SALAZAR CROSSROADS ACADEMY

Targeted Improvement Plan



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:
Salazar Crossroads Academy	Lorena Ceballos, Executive Director for Curriculum and Instruction
Campus Number:	Superintendent Name:
178909-005	Dr. Jose H. Moreno
Date:	
Monday, August 31, 2020	

Texas Education Agency

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 Robstown ISD Campus Name Salazar Crossroads Academy Superintendent Dr. Jose H. Moreno Principal Tony Bonilla District Coordinator of 178909005 2 District Number 178909 Campus Number School Improvement Lorena Ceballos **ESC Number** (DCSI) Is this a Turnaround What Year was the TAP Was TAP Implementation **ESC Support** molementation Plan? first implemented? Ordered or Voluntary? 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. , 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 DCSI Lorena Ceballos 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. 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 Principal Supervisor district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Dr. Jose H. Moreno Only necessary if the DCSI is NOT the Principal supervisor. Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. 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 districtprovided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree Principal Tony Bonilla to carry out the plan elements as indicated herein. Anticipated date - December 14, 2020 **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 https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html be monitoring for progress. Include CCMR goals, if applicable. Domain 1: 80 Rationale: What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined Domain 2B: This campus does not receive a rating for Domain 2. the goal for each domain and how these goals will impact your overall Accountability Rating. Rationale: Domain 3: 70 Rationale: Domain 1: include 50% at the Approaches Grade Level, 20% at the Meets Grade Level and 3% at the Masters Grade Level standard. **Data Analysis** Questions What changes in student group and subject performance are included in these goals? Domain 2B:

	Domain 3: The All Student Group, the HIspanic Student Group and the Eco Dis student group will need to meet the Federal Graduation Status in Domain 3 to achieve over all campus goal.
If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR Goal is 30 and the goal for graduation rate is 95.

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.	2 - Planning for Implementation				
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation				
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation				
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation				
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation				
5.3 Data-driven instruction.	2 - Planning for 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
	develop and implement systems and processes that are sustainable. The campus is in need of transformational instructional practices to better serve the needs of students and create a culture of success.	reorganizes the curriculum and aligns it to new instructional resources; however, we do not have consistent practices in place for administration to review lesson plans with fidelity and provide timely feedback to teachers in order to make the necessary adjustments to lesson plans.	We recognize that we needed to develop consistent data practices on our campus, especially in data tracking of student progress towards meeting a measurable goal. We have also partnered with Leaddward to take a deeper look at state curricular standards and the depth of rigor for our instruction & assessments. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.

How will the campus build capacity in this area? Who will you partner with?	Teachers will have an active voice and choice in the planning of campus instructional improvements that best serve the students at Salazar Crossroads. Teachers will be trained in blended instructional models to begin the implementation of such instructional processes in their classrooms. We will partner with Lead4ward, Regional Service Center, and outside consultants as needed.	Teachers will receive training from district content specialists, as well as ongoing support during PLC meetings. Teachers will be provided training on planning process from Lead4ward, Regional Service Center, and other consultants as needed.	Teachers will receive ongoing training and support from district content specialists during PLCs as needed. Oppportunities for collaboration among SCA teachers and RECHS teachers will be scheduled at least monthly. District will continue to provide data meetings and accountability updates to campus leaders.
Barriers to Address throughout this year	Time, teacher reluctance to a "new" initiative. Resistance to change.	Teachers expressing concern around the time required to lesson plan and the lack of collaboration in some areas when planning with a more rigorous format. The admin team has only set up expectations for submitting lesson plans by a certain day, but has not developed a system for effective review with fidelity or timely feedback for teachers. A mindset that if we push teachers too far with lesson planning, they wont be receptive to our work with DDI.	Administrators and teachers may not feel confident in leading or participating the data meetings especially in data meetings where they are not content experts.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	A state of the campus address will be presented to campus staff as well as community stakeholders to allow for their input as we develop a plan of improvement. Campus staff will help prioritize input gathered from stakeholder meetings to establish a plan of actiion that is attainable and supported by all.	Campus staff will reflect on their content data and instructional practices to identify an individual growth plan to help with improvement of instructional practices and monitoring of student mastery of content using assessment data over perceptual data.	Campus staff will reflect on their content data and instructional practices to identify an individual growth plan to help with improvement of instructional practices and monitoring of student mastery of content using assessment data over perceptual data.
Desired Annual Outcome	A culture of high performing staff and students that reflect the campus and district goals.	There will be a system of effective planning using the new lesson plan template, instructional resources, and a process for campus administration to provide timely feedback on the lesson plans.	Campus administration and teachers will use consistent data practices to track student progress and make instructional decisions that will lead to an overall increase in student achievenment.
District Commitment Theory of Action	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).	If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instrution in schools, and the district ensures access to high-quality common formative assessments resources aligned to state standards for all tested areas; then, the campus will have curriculum and assessments with a year long scope and sequence and objective-driven daily lesson plans with fomative assessments and we will have data-driven instruction.	If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instrution in schools, and the district ensures access to high-quality common formative assessments resources aligned to state standards for all tested areas; then, the campus will have curriculum and assessments with a year long scope and sequence and objective-driven daily lesson plans with fomative assessments and we will have data-driven instruction.

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

For Domain Least-the 2015/TAM results for each heated course. To use enter the 1014 of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/26/10). Two points for each the 460 by each point level, our says of a form to be assessment as each point of a form to a second of a form to be assessment as each point of a bearing a bearing a bear in the 460 by each point of a bearing a bearing a bearing a form to be due to the form the 460 by each point of a bearing a beari

- For Domain 3, you will choose 24 targets to track this year. You can choose 1-2 targets from the Academic Achievement or Student Success Indicators in Column 8. Please Indicator in Column 8. Please Indicator in Column 8. Please Indicators in Colu

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

If tracking Student Success (EV/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 2015 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please Mentify 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 enter a Summative Goals as well.
Please communicate with your TELPAS Chool 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.

		100	S. Salaković.					Jerus de Kari	NEW YORK			% of Asse	essments					
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		2023 Accountabilit Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
		м	All	English I	Approaches	STANK	23%			7 - 1 - 1 <u>1 - 1 1 1 1 1 1 1 1 1 1 1 1 1 </u>		December EOC	29% (4/7)		Spring Benchmark	50% (7/7)	leade i	50
		м	All	English I	Meets	STAAR	ex .					December FOC	14% (2/6)		Spring Benchmark	29% (4/6)		37
			All	English I	Masters	STAAR	ox					December EDC	7% (1/2)		Spring Benchmark	14% (2/2)		34
		м	All	English II	Approaches	STAMA	27%					December EOC	SO (3/3)		Spring Benchmark	50 (3/3)	760	50
		м	AR	English II	Meets	STAAR	13%					December EOC	16% (1/2)		Spring Benchmark	33% (2/2)		17
	1 1 1 1 1 1	м	All	English II	Masters	STAAR	on					December EOC	10% (1/1)		Spring Benchmark	10% (1/1)		10
		м	All	Algebra	Approaches	STAM	14%			0.000		December EOC	29% (2/4)		Spring Benchmark	57% (4/4)	No bald	57
1. Domain 1	N of Students at Approaches, Meets and Masters	A	All	Algebra	Meets	STAAR	*	Little 1				December EOC	14% (1/3)		Spring Benchmark	43% (3/3)		43
			All	Algebra	Marters	STAAR	ox					December EOC	14% (1/1		Spring Benchmark	14% (1/1)		34
		M	All	Nology	Approaches	STAAR	59%					December FOC	33% (1/3)		Spring Benchmark	SON (3/3)		50
	1 1	м	All	Noingy	Meets	STAAR	O'K.					December EDC	17% (1/2)		Spring Benchmark	33% (2/2)	GANTE SERVICE	33
		A	All	Biology	Masters	STAAR	on					December FOC	10% (1/1)		Spring Benchmark	10% (1/1)		10
		All	All	US History	Approaches	STAAR	AIN					December EOC	29% (2/4)		Spring Benchmark	57% (4/4)		57
		Al	All	US History	Mests	STAAR	9%					December FOC	14% (1/2)		Spring Benchmark	29% (2/2)		29
		A	All	US History	Masters	STAAR	on					December EOC	14% (1/1)	10000	Spring Benchmark	14% (1/1)		14
		м	Hispanic	Math	Meets	STAAR	ex					December EDC	33% (1/3)		Spring Benchmark	50% (3/3)		50
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement)	N	EcoDis	Math	Meets	STAAR	ax					December EOC	33% (1/3)		Spring Benchmark	50% (3/3)		50
			Hispanic		Approaches or Above	STAAR	nx					December EOC	21% (10/20)		Spring Benchmark	42% (20/20)		42
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Student Success Indicators)	м.	EcoDis		Approaches or Above	STAM	29%					December FOC	19% (9/18)		Spring Benchmark	38% (18/18)		38
4, Domein 3 Focus 3	(LF Component (Minkmum 25 students required)		English Learners (ELs)	TELPAS	Al	TEUPAS												

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	A culture of high performing staff and students that reflect the campus and district goals.	There will be a system of effective planning using the new lesson plan template, instructional resources, and a process for campus administration to provide timely feedback on the lesson plans.	Campus administration and teachers will use consistent data practices to track student progress and make instructional decisions that will lead to an overall increase in student achievenment.	
Desired 90-day Outcome	There is evidence of scheduled meetings with agendas, minutes, and next steps that focus on data analysis and progress monitoring.	There is evidence of classroom instruction that incorporates rigorous, high-quality experiences that promote critical thinking skills. Teachers will utlitize instructional tools such as TEKS Resource System, DMAC, and Lead4ward to develop lessons with key ideas,essential questions, and recommended materials with fidelity.	Teachers will use current data to develop corrective action plans that address trends in student misconceptions, and root causes as to why students may have not have learned the concepts.	
IRarriors to Address During	Ensure interruptions do not supercede scheduled meetings, walk- throughs, or instructional coaching each week. Reverting to the "Fireman" approach. Staying focused on task at hand.			
District Actions for this	Commitment to provide weekly coaching support sessions to campus leaders with a focus on campus goals, clear plan, strong implementation and student outcomes.	The district will provide a Professional Learning Calendars and the district will ensure that campus leaders have protected time to dedicate to instructional practices in the campus.	The district will ensure access to high-qualtiy common formative assessments that are aligned to the state standards for all tested areas.	

District Commitment
Theory of Action

The district policies and practices prioritize principal and principal district ensures access to high-quality common formative supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

district ensures access to high-quality common formative assessments resources aligned to state standards for all teachers, then the campus will have curriculum and assessments resources.

If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instrution in schools, and the district ensures access to high-quality common formative assessments resources aligned to state standards for all tested areas; then, the campus will have curriculum and assessments with a year long scope and sequence and objective-driven daily lesson plans with fomative assessments and we will have data-driven instruction.

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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will incorporate Blended Learning Model using Google Classroom and Edgenuity platform to provide high-quality instruction.	PFA -1, 2	December, 2020 - February 28, 2021	UTeach Blended Learning Model, Edgenuity Software, and Google Classroom.	DCSI, Principal, Teachers and Instructional Technology Specialist.	Instructional Calendars, Lesson Plans, Meeting Agendas and Sign-In Sheets	December 2, 2020 - February 28, 2021		1

PLC Agenda and Minutes will reflect planning engaging and high quality experiences that reflect the implementation of Blended Learning Model to meet the needs of students.	PFA - 1, 2, 3	December 2, 2020 - February 28, 2021	UTeach Blended Learning Model, Edgenuity Software, and Google Classroom.	DCSI, Principal and teachers	PLC Agendas and Minutes	December 2, 2020 - February 28, 2021		
Campus leader and teachers will meet to disaggregate current data and plan for reteaching and interventions.	PFA 3	December 2, 2020 - February 28, 2021	Local and state assessment data	Principal and teachers	Completed Plan of Action	December 2, 2020 - February 28, 2021		
Begin planning for Project-Based Learning implementation through informational meeting for administrators and professional learning plan for teachers.	PFA - 2	December 2, 2020 - February 28, 2021	Blended-Learning Models Exemplars	DCSI, Principal and teachers	Professional Learning Plan, Implementation Timeline	December 2, 2020 - February 28, 2021		
District Instructional Coaches will meet with campus lead teachers to develop common formative assessments to be administered every three weeks.	PFA - 1; 3	December 2, 2020 - February 28, 2021	instructional Planners, and Scope and Sequence	Instructional Coaches and teachers	Locally developed assessments	December 2, 2020 - February 28, 2021		
Teachers will utilize the identified tracking form to monitor student progress using current EOC data and locally developed assessments.	PFA - 3	December 2, 2020 - February 28, 2021	Data Reports from DMAC and EOC data	Teachers and students	Charted tracking forms and student graduation timeline	December 2, 2020 - February 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. Ust 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? For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not? Focus area #1 was not achieved. Walk-throughs conducted did not reflect feedback on use of instructional tools and strategies; hence, fidelity could not be measured. Campus principal will increase the number of waik-throughs in classroom to gauge level of implementation of instructional tools and strategies. For Focus Area #2, there was not enough evidence to support the use of high-yield strategies to support critical-thinking skills. For focus area #3, there was some progress as Action Plans submitted included monitoring of student credits, EOC complete and TSI complete; however specificity for interventions and root-causes were not noted. Carryover Action Steps New Action Steps

None

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 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	A culture of high performing staff and students that reflect the campus and district goals.	plan template, instructional resources, and a process for campus administration to provide timely feedback on the lesson plans.	Campus administration and teachers will use consistent data practices to track student progress and make instructional decisions that will lead to an overall increase in student achievenment.
Desired 90-day Outcome	levaluations and measurable goals that result in use of best	linstructional time.	Effective campus data driven instructional practices will result in significant student progress toward meeting their individual goals.
Barriers to Address During this Cycle	Discouragement due to lack of consistency in student attendance due to COVID spikes. Limited data points to measure goals and evaluate program efficacy.	reneat lessons that were missed which causes teachers to fall	Lack of student understanding of the value of goal setting and attaining those goals.
District Actions for this Cycle	Commitment to weekly leadership meetings that focus on highest leverage actions to create immediate wins.	schools. The district has a process in place to monitor and	The district policies and practices support effective instruction in schools. The district has a process in place to monitor and address student absences.

District	Commitment
Theory	of Action

The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instrution in schools, and the district ensures access to high-quality common formative assessments resources aligned to state standards for all tested areas; then, the campus will have curriculum and assessments with a year long scope and sequence and objective-driven daily lesson plans with fomative assessments and we will have data-driven instruction.

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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
The culture of the campus supports teachers meeting to analyze data, reflect, adjust and deliver instruction that meets the needs of each student.	PFA 1, 2, 3	March 2, 2021 - May 21, 2021	PLC Time, planning time, curent data, individual student tracking forms. lesson plans, intervention or reteach plan.	DCSI, Principal and teachers.	Student tracking forms, lesson plans, intervention/reteach plans	March 2, 2021 - May 21, 2021		

Teachers and students will be proficient at tracking their individual progress on data tracking forms which will result in self reflection to help meet their goals.	PFA 3	March 2, 2021 - May 21, 2021	Student data tracking forms, current assessment data, student goals.	Principal, counselor, teachers	Data tracking form, student goals, assessment data	March 2, 2021 - May 21, 2021	
PLC Agenda and Minutes will reflect planning engaging and high quality experiences that reflect the implementation of instructional tools and strategies.	PFA - 1, 2, 3	March 2, 2021 - May 21, 2021	Lesson Plans, Curriculum resources, walk-throughs	DCSI, Principal and teachers	Lesson Plans, Walk- through feedback, PLC agenda and minutes.	March 2, 2021 - May 21, 2021	
Teachers will incorporate instructional tools and strategies into their lesson plans and PLC discussions.	PFA -1, 2	March 2, 2021 - May 21, 2021	Instructional Tools and Strategies (Professional Learning Sessions, i.e. Lead4ward) Lesson Plans	DCSI, Principal and teachers	Lesson Plan Feedback	March 2, 2021 - May 21, 2021	
Lesson Plans and Walk-through feedback will reflect campus implementation of instructional resources and high-yield strategies.	PFA -1 2	March 2, 2021 - May 21, 2021		DCSI, Principal and teachers		March 2, 2021 - May 21, 2021	

	REFLECTION an	nd PLANNING for NEXT 90-DAY CYCLE	
		ar by responding to the questions below. Be sure to explain whether you ered necessary for the next cycle. Be sure to add these action steps into t	
For each of the Prioritized Focus	Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student per	rformance goals (see Student Data Tab)? Why or why not?		
	nts/next steps column above. What Action Steps from this cycle will you cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
Please reflect on the year's imple		UD OF YEAR REFLECTION uestions below. Be sure to explain whether your campus achieved the de	sired annual outcome for each Prioritized Focus Area and why or why
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			
why not?			

SEALE JUNIOR HIGH SCHOOL

Targeted Improvement Plan



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.

Monday, August 31, 2020

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).

l, 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.

ampus Name:	District Coordinator of School Improvement (DCSI) Name, Role:						
W. Seale Junior High	Lorena Ceballos, Executive Director for Curriculum and Instruction						
Campus Number:	Superintendent Name:						
178909-041	Dr. Jose H. Moreno						

DSCI Job Description



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	Robstown ISD	Campus Name	Seale Jr. High	Superintendent	Dr. Jose H. Moreno	Principal	Mrs. Maribel Trevino
District Number	178909	Campus Number	00000041	District Coordinator of School Improvement (DCSI)	Lorena Ceballos	ESC Number	2
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		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.	Lorena Ceballos
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.	Dr. Jose H. Moreno
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 Trevino
Board Approval Date Anticipated Date: December 14, 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		Domain 1: Overall Domain Goal is 75 with a 68 at Approaches, 40 at Meets and 22 at Masters. Rationale: Campus goal is to increase in all areas of performance as measured by the accountability system to increase the campus overall rating of D (67) to a C (75) or above.				
		Domain 2B: Overall Domain Goal is 70 or better. Rationale: By reaching a domain goal of 70, the campus will meet the overall campus rating goal of C (75)				
		Domain 3: Overall Domain Goal is 70 or better. Rationale: By reading a domain goal of 70 or better, the campus will meet the overall campus rating goal of C(75)				
	What changes in student group and subject performance are included in these goals?	There will be an increase in performance of Hispanic student group at the meets grade level in the area of both Reading and Math to meet federal targets. Additionally, the EcoDis student group will increase performance at the meets grade level in both Reading and Math to meet federal targets. By having a focus on student group performance and goals, the campus will reach Domain III campus goal.				
	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 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
.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
1.1 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.	2 - Planning for Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	Informal campus leadership team activities, meetings, and collaboration have been held. We started in depth professional development with ESC, LEAD4WARD and consultants because we know our instructional leaders (including teacher leaders) need training to lead data analysis and curriculum rollout in PLCs more effectively and formally.	Teacher lesson plans were vague, lack of consistent feedback on lesson plans; if DDI is going to be effective, we need to strengthen both lesson plans (with DOLs) and our feedback on them.	Have had PLC no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.
How will the campus build capacity in this area? Who will you partner with?	The campus leaders will continue to attend district principal meetings and coaching sessions. The principal will build capacity by training and coaching instructional Leadership Team as well as new asst. principal. ILT members will assist with implementation of campus-wide initiatives that include trainings assigned by campus principal.	Teachers will receive training from district content specialists, as well as ongoing support during PLC meetings. Teachers will be provided training on planning process from Lead4ward, Regional Service Center, and other consultants as needed.	Teachers will receive ongoing training and support from district content specialists during PLCs as needed. District will continue to provide data meetings and accountability updates to campus leaders.
Barriers to Address throughout this year	Two - 1) culturally getting teachers comfortable with a more active ILT in PLCs, and 2) the ILT's comfort and skill in being more active in planning, assessment, and data analysis (including analysis of student work)	ILT's skill and confidence in giving feedback on lesson plans; ILT's ability to get into content-specific discussions; teacher receptivity to planning (and feedback)	ILTs ability to roll out DDI to teachers (both from an effective PD and teacher buy in standpoint); time management for ILT to ensure leader prep is done and high quality
How will you communicate these priorities to your stakeholders? How will you create buy-in?	A state of the campus address will be presented to campus staff as well as community stakeholders to allow for their input as we develop a plan of improvement. Campus staff will help prioritize input gathered from stakeholder meetings to establish a plan of action that is attainable and supported by all.		Campus staff will reflect on their content data and instructional practices to identify an individual growth plan to help with improvement of instructional practices and monitoring of student mastery of content using assessment data over perceptual data.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers	Teachers use recurring PLC meetings to collaboratively plan the application and connecting parts of lessons (identify engagement activites and assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all unit tests (6 weeks/district created) and for common assessments (district created) ir between unit tests. Common assessments include retest on reteach items.
District Commitment Theory of Action	high-quality unit tests for all tested grades and subjects, and the district of	be implementation of DDI and the principal's development of the instruction or maints to providing test results back to the campus within two days from the plans and formative assessments, and campus leaders will more frequently, activities.	e assessment, then the campus will be able to establish strong data-drive

STUDENT DATA

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

- For Domain 1, enter the 2013 STAAR results for each tested course. You can enter the Total N of assessments at Approaches/Meets/Matern for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you printer to enter the data by each grade-level, you may add rows to accommodate each gaste.

If you administered abuseline assessment, please enter the data from that assessments in Column I. Enter the Total N of tests at each level of proficiency: Approaches, Meets, Matters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR aligned assessments for each cycle. Enter the formative goal for that cycle.

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

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to trait this year. You can choose 1-2 targets from the Audemic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicate # you are choosing Academic Achievement or Student Success Indicators in Column 8. Please Indicators in Column 8. Please

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 1. For each roych, 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 centers 4 Summative Cooks a vest!

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 COVIO 19.

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

												% of Ass	essments					
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
								(Optional)	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
		Seh-Beh	All	Reading	Approaches	STAAR	62					Fall Benchmark	39(234/467)		Spring Benchmark	79(467/467)		79
		Get-Bith	All	Reading	Meets	STAAR	м					Fall Benchmark	22[133/266]		Spring Benchmark	45(266/266)		45
		60-50	м	Reeding	Masters	STAAN	v					Fall Benchmark	9(54/108)		Spring Benchmark	18(108/108)		18
		6th-8th	м	Mathematics	Approaches	STAAR	6					Fall Benchmark	40 (239/478)		Spring Benchmark	81(478/478)		81
		Sch-Reh	м	Mathematics	Meets	STAAR	33	S E COM				Fall Benchmark	23 (139/278)		Spring Benchmark	47 (278/278)	ginete El	47
		Sen-Sen	м	Mathematics	Masters	STAAR	12					Fall Benchmark	11 (65/190)		Spring Benchmark	22 (130/130)		22
		#th	AI	Science	Approaches	STAAR	56			7		Fall Benchmark	28 (62/124)		Spring Benchmark	56 (124/124)		56
1, Domein 1	% of Students at Approaches, Meets and Masters	8th	м	Science	Meets	STAAR	27					Fall Benchmark	19 (43/86)		Spring Benchmark	39(86/86)		39
		tes	AI	Science	Mesters	STAAR	,					Fall Benchmark	5 (11/22)		Spring Benchmark	10 (22/22)		10
		Rh.	м	Social Studies	Approaches	STAAA	38					Fall Benchmark	33 (74/148)		Spring Benchmark	67 (148/148)		67
		, 8th	AL	Social Studies	Meets	STAAR	13					Fall Benchmark	20(46/93)		Spring Benchmark	42 (93/93)		42
		P th	All	Social Studies	Masters	STAAR	6					Fall Benchmark	10 (24/49)		Spring Benchmark	22 (49/49)		22
		700	A.	Willing	Approaches	STAAR	53					Fall Benchmark	28 (50/101)		Spring Benchmark	58 (101/101)		SA .
		7th		Writing	Meets	STAAR	26					Fall Benchmark	16 (28/57)		Spring Benchmark	33 (57/57)		33
		705	M	Writing	Masters	STAAR						Fall Benchmark	8 (15/90)		Spring Benchmark	17 (30/30)	TO SELLIN	17
			Hispanic	Reading	Meets	STAAA	34					Fall Benchmark	u		Spring Benchmark	37		37
2, Domein 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)		Hispanic	Mathematics	Meets	STAAR	n				CONTRACTOR OF	Fall Benchmark	20		Spring Benchmark	40		40
		AI .	EcoDis	Reading	Meets	STAAR	В				1	Fall Benchmark			Spring Benchmark	и		33
3. Domein 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	~				STAAR						Fall Benchmark			Spring Renchmark	В		36
	ELP Component		EcoDia	Mathematics	Meets	STAAR	n					ran serioma t						
4. Domain 3 Focus 3	(Minimum 25 students required)	At	English Learners (ELs)	TEUPAS	AI	TEUPAS												

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	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers	Teachers use recurring PLC meetings to collaboratively plan the application and connecting parts of lessons (identify engagement activites and assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all unit tests (6 weeks/district created) and for common assessments (district created) in between unit tests. Common assessments include retest on reteach items.
Desired 90-day Outcome	PLC members are complying with expectations for PLC meetings including, data reports, instructional materials and resources to ensure successful collaborative planning.	At least 80% of lessons plans will show engaging activities to the standard of the rubric set in Cycle 1.	PLCs conduct data review with fidelity to effectively reteach and spiral challenging student expectations. Students will track their data towards meeting a measureable goal.
Barriers to Address During this Cycle	Not 100% compliant.	Resources Needed; complacency; getting out of their comfort zone.	Not all members comply or participate. Lack of follow-through with plan.
District Actions for this Cycle	The district supports campus in protecting instructional time.	District policies and practices support effective instruction in schools.	The district has effective systems for identifying and supporting struggling learners. The district provides opportunities for ongoing support and coaching of the campus leader.

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 unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

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
Lesson plans will include two engaging activities per week across learning environments.	PFA 1.1; 5.1	December, 2020 - February, 2021	PLCs, lesson plans, resources for engaging activities, rubric	Admininstrators, ILT, and teachers	Lesson Plans, walkthroughs, walk-through feedback.	December, 2020 - February, 2021		
PLCs will share and model strategies to ensure that instruction is aligned and at the rigor of the state standards	PFA 1.1; 5.1; 5.3	December, 2020 - February, 2021	PLC Agendas, minutes, lesson plans, instructional calendars, research-based strategies	Campus Admin, PLCs,	Agenda, minutes, lesson plans, walk- throughs and feedback	December, 2020 - February, 2021		
ILT will review lesson plans to ensure compliance with expectation on engaging activities across learning environments.	PFA 1.1; 5.1	December, 2020 - February, 2021	ILT Meetings, Lesson Plans, Rubric, minutes	Campus Admin and ILT	Lesson Plans and feedback	December, 2020 - February, 2021		
Create Action Plans to reteach challenging student expectations based on data review meetings.	PFA 5.1; 5.3	December, 2020 - February, 2021	RPA data, Action Plan Template	PLCs	Completed Action Plans, walk-throughs to monitor implementation	December, 2020 - February, 2021		
Teachers will guide students in setting SMART goals to monitor their progress after benchmarks.	PFA 5.3	December, 2020 - February, 2021	Individual student data, tracking form, SMART Goal process	Campus Administration and teachers	Student data tracking form with Fall Benchmark data.	December, 2020 - 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?								
	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 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	collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more	Teachers use recurring PLC meetings to collaboratively plan the application and connecting parts of lessons (identify engagement activites and assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all unit tests (6 weeks/district created) and for common assessments (district created) in between unit tests. Common assessments include retest on reteach items.
Desired 90-day Outcome	Campus administrators will monitor the implementation of the lesson plans, instructional delivery and provide feedback in a timely manner.	100 % of lessons will include 2 engaging activities per week.	Student Achievement Domain I will be at 35% at the meets grade level standard as measured by the Spring Benchmark.
Barriers to Address During this Cycle	Time management of the administrators; systems to protect walkthroughs	Teacher buy in and lack of resources	Apathy on part of students and teachers. Feeling of overwhelmed due to testing season.
District Actions for this Cycle	The district supports principal by protecting their time dedicated for school instructional leadership.	The district will provide feedback through walkthroughs.	The district will ensure that technology is up to date and functioning for testing season.

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 unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

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
PLCs will revise lesson plans as noted on feedback provided by campus administrators and upload revised Lesson plans to shared drive.	PFA 1.1; 5.1		Lesson Plans, feedback and revised Lesson Plans	ILT, PLCs, and Campus Administrators		March, 2020 - May, 2021		
PLCs will model engaging activities for upcoming lessons.	PFA 5.1; 5.3		Lesson Plans, Lead4ward, AVID Strategies,	ILT, teachers, campus administrators	PLC Agenda, Minutes, and PLC observations.	March, 2020 - May, 2021		
Teacher and students will track their progress towards meeting a measureable goal.	PFA 5.3		Current assessment data, tracking sheets	Teachers and Administrators	Tracking Data Sheets	March, 2020 - May, 2021		

	REFLECTION	and PLANNING for NEXT 90-DAY CYCLE	
		thus far by responding to the questions below. Be sure to explain whether your have discovered necessary for the next cycle. Be sure to add these action steps in	
For each of the Prioritized Focus not?	s Areas, did you achieve your desired 90-day outcome? Why or why		
Did you achieve your student pe	erformance goals (see Student Data Tab)? Why or why not?		
		Carryover Action Steps	New Action Steps
[- C.	ents/next steps column above. What Action Steps from this cycle will next cycle? What new Action Steps do you need to add to the next		
		END OF YEAR REFLECTION	
Please reflect on the year's imp why not.	lementation of your Targeted Improvement Plan by responding to	the questions below. Be sure to explain whether your campus achieved the des	ired annual outcome for each Prioritized Focus Area and why or
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers	Teachers use recurring PLC meetings to collaboratively plan the application and connecting parts of lessons (identify engagement activites and assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all unit tests (6 weeks/district created) and for common assessments (district created) in between unit tests. Common assessments include retest on reteach items.
Did the campus achieve the desired outcome? Why or			

why not?

ORTIZ INTERMEDIATE

Targeted Improvement Plan



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:					
Solomon P. Ortiz Intermediate	Lorena Ceballos, Executive Director for Curriculum and Instruction					
Campus Number:	Superintendent Name:					
178909-042	Dr. Jose H. Moreno					
Date:						
Monday, August 31, 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	Robstown ISD	Campus Name	Solomon P Ortiz Intermediate	Superintendent	Dr. Jose H. Moreno	Principal	Anisa Chavera
District Number	178909	Campus Number	00000040	District Coordinator of School Improvement (DCSI)	Lorena Ceballos	ESC Number	2
is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

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.	Lorena Ceballos
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.	Dr. Jose H. Moreno
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.	Anisa Chavera
Board Approval Date Anticipated date: December 14, 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

		Domain 1: Overall Domain I Goal is 75. Includes an increase in performance at the approaches grade level from 67 to 72; meets grade level from 45; masters grade level from 16 to 23. Rationale: Increase in performance level will ensure campus attains overall campus goal of B (80) rating.					
	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.	Domain 2B: Overall Domain II Goal is 84 or better with an overall academic growth goal to 70 or better. Rationale: By meeting domain goal of 84 or better and academic growth of 70 or better, campus will meet overall goal of B(80) rating.					
Data Analysis Questions		Domain 3: Overall Domain III Goal is 74 or better with a focus on Hispanic and EcoDis student groups meeting federal targets in student achieve indicator. Rationale: By meeting domain goal of 74 or better, the campus will meet overall goal of B(80) rating.					
	What changes in student group and subject performance are included in these goals?	Students in Hispanic student group and EcoDis student group will meet federal targets in both Reading and Math at the meets grade level standard.					
	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.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for 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	We have clear job descriptions and performance goals, but need to tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI practices and generally improve as a campus.		We recognize that we need to develop stronger data practices on our campus. As a campus, we already have some structures for DDI in place. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus. Have had PLCs, but they didn't focus on data analysis or effective responses (reteach) from the data analysis; no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.
How will the campus build capacity in this area? Who will you partner with?	The campus leaders will continue to attend district principal meetings and coaching sessions. The principal will build capacity by training and coaching instructional Leadership Team as well as new asst. principal. ILT members will assist with implementation of campus-wide initiatives that include trainings assigned by campus principal.	and ILT members will provide training to campus staff on planning process that includes data analysis to inform instructional practices. ILT members	Campus principal will schedule meet weekly meetings with ILT members to build capacity on campus processes and expectations. Campus leaders and ILT members will provide training to campus staff on planning process that includes data analysis to inform instructional practices. ILT members will provide ongoing support to their grade level members on the new virtual teaching and learning expectations.

Barriers to Address throughout this year	Two - 1) culturally getting teachers comfortable with a more active ILT in PLCs, and 2) the ILT's comfort and skill in being more active in planning, assessment, and data analysis (including analysis of student work)	ILT's skill and confidence in giving feedback on lesson plans; ILT's ability to get into content-specific discussions; teacher receptivity to planning (and feedback)	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Campus principal will hold meetings to discuss campus priorities and solicit input from stakeholders that include ILT members. By allowing stake holders to prioritize campus milestones; the members will commit to executing and implementing the plan.	The campus administrators will meet with Instructional Leadership Team weekly to provide guidance on PLC topics of discussion. Standing gradelevel meetings with campus administrators will allow all teacher to have direct support from campus administrators.	Data Driven Instruction was a district-wide focus for all campuses. Data-disaggregations meetings were led by DCSI at the district level. Campus leaders selected the data reports that were used district-wide at each campus. Teachers were involved in the process of data disaggregation and implemented the process during PLCs. Campus leaders will continue to use the process for data analysis and tracking of student progress for overall campus, teacher and student performance.
Desired Annual Outcome	Instructional leadership team adds structure to specific areas - leading PLCs which will lead to effective collaborative planning, data analysis, reteach plans, and meaningful feedback. Campus administration will monitor and provide feedback on the implementation of the planning process.	There will be a consistent implemention of the Lesson Plan Cycle across the campus.	Campus will be proficient at data disagregation to identify trends in misconceptions to determine root causes as to why students may not have learned the concept and create plans of action to reteach. Students will track individual data towards meeting a measureable goal.
District Commitment Theory of Action	areas and 4th-5th grade math and reading and the district has effective sy	of the campus leader, and the district ensures access to high-quality common stems for identifying and supporting struggling learners then the campus wi sessments, and campus leaders will more frequently, effectively, and with g	ill be able to establish strong data-driven instruction practices, improve the

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

STAAL tested courses.

- For Downair J., enter the 2019
STAAL results for each tested
course. You can enter the Total N
of assessments at
Approached Mester/Masters for
your campus in column H in the
form App/Mester/Master for
examples (60/20/10),
each grade-invity, you may add
rows to accommodate each
grade.
If you administered a baseline
assessment, place enter the
data from that assessment in
data from the data from that assessment in
data from

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Accomment	% of Assessments											1
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Aczo Go
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summat
1. Domein 1	% of Students at Approaches, Meets and Masters	4th	All	Reading	Approaches	STAM	54					Fall Benchmark	39(58/117)		Spring Benchmark	79(117/117)		
		4th	AL .	Reading	Meets	STAAR	25					Fall Benchmark	22(32/65)		Spring Benchmark	44 (65/65)		
		4th	At	Reading	Masters	STAAA	13					Fall Benchmark	15(22/44)	THE LESS	Spring Benchmark	30(44/44)		
		4th	Al	Mathematics	Approaches	STAAR	62					Fall Benchmark	40(59/118)		Spring Benchmark	80(118/118)		
		405	м	Mathematics	Meets	STAAR	и					Fall Benchmark	24(35/70)		Spring Benchmark	47(70/70		
	1	4th	м	Mathematics	Masters	STAM	19					Fall Benchmark	18(27/55)		Spring Benchmark	37(53/55)		
		Sth	м.	Reading	Approaches	STAAR	82					Fall Benchmark	33(63/126)		Spring Benchmark	66(126/126)		
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Seh	AL .	Reading	Meets	STAAR	42					Fall Benchmark	21(40/80)		Spring Benchmark	42(80/80)		
	1 1	Seh	м	Reading	Masters	STAAA	20					Fall Benchmark	11(21/42)		Spring Benchmark	22(42/42)		
	1	Seh	Al	Mathematics	Approaches	STAAR	85					Fall Benchmark	35(66/137)		Spring Benchmark	69(132/132)	Marie I	
		Sen	N.	Mathematics	Meets	STAAR	49					Fall Benchmark	22(42/84)		Spring Benchmark	44(84/84)		
	1 1	Seh	All	Mathematics	Masters	STAAR	25	100000		Mark Mark		Fall Benchmark	9(18/36)		Spring Benchmark	19(36/36)		1
		Seh	м	Science	Approaches	STAAR	66					Fall Benchmark	35(66/137)		Spring Benchmark	69(132/132)		
		Sth	м	Science	Meets	STAAR	17					Fall Benchmark	20(34/76)		Spring Benchmark	40(76/76)		
		Sth	AI	Science	Masters	STAAR	n					Fall Benchmark	11(21/42)		Spring Benchmark	22(42/42)		
iomain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	405	M	Writing	Approaches	STAAR	ss					Fall Benchmark	40(59/118)		Spring Renchmark	MO(11A/116)		
		4th	Al.	Writing	Meets	STAAR	24					Fell Benchmark	18(27/65)		Spring Renchmark	¥7(\$5/55)		
Formein S Focus 2	(Choose two targets in the Academic	Al	All	Writing	Masters	STAAR	,					Fall Benchmark	14(21/42)		Spring Benchmark	29(42/42)	120 L	
		A	Hispanic	Reading	Meets	STAAR	34					Fall Benchmark	19(61/122)		Spring Benchmark	37(122/122)		
omein 3 Focus 3	(Minimum 25 students required)	Al	Hispanic	Mathematics	Meets	STAAR	43					Fall Benchmark	20(66/132)		Spring Benchmark	40(132/132)		
		All	EcoDis	Reading	Meets	STAAR	n			Maria Paris		Fall Benchmark	15(49/97)		Spring Benchmark	33(97/97)		
		AI	EcoDis	Mathematics	Meets	STAAR	40	AND THE PARTY OF				Fall Benchmark	17(52/105)		Spring Benchmark	18(105/105)	THE PERSON NAMED IN	0-0-

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	Instructional leadership team adds structure to specific areas - leading PLCs which will lead to effective collaborative planning, data analysis, reteach plans, and meaningful feedback. Campus administration will monitor and provide feedback on the implementation of the planning process.	There will be a consistent implemention of the Lesson Plan Cycle across the campus.	Campus will be proficient at data disagregation to identify trends in misconceptions to determine root causes as to why students may not have learned the concept and create plans of action to reteach. Students will track individual data towards meeting a measureable goal.					
Desired 90-day Outcome	ILT members will lead PLCs utilizing revised PLC Agenda to develop engaging lesson activities aligned to the state standards.	PLCs will plan and ensure that activities and assessments are aligned to the state standard.	PLCs will analyze data and create corrective instructional plans to address challenging student expectations. Students will continue to track their progress towards a measureable goal.					
Barriers to Address During this Cycle	Common understanding of engaging activities. Resources available.	Time to plan, resources, using old activities that may no longer be aligned.	Resources for intervention, time needed to plan, feelings of overwhelme					
District Actions for this Cycle	The district provides opportunities for ongoing support and coaching of campus leaders.	District policies and practices that support effective instruction in schools.	The district has effective systems for identifying and supporting struggling learners.					
District Commitment Theory of Action	4th-5th grade math and reading and the district has effective systems for identifying and supporting struggling learners then the campus will be able to establish strong data-driven instruction practices, improve the quality a							

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
Content Leader will lead PLCs on selection of activities based on Lead4ward strategies to engage learners across environments.		December, 2020 - February, 2021	Lead4ward Training, Lead4ward Virtual Learning Playlist	Principal and ILT members	PLC Agenda & Minutes, Lesson Plans and Walk- through data.	December 2020 - February 2021		
PLC will utilize Lead4ward Teacher Learning Reports to promote engagment and rigor in a virtual environment.		December, 2020 - February, 2021	DMAC - Lead4ward Teacher Learning Reports. Current assessment data.	Principal and Instructional Staff	PLC Agenda & Minutes, Lesson Plans and Walk- through data.	December 2020 - February 2021		
PLCs will utilize TEKS Resource System - IFD to ensure alignment and rigor of activities and lessons to the state standards.		December, 2020 - February, 2021	TEKS Resource System, Year at a Glance, Exemplars	ILT members, teachers and principal	Revised Lesson Plan	December 2020 - February 2021		
Instructional Action Plans will be created after each RPA to spiral or reteach challenging student expectations.		December, 2020 - February, 2021	Action Plan Template, Intervention Resources, DMAC - Expectation Progress Report to track challenging student expectations.	Teachers	Growth towards meeting 80% threshold for challenging expectations.	December 2020 - February 2021		
Students will use a tracking data form to monitor their progress towards meeting their goal.		December, 2020 - February, 2021	Data Tracking Forms	Teachers and students	Updated student tracking forms	December 2020 - February 2021		