15	17	Interim 2 Spring	22		STAAR	21		21
		All	All	Mathematics	Approaches	STAAR	81		Interim 1 - Fall	39	42	Semester Exam	42		STAAR	81		81
		All	All	Mathematics	Meets	STAAR	47		Interim 1 - Fall	15	20	Semester Exam	23		STAAR	47		47
		All	All	Mathematics	Masters	STAAR	20		Interim 1 - Fall	5	8	Semester Exam	14		STAAR	20		20
		All	All	Science	Approaches	STAAR	80		CBA #1	60	71	Semester Exam	71		STAAR	80		80
		All	All	Science	Meets	STAAR	57		CBA #1	48	54	Semester Exam	52		STAAR	57		57
		All	All	Science	Masters	STAAR	34		CBA #1	28	32	Semester Exam	35		STAAR	34		34
		All	All	Social Studies	Approaches	STAAR	60		CBA #1	65	78	Semester Exam	80		STAAR	60		60
		All	All	Social Studies	Meets	STAAR	34		CBA #1	48	52	Semester Exam	55		STAAR	34		34
		All	All	Social Studies	Masters	STAAR	16		CBA #1	34	38	Semester Exam	42		STAAR	16		16
		All	All	Writing	Approaches	STAAR	43		CBA #1	55	60	SIM	63		STAAR	43		43
		All	All	Writing	Meets	STAAR	43		CBA #1	28	35	SIM	38		STAAR	43		43
All	All	Writing	Masters	STAAR	0		CBA #1	18	21	SIM	25		STAAR	0		0		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All	Reading	Meets	STAAR	45			38		Interim 2 Spring	44		STAAR	44		44
		All	His	Reading	Meets	STAAR	37			33		Interim 2 Spring	37		STAAR	37		37
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	White	Mathematics	Meets	STAAR	59			59		Semester Exam	59		STAAR	59		59
		All	Sped (Current)	Reading	Meets	STAAR	19			19		Interim 2 Spring	19		STAAR	19		19
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	32			36		TELPAS	36		TELPAS	36		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	100% of teachers will be able to write targeted and intentional objective-driven lesson plans, complete with formative assessments.	100% of teachers will utilize data from formative assessments and student data trackers as well as classroom data tracking to develop instructional plans.	
Desired 90-day Outcome	By the end of Cycle 1 50% of teachers will be able to write an objective driven lesson plan complete with formative assessments which they will administer during the lesson.	By the end of Cycle 1 50% of teachers will be able to effectively utilize data from formative assessments and student data trackers as well as classroom data tracking to develop instructional plans.	
Barriers to Address During this Cycle	Training for teachers (12 new teachers to campus)	Getting 6th grade students to understand student data trackers, and get them to use them consistently.	
District Actions for this Cycle	Provide PLC and lesson-planning training to campus.	Provide training in accountability and using data to drive instruction	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI, and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality curriculum-based assessments for all tested grades and subjects, and the district commits to providing test results back to the campus through Eduphoria immediately after the scanning of answer documents, then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities.	If the principal supervisor provides regular coaching to the principal on the implementation of DDI, and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality curriculum-based assessments for all tested grades and subjects, and the district commits to providing test results back to the campus through Eduphoria immediately after the scanning of answer documents, then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities.	if...then,

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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue implementation plan for data tracking for whole school, classroom and individual student data tracking	5.3	8/12-9/30	Class and student data trackers	Campus Leadership Team	Classroom and campus assessment data visibly posted	9/30	Met	Continue monitoring
Training of new teachers for how Data will be Posted Outside the Classroom	5.1	8/12-8/21	Data reports and samples of data trackers	Campus Leadership Team	Sign-in sheets for PD	8/21	Met	Continue monitoring
6th grade students are trained in the use of student data trackers	5.3	8/24-10/2	Training presentation for 6th graders, data trackers	Core content teachers	Students produce data trackers when asked to do so	10/2	Met	Continue to train new students as they enroll.
Begin intervention groups based on performance on 2019 STAAR.	5.3	8/24-11/31	Campus Assessment Data	Leadership team	Classroom Observation, Monitoring of student	5-Nov	Met	Continue use of IXL in Cycle 2

Implement IXL for Campus tutorials in every classroom	5.3	11/1 - 4/21	Campus Assessment Data	Leadership team	Program Purchase/Staff Training	11/30	Some Progress	Continue to Cycle 2

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?	5.1 - Yes (Though we will continue to monitor lesson plans weekly throughout Cycle 2) (Though we will continue to monitor data tracking throughout Cycle 2)	5.3 -- Yes
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No - TEA Interim test is a comprehensive test for the entire year. We are using it as a baseline in math and reading so we can measure growth in the spring.	
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
	Continue implementation plan for data tracking for whole school, classroom and individual student data tracking Training of new teachers for how Data will be Posted Outside the Classroom 6th grade students are trained in the use of student data trackers Begin intervention groups based on performance on 2019 STAAR.	<i>Implement IXL for Campus tutorials in every classroom</i>

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	100% of teachers will be able to write targeted and intentional objective-driven lesson plans, complete with formative assessments.	100% of teachers will utilize data from formative assessments and student data trackers as well as classroom data tracking to develop instructional plans.	
Desired 90-day Outcome	By the end of Cycle 2, 75% of teachers will be able to write an objective driven lesson plan complete with formative assessments which they will administer during the lesson.	By the end of Cycle 2 75% of teachers will be able to effectively utilize data from formative assessments and student data trackers as well as classroom data tracking to develop instructional plans.	
Barriers to Address During this Cycle	Training for teachers (12 new teachers to campus) . Campus Principal not on campus for an undetermined amount of time	Getting 6th grade students to understand student data trackers, and get them to use them consistently. Shortage of TELPAS listening stations in classrooms	
District Actions for this Cycle	District Personnel supporting the campus during Principal not being on campus	Provide training in accountability and using data to drive instruction . District Personnel supporting the campus during Principal not being on campus. District providing campus formative assessments for Math, Science and Social Studies.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI, and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality curriculum-based assessments for all tested grades and subjects, and the district commits to providing test results back to the campus through Eduphoria immediately after the scanning of answer documents, then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities.	If the principal supervisor provides regular coaching to the principal on the implementation of DDI, and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality curriculum-based assessments for all tested grades and subjects, and the district commits to providing test results back to the campus through Eduphoria immediately after the scanning of answer documents, then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities.	if....then,

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
Continue implementation plan for data tracking for whole school, classroom and individual student data tracking	5.3	12-1/2-28	Class and student data trackers	Campus Leadership Team	Classroom and campus assessment data visisbly posted	2/28/2021		
Training of new teachers for how Data will be Posted Outside the Classroom	5.1	12-1/2-28	Data reports and samples of data trackers	Campus Leadership Team	Sign-in sheets for PD	2/28/2021		
6th grade students are trained in the use of student data trackers	5.3	12-1/2-28	Training presentation for 6th graders, data trackers	Core content teachers	Students produce data trackers when asked to do so	2/28/2021		

Begin intervention groups based on performance on 2019 STAAR.	5.3	12-1/2-28	Campus Assessment Data	Leadership team	Classroom Observation, Monitoring of student	2/28/2021		
Implement IXL for Campus tutorials in every classroom	5.3	12-1/2-28	Campus Assessment Data	Leadership team	Program Purchase/Staff Training	2/28/2021		

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?		
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

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.

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

