

Bonham Middle School

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

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

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

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

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

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

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Bonham Middle School

Roberto Cedillo, Executive Director of Leadership

Campus Number:

Superintendent Name:

068901042

Scott Muri

Date:

Sunday, August 30, 2020



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Ector County ISD	Campus Name	Bonham Middle School	Superintendent	Scott Muri	Principal	Mareka Austin
District Number	068901	Campus Number	068901042	District Coordinator of School Improvement (DCSI)	Roberto Cedillo	ESC Number	18
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2018 - 2019	Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	Sha Hartzler

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.	Roberto Cedillo, 8/21/20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Mareka Austin, 9/08/2020

Board Approval Date	
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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://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Increase from 58 to 70 (Approaches 57 to 67, Meets 24 to 33, Masters 8 to 13) Rationale: Setting these goals for for each level will award us a "C" in Domain 1.</p> <p>Domain 2B: Increase from 30 to 41 Rationale: Setting a goal of 41 will award us a "C" in Domain 2B</p> <p>Domain 3: Increase from 30 to 70 (AA: 0 to 8, ELLs.: 0 to 1, Std. Success: 0 to 2). Rationale: Last year, the goal was to meet 4 growth targets, we shifted those targets to AA.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We are focusing on math and reading as well as increasing the Meets level of all students.</p> <p>Domain 2B: We are prioritizing our EcoDis population in Domain 2B.</p> <p>Domain 3: We are targeting our African American, White and SpEd populations. We are also prioritizing the achievement for our ELs, since data indicates that our ELs are not making adequate progress.</p>

If applicable, what goals has your campus set for CCMR and Graduation Rate?

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 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Planning for Implementation
5.3 Data-driven instruction.	2 - 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://texasessf.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://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Rationale	CLT will have a focus on priorities, clear timelines, milestones and task owners that address the root causes of low performance. Additionally, campus leaders regularly use data and other evidence to track progress towards intended outcomes and adjust as needed.	Teachers will use the assessment to plan backwards. Teachers will create a know and show and build an assessment exemplar to develop their lesson plans in order to ensure alignment between curriculum and assessment as well as build knowledge and understand the different levels of rigor of the curriculum.	To continually evaluate the student needs. CLT members will be leading PLCs until all grade levels are comfortable with the DDI process. Once the unit assessment has been administered, teachers will analyze the data, identify gaps, build re-teach plans, and reassess.

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback. Additionally, Relay will be utilized to support Campus Leadership Team.</p>	<p>PLCs will be used to build capacity and processes with teachers.</p>	<p>PLCs will be used to build capacity and processes with teachers.</p>
<p>Barriers to Address throughout this year</p>	<p>A new way of operating due to three models of learning being implemented (hybrid, five days per week, all remote). There will be adjustments in roles and responsibilities throughout the year.</p>	<p>Virtual learning (asynchronous & synchronous), virtual PLCs, people working together, misconception of PLC purpose and goals</p>	<p>Virtual learning (asynchronous & synchronous), virtual PLCs, people working together, misconception of PLC purpose and goals. Teachers and leaders should be able to independently articulate the purpose and goals of the DDI process.</p>
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Consistent internal/external communication via scheduled meetings, surveys, call outs, media, newsletter, etc. Additionally, calibration and coaching among CLT.</p>	<p>Consistent and transparent internal/external communication via scheduled meetings, surveys, call outs, media, newsletter, etc.</p>	<p>Consistent and transparent internal/external communication via scheduled meetings, surveys, call outs, media, newsletter, etc.</p>
<p>Desired Annual Outcome</p>	<p>By the end of the 20-21 school year, 100% of the administrative leadership team will have a clear understanding of their roles and responsibilities as demonstrated by conducting 8 observation feedback cycles with the initial meeting and the debrief reflected on their calendars and leading data meetings utilizing scripts and incorporating next steps.</p>	<p>By the end of the 20-21 school year, during PLCs teachers will build know and show charts and assessment exemplars prior to the beginning of each unit for 100% of the units.</p>	<p>By the end of the 20-21 school year, we will Increase from 58 to 70 in Domain I by using the data-driven instruction process.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports the principal by protecting their time to focus on instruction then, the campus leadership will develop to be a strong instructional leadership team.</p>	<p>If the district access to assessments aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.</p>	<p>If the district policies and practices support effective instruction in school then, teachers will be able to have time during the school day.</p>

STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

- If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2 (Dec-Feb)			Cycle 3 (Mar-May)			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	54		Benchmark	50		Benchmark	59		Benchmark	64		64
		All	All	Reading	Meets	STAAR	23		Benchmark	20		Benchmark	28		Benchmark	33		33
		All	All	Reading	Masters	STAAR	11		Benchmark	11		Benchmark	16		Benchmark	21		21
		All	All	Mathematics	Approaches	STAAR	63		Benchmark	60		Benchmark	68		Benchmark	73		73
		All	All	Mathematics	Meets	STAAR	28		Benchmark	30		Benchmark	33		Benchmark	38		38
		All	All	Mathematics	Masters	STAAR	9		Benchmark	10		Benchmark	14		Benchmark	19		19
		All	All	Science	Approaches	STAAR	67		Benchmark	70		Benchmark	72		Benchmark	77		77
		All	All	Science	Meets	STAAR	31		Benchmark	33		Benchmark	36		Benchmark	41		41
		All	All	Science	Masters	STAAR	8		Benchmark	9		Benchmark	13		Benchmark	18		18
		All	All	Social Studies	Approaches	STAAR	42		Benchmark	43		Benchmark	47		Benchmark	52		52
		All	All	Social Studies	Meets	STAAR	14		Benchmark	15		Benchmark	19		Benchmark	24		24
		All	All	Social Studies	Masters	STAAR	6		Benchmark	7		Benchmark	11		Benchmark	16		16
		All	All	Writing	Approaches	STAAR	49		Benchmark	50		Benchmark	54		Benchmark	59		59
		All	All	Writing	Meets	STAAR	20		Benchmark	21		Benchmark	25		Benchmark	30		30
		All	All	Writing	Masters	STAAR	5		Benchmark	6		Benchmark	10		Benchmark	15		15
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	African American	Reading	Meets	STAAR	23		Benchmark	24		Benchmark	28		Benchmark	33		33
		All	White	Reading	Meets	STAAR	33		Benchmark	34		Benchmark	39		Benchmark	44		44
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	African American	Mathematics	Meets	STAAR	17		Benchmark	18		Benchmark	23		Benchmark	27		27
		All	White	Mathematics	Meets	STAAR	23		Benchmark	24		Benchmark	28		Benchmark	33		33
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	13		K-12 Summit	20		K-12 Summit	30		K-12 Summit	36		36

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Desired Annual Outcome	By the end of the 20-21 school year, 100% of the administrative leadership team will have a clear understanding of their roles and responsibilities as demonstrated by conducting 8 observation feedback cycles with the initial meeting and the debrief reflected on their calendars and leading data meetings utilizing scripts and incorporating next steps.	By the end of the 20-21 school year, during PLCs teachers will build know and show charts and assessment exemplars prior to the beginning of each unit for 100% of the units.	By the end of the 20-21 school year, we will Increase from 58 to 70 in Domain I by using the data-driven instruction process.
Desired 90-day Outcome	In 90 days, each admin team member will create and use scripts to lead 100% of their data team meetings. In 90 days, the principal will model and build capacity for 100% of the instructional leadership team by conducting scheduled calibration walk-throughs.	By the end of November, 100% of designated PLCs will use the curriculum to properly identify the TEKS and pace out each unit.	By the end of November, 100% of designated PLCs will thoroughly evaluate short cycle assessment data
Barriers to Address During this Cycle	Daily operations interfering with scheduled coaching opportunities, and virtual PLC setting.	Daily operations interfering with scheduled units and pacing, and virtual PLC setting.	6th & 7th Grades are utilizing a different method for teaching and learning which will require Bonham to explore different assessment methods
District Actions for this Cycle	DCSI meets weekly with principal for support and feedback.	DCSI meets weekly with principal for support and feedback.	DCSI meets weekly with principal for support and feedback.

District Commitment Theory of Action	If the district supports the principal by protecting their time to focus on instruction then, the campus leadership will develop to be a strong instructional leadership team.	If the district access to assessments aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	If the district policies and practices support effective instruction in school then, teachers will be able to have time during the school day.
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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 Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Principal models using the RELAY scripts during PLC	1.1	September, 2020	Relay scripts, agenda	Principal	Agendas and Minutes	November, 2020		
Training the administrative team to use their calendar to schedule observations, debriefs, and data meetings/PLC.	1.1	September, 2020	Outlook calendar	Principal	Agendas and Minutes	November, 2020		
Principal schedules time to calibrate observation expectations with the admin and instructional team.	1.1	September, 2020	Calendars	Principal	Calendars, walkthrough forms	October 2020		
Principal conducts feedback debrief with the administration/instruction team immediately after the walk-through to develop the common expectations for walk-throughs	1.1	September, 2020	Scheduling it on the calendar	Principal, APs and IS	Calendars, walkthrough forms	October 2020		
Assigned each team member a specific PLC to lead	1.1	September, 2020	Agenda	Principal, APs and IS	Agendas and Minutes	September 2020		
Principal models using district curriculum to pace out units	4.1	September, 2020	District curriculum	Principal, APs and IS	Pacing Calendars/PLC Calendar	October 2020		

Campus leaders will help teachers design lesson objectives and Concept check that are aligned to the curriculum.	4.1	September, 2020	Curriculum, Lead4ward, calibration on lesson	Principal, APs and IS	Lesson plans, Calendars, Walk Throughs	November, 2020		
Instructional leadership team will create a spreadsheet to monitor the progress of each PLC.	4.1	September, 2020	Spreadsheet	Principal, APs and IS	Spreadsheet	November, 2020		
Instructional Leadership team will lead PLCs through writing know and show charts	4.1	August, 2020	Know and Show charts, RELAY training	Principal, APs and IS	Know and Show Charts	November, 2020		
Implement grade level measures for 6th & 7th grades math	5.3	October, 2020	Wednesday pacing calendar	Instructional Specialists	Concept Checks	November, 2020		
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and targeted student groups.	5.3	October, 2020	Eduphoria	Principal, APs and IS	Achievement/Growth Tracker	November, 2020		
The leadership team will lead teachers through Eduphoria to analyze data by completing a reflection sheet for each SCA.	5.3	October, 2020	Eduphoria, reflection sheet	Principal, APs and IS	Reflection Sheet	November, 2020		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Desired Annual Outcome	By the end of the 20-21 school year, 100% of the administrative leadership team will have a clear understanding of their roles and responsibilities as demonstrated by conducting 8 observation feedback cycles with the initial meeting and the debrief reflected on their calendars and leading data meetings utilizing scripts and incorporating next steps.	By the end of the 20-21 school year, during PLCs teachers will build know and show charts and assessment exemplars prior to the beginning of each unit for 100% of the units.	By the end of the 20-21 school year, we will Increase from 58 to 70 in Domain I by using the data-driven instruction process.
Desired 90-day Outcome	In this cycle, 100% of the admin team will practice the observation feedback cycle by providing 1-5 pieces of bite-sized, actionable feedback.	By the end of February, 100% of designated PLCs will write intermittent concept checks for each unit to collect data before the Short Cycle assessments.	By the end of February, 100% of teachers will be able to effectively write a reteach lesson.
Barriers to Address During this Cycle	Scheduling the observation and the feedback.	Time	Using the framework with fidelity.
District Actions for this Cycle	DCSI will coach principal and provide feedback in sessions with admin team.	DCSI will coach principal and provide feedback in sessions with admin team.	DCSI will coach principal and provide feedback in sessions with admin team.

District Commitment Theory of Action	If the district supports the principal by protecting their time to focus on instruction then, the campus leadership will develop to be a strong instructional leadership team.	If the district access to assessments aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	If the district policies and practices support effective instruction in school then, teachers will be able to have time during the school day.
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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
Schedule times to conduct the observations and feedback on the calendar	1.1	December 2020	Calendar	Principal, APs and IS	Calendar	February, 2021		
Principal will model the feedback for each team member.	1.1	December 2020	Feedback/observation protocol	Principal, APs and IS	Agenda and minutes	February, 2021		
Principal will coach each team member on the format and expectations for how to provide feedback for teachers.	1.1	January 2021	Feedback/observation protocol	Principal, APs and IS	Agenda and minutes	February, 2021		
Principal will observe each member conducting the observation and observe them providing feedback to the teachers. The principal then coach the admin/instructional team member on their performance.	1.1	January 2021	Calendar, agenda, feedback form	Principal, APs and IS	Create a form to track and monitor.	February, 2021		
Instructional Leadership team will lead PLCs through choosing platforms to create formative assessments where data can be collected.	4.1	December 2020	Curriculum, pacing calendar, formative assessment platform	Principal, APs and IS	formative assessment data tracking platform	February, 2021		
Leadership team uses district curriculum to pace out units with PLCs.	4.1	December 2020	District Curriculum	Principal, APs and IS	PLC/Pacing Calendar	February, 2021		

PLCs will write know and show charts for every unit	4.1	December 2020	Know and Show Charts	Principal, APs and IS	Know and Show Charts	February, 2021		
Leadership team will lead PLCs through using the data to write quality reteach lessons.	5.3	December 2020	Reteach Lessons	Principal, APs and IS	Reteach Lessons	February, 2021		
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and targeted student groups.	5.3	December 2020	Eduphoria	Principal, APs and IS	Achievement/Growth Tracker	February, 2021		
Instruction Leadership team facilitate the use of the corrective instruction action planning process with PLCs.	5.3	December 2020	Planning process scripts	Principal, APs and IS	Agenda and minutes	February, 2021		
Campus Leadership identifies groups of students in need of support and the need for teacher growth based on disaggregated data.	5.3	December 2020	Eduphoria data	Principal, APs and IS	Achievement/Growth Tracker	February, 2021		
Provide teacher training based on the needs identified through PLC DDI.	4.1, 5.3	January 2020	Training and trainers	Principal, APs and IS	PLC Calendar	February, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Desired Annual Outcome	By the end of the 20-21 school year, 100% of the administrative leadership team will have a clear understanding of their roles and responsibilities as demonstrated by conducting 8 observation feedback cycles with the initial meeting and the debrief reflected on their calendars and leading data meetings utilizing scripts and incorporating next steps.	By the end of the 20-21 school year, during PLCs teachers will build know and show charts and assessment exemplars prior to the beginning of each unit for 100% of the units.	By the end of the 20-21 school year, we will Increase from 58 to 70 in Domain I by using the data-driven instruction process.
Desired 90-day Outcome	In this cycle, 100% of the admin team will include data in each weekly meeting to drive our walk-through focus and determine the areas of focus for targeted feedback.	By the end of May, 100% of designated PLCs will use the created know and show charts to prepare lessons that are aligned to the curriculum.	By the end of May, 100% of the teachers in tested subject areas will be able to analyze the yearly data to identify strengths and weaknesses.
Barriers to Address During this Cycle	The number of teachers who need individualized support.	Having a know and show chart for every unit and every PLC.con	No baseline data from 2020 due to COVID-19 interference of instruction.
District Actions for this Cycle	DCSI will coach principal and provide feedback in sessions with admin team.	DCSI will coach principal and provide feedback in sessions with admin team.	DCSI will support the campus with training on Needs Assessment process.

District Commitment Theory of Action	If the district supports the principal by protecting their time to focus on instruction then, the campus leadership will develop to be a strong instructional leadership team.	If the district access to assessments aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	If the district policies and practices support effective instruction in school then, teachers will be able to have time during the school day.
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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
Principal will observe each member conducting the observation and observe them providing feedback to the teachers. The principal then coach the admin/instructional team member on their performance.	1.1	March 2020	Calibrated calendars, coaching form	Principal, APs and IS	Walk through forms, feedback performance	May, 2021		
Principal will coach the admin/instructional team to identify data and how to use it to determine the focus of the feedback observation process.	1.1, 5.3	March 2020	Coaching form, feedback form	Principal, APs and IS	agenda and minutes, data protocol	May, 2021		
PLCs independently will create and use know and show charts to design lessons and formative assessments with the support of Instructional leadership team	4.1, 5.3	April 2020	Know and Show charts, formative assessments	Principal, APs and IS	Know and Show charts, formative assessments, data tracker	May, 2021		
PLCs independently uses district curriculum to pace out units with support from Instructional leadership team.	4.1	April 2020	District curriculum	Principal, APs and IS	Pacing Calendars	May, 2021		

PLCs will independently use of the corrective instruction action planning process with support from Instruction Leadership team.	5.3	April 2020	Calendar and agenda	Principal, APs and IS	Calendar and agenda	May, 2021		
Instructional leadership team will implement the RELAY data meeting script with the PLCs.	5.3	March 2020	Relay data meeting script	Principal, APs and IS	agenda and minutes	May, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

END OF YEAR REFLECTION

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

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

Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

Desired 90-Day Outcome								
How will the campus build capacity in this area? Who will you partner with?								
Barriers to Address throughout the year								
District Actions for this Cycle								
District Commitment Theory of Action								
ACTION PLAN								
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none">- 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. <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>								
Action Steps	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