

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Planning for Implementation	Some Progress
	3		3.1	3 - Beginning 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.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Blanton Elementary

Dr. Corey Semour

Campus Number:	Superintendent Name:
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068901125

Dr. Scott Muri

Date:

Sunday, September 27, 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	BlantonElementary	Superintendent	Dr. Scott Muri	Principal	Stacey Ybarra
District Number	068901	Campus Number	00000125	District Coordinator of School Improvement (DCSI)	Dr. Corey Semour	ESC Number	18
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	

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.	Dr. Corey Semour-9/27/2020
Principal Supervisor <small>* Only necessary if the DCSI is NOT the Principal supervisor.</small>	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.	
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.	Stacey, Ybarra, Blanton 9-27-20
Board Approval Date	17-11-2020	

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: For the 2020/2021 school year, our campus will increase our Domain 1 component score from a 31 (scaled score of 56) to a 41 (scaled score of 70) by increasing percent Approaches to 70%, Meets to 36%, and Masters to 16%. This will support our campus in achieving an overall C rating for 2021. Rationale: We have seen other campuses in our district achieve these results, and so believe they are feasible for us. By our campus focusing on strong instructional leadership for our CLT team members and focusing on strong lesson plans, and observation and debrief cycles, we can achieve these results.</p> <p>Domain 2B: We will be focusing on Domain 2B. Our goal is to reach a component score of 34 (scaled 54) specifically for our econ dis students in 2021. Rationale: We have an Econ Dis percentage of 61.8%. We need to focus on campus relative performance this year. We know we can prove the possible for our students and ensure that our students can achieve at similar or higher levels compared to other schools with similar demographics.</p> <p>Domain 3: We will increase our Domain 3 score of 17 (scaled score of 52) to a score of 50 (scaled score of 70) in 2021. Rationale: Our ELs population is represented by 40% of our students and the campus is having difficulty meeting the ELPs component of this domain. Additionally, none of the subgroups met their goals in the Student Achievement component of this Domain. Data indicates that our campus needs to implement differentiated instructional strategies to help our students in achieving the ELPs indicator and in earning at least a Meets level.</p>
CAMPUS FOCUS AREA	What changes in student group and subject performance are included in these goals? If applicable, what goals has your campus set for CCMR and Graduation Rate?	Domain 1: We need to focus on our students in Approaches domain. Our data is particularly low in this area, and it is impacting our student outcomes. We were interve N.A

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.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning 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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	The rationale is that this is a working progress that needs continuity across all grade levels and with specific focus on the following sub pops: All Students and the White sub group for intervention.	The rationale is that data driven instruction leads to higher student achievement and targeted student progress.	

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>We will target lesson plans through backward design. Blanton Principal, Instructional Specialist and a Lead Teacher will attend Relay Training. Campus Instructional Specialist & Administrators will walk teachers through backward design process.</p>	<p>The campus will build capacity in this area by monitoring grade level standards that are being addressed through rigorous Tier 1 instruction, personalized learning through enrichment, intervention and differentiation. Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings.</p>	
<p>Barriers to Address throughout this year</p>	<p>Staff Buy in. COVID 19 quarantine stalled the progression of the data monitoring of student progress. Students will have slidden backwards and gaps must be closed.</p>	<p>The end of the year assessments were incomplete due to the COVID 19 quarantine where we were unable to assess final student performance and progress. All staff must have multiple ways to reteach a concept effectively</p>	
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>We will communicate these priorities to all staff member by addressing with the beginning of the year expectations, exemplar lesson plans, innovative and rigorous instruction examples and modeling. Buy in will be created with buy of the goals through the Campus Improvement Team as lead teachers and filter down through each grade level.</p>	<p>We will communicate these priorities to all staff members by creating goals for end of the year data(STAAR), teaching expectations, campus performance goals, strengths and areas of need among the campus. Buy in will be created with goals through the Leadership team and filter down through each grade level teacher.</p>	
<p>Desired Annual Outcome</p>	<p>100% of the grade level techers will have weekly lesson plans that meet the exemplar lesson plan.</p>	<p>50% of all students on the grade level will be at Meets/Masters level at the end of the year.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district policies and practices support effective instruction in schools, then 100% of grade level teachers will have availability to exemplar lesson plans.</p>	<p>If the district provides and grades short cycle assessments, then the school will receive a detailed data report within two instructional days.</p>	<p>if...then,</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.

Once data is available, please update the Actual Result column.

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		Summative Goal
1. Domain 1	8 of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	76%		MAP Assessment	50%		Map Assessment	60%		Released STAAR	81%			
		All	All	Reading	Meets	STAAR	42%		MAP Assessment	25%		Map Assessment	30%		Released STAAR	50%			
		All	All	Reading	Masters	STAAR	18%		MAP Assessment	20%		Map Assessment	20%		Released STAAR	25%			
		All	All	Mathematics	Approaches	STAAR	76%		MAP Assessment	50%		Map Assessment	60%		Released STAAR	81%			
		All	All	Mathematics	Meets	STAAR	44%		MAP Assessment	25%		Map Assessment	30%		Released STAAR	50%			
		All	All	Mathematics	Masters	STAAR	28%		MAP Assessment	10%		Map Assessment	15%		Released STAAR	35%			
		All	All	Science	Approaches	STAAR	57%		MAP Assessment	30%		Map Assessment	40%		Released STAAR	63%			
		All	All	Science	Meets	STAAR	24%		MAP Assessment	10%		Map Assessment	25%		Released STAAR	50%			
		All	All	Science	Masters	STAAR	5%		MAP Assessment	5%		Map Assessment	10%		Released STAAR	25%			
		All	All	Social Studies	Approaches	STAAR	N/A	N/A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	
		All	All	Social Studies	Meets	STAAR	N/A	N/A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	
		All	All	Social Studies	Masters	STAAR	N/A	N/A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	
		All	All	Writing	Approaches	STAAR	62%		MAP Assessment	30%		Map Assessment	40%		Released STAAR	60%			
		All	All	Writing	Meets	STAAR	20%		MAP Assessment	10%		Map Assessment	25%		Released STAAR	50%			
All	All	Writing	Masters	STAAR	5%		MAP Assessment	5%		Map Assessment	20%		Released STAAR	25%					
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All	Reading	Meets	STAAR	44%		MAP Assessment	30%		Map Assessment	40%		Released STAAR	50%			
		All	White	Reading	Meets	STAAR	80%		MAP Assessment	45%		Map Assessment	50%		Released STAAR	85%			
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Special Ed (Comment)	ALL	Meets	STAAR	27%		MAP Assessment	10%		Map Assessment	53%		Released STAAR	32%			
		All	Eco Dis	ALL	Meets	STAAR	34%		MAP Assessment	35%		Map Assessment	40%		Released STAAR	39%			
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	N/A-Not enough to count		MAP Assessment			Map Assessment			Released STAAR	N/A			

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 the grade level teachers will have weekly lesson plans that meet the exemplar lesson plan.	50% of all students on the grade level will be at Meets/Masters level at the end of the year.	
Desired 90-day Outcome	100% of the teachers are implementing the content of the lesson plans as written with the identified level of rigor.	20% of all students on grade level will be at Meets or Masters level at the end of Cycle 1.	
Barriers to Address During this Cycle	The amount of new teachers at Noel and Pease who need high level of support to create lesson plans with expectations is a barrier. OPT teachers have a disconnect from what they are taught in regards to lesson planning and the campus expectations.	New teachers at Noel and Pease are unfamiliar with the data driven process.	
District Actions for this Cycle	DCSI collaborates with the administrators as they conduct walk throughs identifying strengths and weaknesses of classroom instruction. The DCSI will work on establishing the communication channels with OPT program directors.	The district is providing training for administrators at Noel for DDI through Relay. Also, the staff at Pease will be receiving Reading Academy training which has DDI built into the training. The DCSI is providing training on the Data Driven instruction process to the campus administrators.	
District Commitment Theory of Action	If the district policies and practices support effective instruction in schools, then 100% of grade level teachers will have availability to exemplar lesson plans.	If the district provides and grades short cycle assessments, then the school will receive a detailed data report within two instructional days.	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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
All teachers will be turning in a quality lesson plans 1 week prior to teaching.	5.1	September 2020	curriculum materials, lesson plan template, lesson plan exemplar	teachers, instructional specialists, administrators	checklist	November 2020		
All teachers will have the opportunity to participate in the backwards design lesson planning model which includes formative assessments.	5.1/5.3	September 2020	curriculum materials, lesson plan template, lesson plan exemplar, PLC Agenda and minutes	teachers, instructional specialists, administrators	PLC Agenda and minutes	November 2020		
Teachers will have the opportunity to work through the process of creating know and show charts for a better understanding of their standards.	5.1/5.3	September 2020	curriculum materials, lesson plan template, lesson plan exemplar, PLC Agenda and minutes	teachers, instructional specialists, administrators	Completed Know and Show charts	November 2020		
Identify teachers who need high levels of support.	5.1	September 2020	Walk through forms	Administrators and instructional specialist	Feedback conference agenda	November 2020		

Instructional specialist provide coaching for teachers who are identified as needing support.	5.1/5.3	September 2020	C and I provided resources	teachers and instructional specialist	Instructional specialist log	November 2020		
Practice clinics include training new teachers on Data Driven instruction processes.	5.3	October-November	Short cycle assessment data, Maps data, CFAs	New teachers, administrators, instructional specialist	Agenda, Minutes, Complete data analysis	November 20,2020		
PLCs will focusing on units of study within Cycle 1 in scheduled weekly meetings to provide opportunities for unpacking standards, reviewing know and show charts, and creating exemplars and formative assessments.	5.3	September 2020	curriculum materials, lesson plan template, lesson plan exemplar, PLC Agenda and minutes	teachers, instructional specialists, administrators	Completed Exemplars, Student work	November 2020		
Create a protocol to analyze the data breakdown of each assessment that is utilized at Blanton.	5.3	September 2020	YAG, Vertical alignment, assessments	teachers, instructional specialists, administrators	Completed data protocols	November 2020		

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

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	
Desired Annual Outcome	100% of the grade level teachers will have weekly lesson plans that meet the exemplar lesson plan.	50% of all students on the grade level will be at Meets/Masters level at the end of the year.	
Desired 90-day Outcome	Create and implement systems for monitoring and providing effective feedback of 100% of weekly lesson plans by administration.	40% of all students on the grade level will be at Meets or Masters level at the end of Cycle 2.	
Barriers to Address During this Cycle	Administrators, specialists, and teachers not having training and understanding of the district systems and curriculum.	Assessing students who are doing virtual learning is a challenge.	
District Actions for this Cycle	District provides training with support of the district systems and curriculum.	Adjusting testing procedure of virtual learner.	
District Commitment Theory of Action	If the district policies and practices support effective instruction in schools, then 100% of grade level teachers will have availability to exemplar lesson plans.	If the district provides and grades short cycle assessments, then the school will receive a detailed data report within two instructional days.	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
Create a Google document for monitoring lesson plans and teacher feedback.	5.1	Dec. 2020	Google, lesson plans, YAG, unit map, assessment calendar, grade level standards, lesson plan checklist	Administrator	Completed Google Sheet	February 2021		
Administration will create a lesson plan checklist of identifying specific items that must be included on an exemplar lesson plan.	5.1/5.3	Dec. 2020	Google Doc	Administrator	Completed list of expectations	February 2021		
Administrators will calibrate on quality personalized feedback is provided.	5.1/5.3	Dec. 2020	Google, lesson plans, YAG, unit map, assessment calendar, grade level standards, lesson plan checklist	Administrator	Agenda, Minutes and Next Steps	February 2021		

Administrators will coach teachers that were identified as needing areas of support for lesson plan writing and lesson plan execution.	5.1	Dec. 2020	Google, lesson plans, YAG, unit map, assessment calendar, grade level standards, lesson plan checklist	Administrator	Agenda, Minutes and Next Steps	February 2021		
Instructional specialist provide coaching to execute instruction with deeper levels of rigor.	5.1/5.3	Dec. 2020	Depth of Knowledge Levels of Thinking and Questioning, YAG, assessments, grade level standards	Instructional Specialist	Agenda, Minutes and Next Steps	February 2021		
PLCs will focusing on units of study within Cycle 2 in scheduled weekly meetings to provide opportunities for unpacking standards, reviewing know and show charts, analyze weekly formative assessments, creating exemplars, and developing reteach exemplars.	5.3	Dec. 2020	assessment data, Know and Shows, grade level standards, YAG,	teachers, instructional specialists, administrators	Agenda, Minutes and Next Steps, Student evidence, created assessments	February 2021		
Administration will train/model for teachers on the data protocol for each data review.	5.3	Dec. 2020	YAG, Vertical alignment, assessments	teachers, instructional specialists, administrators	Agenda, Minutes, Next Steps, Completed Data Protocol	February 2021		
Campus leadership team at both campuses will be once a month to discuss targeted data points that can be vertically supported, PK-5th grade.	5.3	Dec. 2020	assessment data, data protocols, YAG,	Leadership Teams- Noel and Pease	Agenda, Minutes and Next Steps	February 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	

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	100% of the grade level teachers will have weekly lesson plans that meet the exemplar lesson plan.	50% of all students on the grade level will be at Meets/Masters level at the end of the year.	
Desired 90-day Outcome	100% of teachers are able to implement changes to their lesson plans based upon evaluative feedback from monitoring system as provided by the administrators.	60% of all students on the grade level will be at Meets or Masters level at the end of Cycle 3.	
Barriers to Address During this Cycle	Teachers not having buy in on feedback from administration.	Teachers not seeing the value improving their instruction.	
District Actions for this Cycle	The DCSI Supervisor will continue observing campus operations and classroom instruction from walkthroughs, and providing feedback and coaching to the administration.	The DCSI Supervisor will analyze campus data and provide feedback to campus administration.	
District Commitment Theory of Action	If the district policies and practices support effective instruction in schools, then 100% of grade level teachers will have availability to exemplar lesson plans.	If the district provides and grades short cycle assessments, then the school will receive a detailed data report within two instructional days.	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 <small>(May be requested by Specialist)</small>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administration will meet individually with teachers to discuss and review provided personalized support.	5.1	March 2020	Google, lesson plans, YAG, unit map, assessment calendar, grade level	Administrators	Agenda, minutes, teacher reflection, observation notes	May 2021		
Administration is utilizing lesson plan checklists to analyze the quality of all weekly lesson plans and provide one to five precise pieces of feedback.	5.1	March 2020	Google Doc	Administrators	Teacher Feedback, Google Doc	May 2021		

Administration is reinforce coaching that was provided by the Instructional Specialist through purposeful documentation for teachers still need of assistance.	5.1	March 2020	Instructional Specialist documentation, Teacher observation feedback, reflection on observation and actions steps to implement in classroom	Administrators	Agenda, minutes, teacher reflection, observation notes	May 2021		
Administrators are evaluating levels of rigor being	5.3	March 2020	Walkthrough form	Administrators	Walkthroughs	May 2021		
PLCs will focusing on units of study within Cycle 3 in scheduled weekly meetings to provide opportunities for unpacking standards, reviewing know and show charts, analyze weekly formative assessments, creating exemplars, and demonstrating reteach exemplars.	5.3	March 2020	assessment data, Know and Shows, grade level standards, YAG,	Administrators, Instructional Specialist, Teachers	Agenda, Minutes and Next Steps	May 2021		
Teachers will be completing the data protocol for each assessment review including reteach lesson.	5.3	March 2020	assessment data, data protocols, YAG,	Teachers	Agenda, Minutes and Next Steps	May 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?					
	<table border="1"> <tr> <th>Carryover Action Steps</th> <th>New Action Steps</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Carryover Action Steps	New Action Steps		
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	0	0
Did the campus achieve the desired outcome? Why or why not?			

