Park Crest MS

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Beginning Implementation	Some Progress
	3		3.1	3 - Planning for Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

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

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

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

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

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

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
LBJ Elementary	Dr. Stacy Johnson, DCSI & Principal Supervisor
Campus Number:	Superintendent Name:
000000128	Dr. Muri
Date:	

Monday, September 28, 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	ECISD	Campus Name	LBJ Elementary	Superintendent	Dr. Muri	Principal	Alisha Holguin
District Number	068901	Campus Number	000000128	District Coordinator of School Improvement (DCSI)	Dr. Stacy Johnson	ESC Number	18
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Dr. Autumn Sloan

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.	Stacy Johnson 8/31/2020
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Stacy Johnson 8/31/2020
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.	Alisha Holguin 8/31/2020
Board Approval Date		

DATA ANALYSIS

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: We want to improve student acheivement from a 66 in Domain 1 to a 70. Rationale: We look at LBJ overall STAAR scores from 2019. The foundation skills for Math of all students at LBJ aren't performing on or above grade level. Domain 2B: We want to improve student achievement from a 69 to 70. Rationale: We looked at student progress to see which TEKS our students are struggling the most and focus on our 4th graders in reading and math. Domain 3: Our Domain 3 score will grow from 41 (scaled) to 57 (scaled). Rationale: If we meet our Domain 1 goal of 70, Domain 2B goal of 70, Domain 3 70 . In order to accomplish this, LBJ plans to target reading and math achievement for Hispanic and Economically Disadvantaged students. "
	What changes in student group and subject performance are included in these goals?	Domain 1: All subjects and all students. Domain 2B: All subjects and all students. Domain 3: Hispanic and eco disc students.
	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.	2 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Beginning 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.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	

Rationale	In past years there has been inconsistency in monitoring lesson plans, little feedback on lesson plans, and different templates being used. If we use data driven instruction effectively then we will need to improve lesson plans and the feedback we give teachers on them.	We have always had PLC's that analysis data but haven't focused on the reteach of the TEKS and its effectiviness.	
How will the campus build capacity in this area? Who will you partner with?	During PLC's teachers and Campus Leadership Team will collaborate to improve lesson plans by breaking down TEKS and giving feedback to enhance their lesson plans. Will utilize Get Better Faster protocols to include but not limited to know/show, backwards planning, DDI, reteach/reasses, enrichment.	During PLC's we will use the DDI process after each reading and math short cycle assessment. Based on these results a reteach and retest will be completed.	
Barriers to Address throughout this year	Campus Leadership Team and teachers have trust and honesty when having a discussion on content specific plans and then openly and willing make changes.	Campus Leadership Team rolling DDI process out effectively to teachers so that teachers implement it in their classroom. Teachers become confident in the process so that they reteach and assess the students effectively.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Campus Leader will post updated TIP plan on the website quarterly. Public meeting with all stakeholders.	Campus Leader will post updated TIP plan on our website quarterly. Public meeting with all stakeholders.	
Desired Annual Outcome	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25% masters.	100% of teachers will utilize data to create reteach/intervention/enrichment lessons for students. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25% masters.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	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.	If....then,

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	2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	3rd	All	Reading	Meets	STAAR	36%	20%	Short cycle assessments	30								
		3rd	All	Reading	Masters	STAAR	22%	11%	Short cycle assessments	15								
		4th	All	Reading	Meets	STAAR	28%	21%	Short cycle assessments	25								
		4th	All	Reading	Masters	STAAR	15%	10%	Short cycle assessments	10								
		5th	All	Reading	Meets	STAAR	40%	37%	Short cycle assessments	35								
		5th	All	Reading	Masters	STAAR	22%	21%	Short cycle assessments	15								
		3rd	All	Mathematics	Meets	STAAR	36%	17%	Short cycle assessments	30								
		3rd	All	Mathematics	Masters	STAAR	22%	6%	Short cycle assessments	15								
		4th	All	Mathematics	Meets	STAAR	28%	24%	Short cycle assessments	23								
		4th	All	Mathematics	Masters	STAAR	15%	4%	Short cycle assessments	10								
		5th	all	Mathematics	Meets	STAAR	40%	27%	Short cycle assessments	25								
		5th	All	Mathematics	Masters	STAAR	22%	8%	Short cycle assessments	8								
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Hispanic	All	Mathematics	Meets	STAAR	15%	20%	Short cycle assessments	15								
		Hispanic	All	Reading	Meets	STAAR	17%	20%	Short cycle assessments	17								
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Eco Disc	All	Mathematics	Meets	STAAR	15%	20%	Short cycle assessments	15								
		Eco Disc	All	Reading	Meets	STAAR	17%	20%	Short cycle assessments	17								
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	32%	50%	Short cycle assessments	32								

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25% masters.	100% of teachers will utilize data to create reteach/intervention/enrichment lessons for students. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25% masters.	0
Desired 90-day Outcome	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 30% meets and 15% masters, 4th grade reading 25% meets and 10% masters, and 5th grade reading 35% meets and 15% masters. 3rd grade math 30% meets and 15% masters, 4th grade math 23% meets and 10% masters, 5th grade math 25% meets and 8% masters.	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 30% meets and 15% masters, 4th grade reading 25% meets and 10% masters, and 5th grade reading 35% meets and 15% masters. 3rd grade math 30% meets and 15% masters, 4th grade math 23% meets and 10% masters, 5th grade math 25% meets and 8% masters.	
Barriers to Address During this Cycle	Teacher buy in, students not participating in face to face instruction, teachers not fully understanding the TEKS	Teachers do no use multiple ways to teach a concept, students not participating in face to face instruction, teachers not fully understanding data and how to use it to guide instruction, teacher's limited knowledge of TEKS	
District Actions for this Cycle	Principal supervisor will continue to coach and support Principal and campus through walk throughs and PLC participation. District will provide structured lesson plan template, campus instructional staff will be available to assist, provide professional development for staff that is needed.	Principal supervisor will continue to provide coaching and support in areas needed for the principal and campus. District will also ensure unit tests are graded and returned to campus within two days, campus instructional staff will be available to assist, provide professional development for staff that is needed.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	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.	If....then,

ACTION PLAN

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

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Establishment of recurring weekly ILT meeting	1 ,2	September - May	Notes from the meeting	Principal, AP, IS	Calendar & Notes from the meeting	Calendar & Notes from the meeting		
Completed teacher training (through PLCs) on component parts of DDI meeting	1, 2	October 25th	PD materials (facilitator notes, slides, tools, examples/videos)	Leadership Team	Teacher work products from each training	After each PLC through Oct. 25th		
Completed teacher training (through PLCs) on exit ticket creation and analysis	1,2	October 25th	PD materials (facilitator notes, slides, tools, examples)	Leadership Team	Teacher work products from training	After each PLC through Oct. 25th		

Finalization of data tracking tool for PLC leads and teachers	1,2	October 10th	Data tracking tool	Prinicpal	Existence of data tracking tool	Sept 30th	
Guided Lesson planning with real-time feedback from PLC lead	1,2	September - May	Feedback cheat sheet for PLC leads	Leadership Team	Principal obs of PLC meetings	Nov. 1st	
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1,2	November 6th	Data tracker, obs calendars	Principal	Obs calendars, PLC agendas	Nov. 6th	
Common assessments include retest of retaught standards	1,2	September - May	PLC leads need data trackers, prioritized standards, sample assessment questions	Leadership Team	Copies of common assessments w/ retested standards	Sep-May: after each short cycle assessment	
Teachers and PLC leads use data tracker for all common assessments and unit tests (initial implementation)	1,2	November 6th	Data tracker	Leadership Team	Data tracker completed	November -May	
During PLC's a know/show chart will completed with teachers for highly tested TEKS followed by a reteach and evidence from teachers classrooms every month.	1,2	September - May	Know/Show template	Grade level teachers	Know/Show charts	Sep-May: after each short cycle assessment	
Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings.	1,2	September - May	Data, TEKS, performance assessments from TRS, STAAR released questions.	ILT and classroom teachers	Lesson plan and assessment targeted to reteach	Sep-May: after each short cycle assessment	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25% masters.	100% of teachers will utilize data to create reteach/intervention/enrichment lessons for students. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25% masters.	
Desired 90-day Outcome	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 35% meets and 20% masters, 4th grade reading 30% meets and 15% masters, and 5th grade reading 40% meets and 20% masters. 3rd grade math 35% meets and 20% masters, 4th grade math 28% meets and 12% masters, 5th grade math 30% meets and 10% masters.	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 35% meets and 20% masters, 4th grade reading 30% meets and 15% masters, and 5th grade reading 40% meets and 20% masters. 3rd grade math 35% meets and 20% masters, 4th grade math 28% meets and 12% masters, 5th grade math 30% meets and 10% masters.	
Barriers to Address During this Cycle	Teacher buy in, students not participating in face to face instruction, teachers not fully understanding the TEKS.	Teachers do no use multiple ways to teach a concept, students not participating in face to face instruction, teachers not fully understanding data and how to use it to guide instruction, teacher's limited knowledge of TEKS.	
District Actions for this Cycle	Principal supervisor will continue to coach and support Principal and campus through walk throughs and PLC participation. District will provide structured lesson plan template, campus instructional staff will be available to assist, provide professional development for staff that is needed.	Principal supervisor will continue to provide coaching and support in areas needed for the principal and campus. District will also ensure unit tests are graded and returned to campus within two days, campus instructional staff will be available to assist, provide professional development for staff that is needed.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Completed teacher training (through PLCs) on component parts of DDI meeting	1, 2	January	PD materials (facilitator notes, slides, tools, examples/videos)	Leadership Team	Teacher work products from each training, training agendas	January 5th		
Completed teacher training (through PLCs) on exit ticket creation and analysis	1,2	January 31st	PD materials (facilitator notes, slides, tools, examples)	Leadership Team	Teacher work products from training, training agendas	January 31st		
Full utilization of data tracking tool for PLC leads and teachers	1,2	December 1st	Data tracking tool	Prinicpal	Utilization of data tracking tool	May		
Guided lesson planning with real-time feedback from PLC lead	1,2	September - May	Feedback cheat sheet for PLC leads	Leadership Team	Principal obs of PLC meetings, PLC agendas	Sep-May: after each short cycle assessment		

ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1,2	January 31st	Data tracker, obs calendars	Principal	Obs calendars, PLC agendas	Sep-May: after each short cycle assessment	
Common assessments include retest of retaught standards	1,2	February 28th	PLC leads need data trackers, prioritized standards, sample assessment questions	Leadership Team	Copies of common assessments w/ retested standards	Sep-May: after each short cycle assessment	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

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

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	100% of teachers will receive weekly feedback on their lesson plans. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25% masters.	100% of teachers will utilize data to create reteach/intervention/enrichment lessons for students. Student achievement on short cycle assessments: 3rd grade reading 40% meets and 25% masters, 4th grade reading 35% meets and 20% masters, and 5th grade reading 45% meets and 25% masters. 3rd grade math 40% meets and 25% masters, 4th grade math 33% meets and 15% masters, 5th grade math 45% meets and 25%	
Desired 90-day Outcome	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.	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.	
Barriers to Address During this Cycle	Teacher buy in, students not participating in face to face instruction, teachers not fully understanding the TEKS	Teachers do no use multiple ways to teach a concept, students not participating in face to face instruction, teachers not fully understanding data and how to use it to guide instruction, teacher's limited knowledge of TEKS	
District Actions for this Cycle	Principal supervisor will continue to coach and support Principal and campus through walk throughs and PLC participation. District will provide structured lesson plan template, campus instructional staff will be available to assist, provide professional development for staff that is needed.	Principal supervisor will continue to provide coaching and support in areas needed for the principal and campus. District will also ensure unit tests are graded and returned to campus within two days, campus instructional staff will be available to assist, provide professional development for staff that is needed.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	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.	If....then,

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Full utilization of data tracking tool for PLC leads and teachers	1,2	December - May	Data tracking tool	Prinicpal	Utilization of data tracking tool	May		

Guided lesson planning with real-time feedback from PLC lead	1,2	September - May	Feedback cheat sheet for PLC leads	Leadership Team	Principal obs of PLC meetings, PLC agendas	Sep-May: after each short cycle assessment	
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1,2	January - May	Data tracker, obs calendars	Principal	Obs calendars, PLC agendas	Sep-May: after each short cycle assessment	
Common assessments include retest of retaught standards	1,2	February - May	PLC leads need data trackers, prioritized standards, sample assessment questions	Leadership Team	Copies of common assessments w/ retested standards	Sep-May: after each short cycle assessment	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

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

END OF YEAR REFLECTION

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

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

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 campus's 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

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 Steps	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