

# **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.

[DCSI 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



**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 Number	178909	Campus Number	178909005	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 <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	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.	Tony Bonilla
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	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 1: 80 Rationale:
		Domain 2B: This campus does not receive a rating for Domain 2. Rationale:
	What changes in student group and subject performance are included in these goals?	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. Domain 2B:

	If applicable, what goals has your campus set for CCMR and Graduation Rate?	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.  CCMR Goal is 30 and the goal for graduation rate is 95.
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**CAMPUS FOCUS AREAS**

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	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
Rationale	On going coaching and support to campus leader is needed to effectively 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.	We realize that we are moving to a new lesson plan format which not only 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 Lead4ward 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.

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>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.</p>	<p>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.</p>	<p>Teachers will receive ongoing training and support from district content specialists during PLCs as needed. Opportunities 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.</p>
<p><b>Barriers to Address throughout this year</b></p>	<p>Time, teacher reluctance to a "new" initiative. Resistance to change.</p>	<p>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.</p>	<p>Administrators and teachers may not feel confident in leading or participating the data meetings especially in data meetings where they are not content experts.</p>
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Desired Annual Outcome</b></p>	<p>A culture of high performing staff and students that reflect the campus and district goals.</p>	<p>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.</p>	<p>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 achievement.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).</p>	<p>If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instruction 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.</p>	<p>If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instruction 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.</p>



## CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	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 achievement.
<b>Desired 90-day Outcome</b>	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 utilize 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.
<b>Barriers to Address During this Cycle</b>	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.	Lack of time to plan and select rigorous and high quality activities. Lack of consistent collaboration due to the number of teachers in each content area. Lack of consistent feedback on walk-throughs. Level of confidence that may hinder the implementation of expectations and process.	Teacher expectations of students are influenced by the high percent of student "at-risk" population served at the campus.
<b>District Actions for this Cycle</b>	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-quality common formative assessments that are aligned to the state standards for all tested areas.

<p><b>District Commitment Theory of Action</b></p>	<p>The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).</p>	<p>If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instruction 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 formative assessments and we will have data-driven instruction.</p>	<p>If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instruction 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 formative assessments and we will have data-driven instruction.</p>
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**ACTION PLAN**

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

For each action step, indicate:

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

At the end of each cycle -

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

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

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





**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>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 walk-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.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
		<p>None</p>

### CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	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 achievement.
<b>Desired 90-day Outcome</b>	There is a clear understanding of performance expectations, evaluations and measurable goals that result in use of best practices for continuous improvement.	Consistent, effective, and visible structures will lead to maximizing instructional time.	Effective campus data driven instructional practices will result in significant student progress toward meeting their individual goals.
<b>Barriers to Address During this Cycle</b>	Discouragement due to lack of consistency in student attendance due to COVID spikes. Limited data points to measure goals and evaluate program efficacy.	Lack of consistency in student attendance requires teachers to repeat lessons that were missed which causes teachers to fall behind in scope and sequence.	Lack of student understanding of the value of goal setting and attaining those goals.
<b>District Actions for this Cycle</b>	Commitment to weekly leadership meetings that focus on highest leverage actions to create immediate wins.	The district policies and practices support effective instruction in schools. The district has a process in place to monitor and address student absences.	The district policies and practices support effective instruction in schools. The district has a process in place to monitor and address student absences.

<p><b>District Commitment Theory of Action</b></p>	<p>The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).</p>	<p>If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instruction 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 formative assessments and we will have data-driven instruction.</p>	<p>If the district provides data assessment platform to capture assessment data by item and student level, and if district policies and practices support effective instruction 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 formative assessments and we will have data-driven instruction.</p>
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**ACTION PLAN**

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

For each action step, indicate:

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

At the end of each cycle -

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

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

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



### REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

Carryover Action Steps

New Action Steps

### END OF YEAR REFLECTION

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

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

# **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 F 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](#)

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

<b>District Name</b>	Robstown ISD	<b>Campus Name</b>	Seale Jr. High	<b>Superintendent</b>	Dr. Jose H. Moreno	<b>Principal</b>	Mrs. Maribel Trevino
<b>District Number</b>	178909	<b>Campus Number</b>	000000041	<b>District Coordinator of School Improvement (DCSI)</b>	Lorena Ceballos	<b>ESC Number</b>	2
<b>Is this a Turnaround Implementation Plan?</b>		<b>What Year was the TAP first implemented?</b>		<b>Was TAP Implementation Ordered or Voluntary?</b>		<b>ESC Support</b>	

**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.

<b>DCSI</b>	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
<b>Principal Supervisor</b> <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Jose H. Moreno
<b>Principal</b>	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
<b>Board Approval Date</b>	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>

<b>Data Analysis Questions</b>	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: 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.</p> <p>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)</p> <p>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)</p>
	What changes in student group and subject performance are included in these goals?	<p>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.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

**CAMPUS FOCUS AREAS**

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning 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.	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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	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.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	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.
<b>Barriers to Address throughout this year</b>	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
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	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.	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.
<b>Desired Annual Outcome</b>	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 activities 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.
<b>District Commitment Theory of Action</b>	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.		



### 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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	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 activities 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.
<b>Desired 90-day Outcome</b>	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.
<b>Barriers to Address During this Cycle</b>	Not 100% compliant.	Resources Needed; complacency; getting out of their comfort zone.	Not all members comply or participate. Lack of follow-through with plan.
<b>District Actions for this Cycle</b>	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.



**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

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

### CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	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 activities 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.
<b>Desired 90-day Outcome</b>	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.
<b>Barriers to Address During this Cycle</b>	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.
<b>District Actions for this Cycle</b>	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.





### 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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

### 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
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	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 activities 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.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**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.

[DCSI Job Description](#)

**Campus Name:**

Solomon P. Ortiz Intermediate

**District Coordinator of School Improvement (DCSI) Name, Role:**

Lorena Ceballos, Executive Director for Curriculum and Instruction

**Campus Number:**

178909-042

**Superintendent Name:**

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.

<b>District Name</b>	Robstown ISD	<b>Campus Name</b>	Solomon P Ortiz Intermediate	<b>Superintendent</b>	Dr. Jose H. Moreno	<b>Principal</b>	Anisa Chavera
<b>District Number</b>	178909	<b>Campus Number</b>	000000040	<b>District Coordinator of School Improvement (DCSI)</b>	Lorena Ceballos	<b>ESC Number</b>	2
<b>Is this a Turnaround Implementation Plan?</b>		<b>What Year was the TAP first implemented?</b>		<b>Was TAP Implementation Ordered or Voluntary?</b>		<b>ESC Support</b>	

**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.

<b>DCSI</b>	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
<b>Principal Supervisor</b> <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Jose H. Moreno
<b>Principal</b>	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
<b>Board Approval Date</b>	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>

<b>Data Analysis Questions</b>	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 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 36 to 45; masters grade level from 16 to 23. Rationale: Increase in performance level will ensure campus attains overall campus goal of B (80) 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.
		Domain 3: Overall Domain III Goal is 74 or better with a focus on Hispanic and EcoDis student groups meeting federal targets in student achievement 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://texasese.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://texasese.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	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've realized that while we put a lesson plan template in place, we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems here as well.	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.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	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.	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 on-going support to their grade level members on the new virtual teaching and learning expectations.	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 on-going support to their grade level members on the new virtual teaching and learning expectations.

<p><b>Barriers to Address throughout this year</b></p>	<p>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)</p>	<p>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)</p>	<p>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</p>
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>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.</p>	<p>The campus administrators will meet with Instructional Leadership Team weekly to provide guidance on PLC topics of discussion. Standing grade-level meetings with campus administrators will allow all teacher to have direct support from campus administrators.</p>	<p>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.</p>
<p><b>Desired Annual Outcome</b></p>	<p>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.</p>	<p>There will be a consistent implementation of the Lesson Plan Cycle across the campus.</p>	<p>Campus will be proficient at data disaggregation 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.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and 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 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.</p>		





### CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	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 implementation of the Lesson Plan Cycle across the campus.	Campus will be proficient at data disaggregation 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.
<b>Desired 90-day Outcome</b>	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.
<b>Barriers to Address During this Cycle</b>	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 overwhelm
<b>District Actions for this Cycle</b>	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.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and 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 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.		

